

2008-09
Campus Improvement Plan
for
Cypress Ranch 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.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Our incoming ninth grade students have 100% passing rate. Our incoming tenth grade students have a 96.8% passing rate.	TAKS Tests
		Writing	N/A	TAKS Tests
		Math	Our incoming ninth grade students have a 97.8% passing rate. Our incoming tenth grade students have a 87.8% passing rate.	TAKS Tests
		Science	Our incoming ninth grade students have a 95.4% passing rate.	TAKS Tests
		Social Studies	Our incoming ninth grade students have a 100% passing rate.	TAKS Tests
		Other	All of our ninth grade subgroups have a 100% passing rate in Reading.	TAKS Tests
	Subgroups	All	The percentages of new ninth grade students passing their eighth grade Math, Reading, Science, and Social Studies TAKS Tests were at 95.4% or above. The percentage of new tenth grade students passing their ninth grade reading TAKS tests was 96.8% while the math percentage was 87.8%.	TAKS Tests
		AA	This group had a 100% TAKS passing rate on eighth grade Reading and Social Studies and a 90.4% passing rate on the Math Tests.	TAKS Tests
		H	This group had a 100% TAKS passing rate on eighth grade Reading and Social Studies, a 92.9% passing rate on Science and a 98.4% passing rate on Math Tests. Passing rate for ninth grade TAKS Reading was 97.8%.	TAKS Tests
		W	This group had a 100% TAKS passing rate on eighth grade Reading and Social Studies Tests, a 96.5% passing rate on Science, and a 98.9% passing rate on Math. Passing rate for ninth grade TAKS Reading was 99.6%.	TAKS Tests
		ED	This group had a 100% TAKS passing rate on eighth grade Reading and Social Studies, a 95.8% passing rate on Science, and a 91.2% passing rate on Math Tests.	TAKS Tests
		LEP	This group had a 100% TAKS passing rate on eighth grade Reading and Social Studies Tests.	TAKS Tests
		SE	100% of these new ninth grade students passed their eighth grade Reading TAKS and Social Studies TAKS.	TAKS Tests
	Social/ Emotional	Discipline	N/A	
		Extracurricular	With a total of 839 students, 442 are involved in athletics, 16 are in drill team, 26 are in orchestra, and 55 are in band.	Course Tallies
		Other	Eight clubs have been established and more will be by the end of the year. We are establishing this campus as a "No Place for Hate" campus. Approximately 120 students requested transfers to our new high school.	

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Teacher	Professional Development	Teachers engaged in PBIS Training and are implementing the LASSO Matrix on the campus.	Walk-throughs
		Teachers engaged in Professional Learning Communities in-service and are working collaboratively to increase effective instruction.	DC/Team Meetings
	Qualifications	The majority of our staff are experienced teachers. Only 2 are new to the profession.	Hiring Practices
	New Staff	Our staff has a wealth of differing perspectives and experiences as 1/3 are from out of the district, 1/3 are from within the district from various middle and high schools, and 1/3 are from Cy-Fair High School.	Hiring Practices
	Retention	Except for 3-4 positions, our staff was hired by the end of May.	Hiring Practices
Parent		Out of 839 students registered, over 700 parents and students attended Mustang Corral.	Number of Schedules Picked Up
		Our VIPs program is just beginning.	

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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:	# During the 2008-2009 school year, students and staff will work collaboratively to develop and maintain an environment of learning which is risk-free, relationship-oriented, and rigorous.
Formative Evaluation:	Surveys, Teacher Retention Data...

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 The students are encouraged to build relationships with teachers and other staff and have a voice at school by being active in clubs, organizations, service projects, or by simply communicating with staff.	Students	Students Staff	Club & Organization Sponsors	Ongoing
	2 The students were taught through the PBIS matrix, LASSO, to show Leadership, proper Attitude, to practice Safety in all situations, to have Success by setting positive goals and to show Ownership by taking personal accountability for actions and attitudes.	Students	Staff Students	PBIS Matrix	Ongoing
	3 Students behave appropriately and show caring for others so that the classroom is a friendly learning environment.	Students	Students		Ongoing
Teachers	1 Teachers and administrators look at student failures each six weeks, SFAs, and teacher-made tests to analyze effectiveness of instruction. Teachers will work collaboratively in teams to implement effective strategies for engaged classrooms based on data.	Students	Administration Teachers	Assessments Team Game Plan	After every assessment or grade reporting period
	2 Individual teachers paired up with at-risk students to mentor the specific students both academically and affectively.	Students	Administration Teachers	Data	Ongoing
	3 Staff members develop relationships with students so that the latter experience an emotionally safe and risk-free environment.	Students	Staff		Ongoing
	4 Teachers have knowledge of at-risk students in their classroom so they can better monitor them and offer extra services, as necessary.	Students	Administration Teachers	Tutorials	Ongoing
	5 Administration supports teachers continually and works with them on issues in order to maintain and retain a positive staff.	Teachers	Administration		Ongoing

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	6	Teachers organize and establish a “No Place for Hate” campus in order to create a positive environment and celebrate our diverse cultures.	Students	Teachers	Anti-Defamation League info.	Ongoing
Parents	1	Staff develops lines of open communication with parents regarding any issues and/or potential problems.	Students	Administration Staff	E-mail Phones	Ongoing
	2	Parents inform school of any concerns which may be affecting their children’s safety and learning or the learning and safety of others.	Students	Parents Administration Staff	E-mail Phones	Ongoing

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Area of Focus: Student Safety

District Priority:		The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
Campus Objective:	#	For the 2008-2009 school year, 95% of our students will comply with school rules and procedures and district student code of conduct, thus, allowing for increased instructional time and a better instructional environment.
Formative Evaluation:		Discipline Reports, Drill Reports, Parental Contact

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Students were taught expectations through PBIS to aid them in making good behavioral decisions.	VP	Students	PBIS Leadership Team, Teachers	LASSO Matrix, Signs	August
	2	Students will exhibit appropriate behavior and etiquette in classrooms, restrooms, common areas and school sponsored events.	VP	Students	Teachers, Students		Ongoing
	3	Students will seek out help from staff members if and when they foresee a danger to themselves or others.	VP	Students	Students		Ongoing
	4	Students will participate in monthly fire drills as well as bus evacuation drills, shelter -in- place drills, intruder drills, and random metal detector checks throughout the school year.	VP SD	Students	Principal, Administrative Team		Ongoing
Teachers	1	Staff remains in halls before and after school as well as during passing periods to supervise students.	VP	Students	Staff		Ongoing
	2	The LASSO matrix developed by the staff through the PBIS program before school began was taught to students as an expectation and an integral part of the school environment.	VP	Students	Staff	LASSO Matrix, Signs	
	3	Staff will provide a school wide assembly to emphasize the dangers of drugs and aspects of dating violence.	VP	Students	Administrative Team		Ongoing
	4	Staff will develop relationships with students so that students will feel comfortable discussing possible issues which may occur or seeking help for problems.	VP	Students	Staff		Ongoing
	5	Staff will understand Crisis Management Plan and proceed appropriately if an event occurs.	VP SD	Students	Administrative Team		
Parents	1	Parents will be provided with PBIS program information through various meetings such as Open House, Counselors Nights, etc.	VP PI	Parents	PBIS Leadership Team, Teachers		Fall

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	2	Parents will be notified of occurrences whereby students have not followed the code of conduct (i.e., dress code violations, inappropriate behavior, etc.)	VP PI	Parents	Principal, Administrative Team		Ongoing
Parents	3	Parents will feel comfortable informing school personnel of any possible issues they know may be happening in their communities which may affect the school environment. School will also inform parents, in a timely manner, of any major occurrences/events.	VP PI	Parents	Principal, Administrative Team		Ongoing

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Area of Focus: Attendance

District Priority:		The district will provide opportunities for students to develop the skills, attitudes, and/or practices characteristic of productive, community-minded adults: Citizenship skills; self-esteem; respect for others; acceptance of accountability for actions and healthy lifestyles.
Campus Objective:	#	For the 2008-2009 school year, the attendance rate for all students will be at or above 97%.
Formative/Summative Evaluation:		District-locally developed reports and AEIS.

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students are informed early regarding exemptions and the effect tardies have on these exemptions.		Students	Administrative Staff, Teachers	Exemption Policy	September-Ongoing
	2	As per the Positive Behavior Intervention System (PBIS) Teaching Matrix – Leadership, Attitude, Safety, Success, and Ownership (LASSO) – under S for Success students have been instructed and encouraged to attend class regularly.	AR	Students	Administrative Staff/Teaching Staff	Attendance Data	August
	3	Students are expected to arrive on time to class as per the LASSO Teaching Matrix and follow the tardy policy established by the campus.	AR	Students	Administrative Staff/Teaching Staff	Data regarding tardies	Ongoing
	4	Students are encouraged and instructed to take care of personal issues such as those related to parking, textbook issues, locker issues, etc. before school, during lunch, and after school to ensure that they are not missing instruction and being counted absent.	AR	Students	Administrative and Teaching Staff	Data Regarding Attendance and Tardies	Ongoing
	5	If students have a concern about a specific course, they are encouraged to attend Counselors' Corner at lunch or sign in through the counselors' office before school, during lunch, and after school so counselors may call them in (unless there is an emergency).	AR	Students	Administrative Staff	Data Regarding Attendance and tardies	Ongoing
Teachers	1	Teachers participated in training sessions during August In-service which allowed them to work together as a team to construct the LASSO Teaching Matrix which outlines specific guidelines for students to follow regarding attendance procedures.	AR	Teachers	Administrative Staff and Teaching Staff	Attendance Data	August
	2	As per the Positive Behavior Intervention System (PBIS) Teaching Matrix – Leadership, Attitude, Safety, Success, and Ownership (LASSO) – under S for Success – Teachers have instructed students that being on time is an expectation and contributes to their success.	AR	Teachers	Teaching Staff	Attendance Data	Ongoing

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	3	Teachers will communicate to the appropriate administrators, parents, etc. issues regarding students who are not attending class regularly, consistently tardy, etc. and follow campus and district policies established to govern attendance issues.	AR	Teachers	Teaching Staff and Attendance Office	Attendance/Tardy Data	Ongoing
	4	Attendance office and teachers will work together to detect any 1 period isolated absences immediately.	AR	Students	Attendance, Teachers, AP's		
Parents	1	Parents will be notified of issues regarding attendance and excessive tardies in a timely and appropriate manner by Cy-Ranch staff. Their assistance will be requested to ensure that their student gets to school and class on time consistently.	AR PI	Parents	Administrative Staff, Teaching, and Attendance Office	Attendance Data and Evidence of Parental Notification	Ongoing
	2	Parents will attend parent conferences and work with Cy-Ranch staff to ensure their child attends class regularly. Provide information to parents on a regular basis about meetings, school events, etc. to ensure they receive information in a timely manner and are able to participate in campus activities.	AR PI	Parents	Administrative Staff, Teaching Staff, and Attendance Office	Attendance Data and Parent Conference Data	Ongoing

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Area of Focus: Science

GRADE 10		
	2008	2009
AA	62.1	90
H	95	98
W	93.6	98
ED	61	90
SPED	60	90

District Priority:		Students' academic performance and achievement levels will reflect excellence in learning and attainment of both high expectations and high standards.
Campus Objective:	#	Ninth grade IPC students will achieve a 90% or better passing rate on both their 3 rd and 6 th six weeks SFAs. Tenth grade students will perform at or above the rates indicated above and, therefore, acquire exemplary status. In addition, commended performance of students will increase by 10% from the 2007-2008 school year.
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	Students were taught the LASSO Matrix and will be expected to adhere to behaviors in all areas. O for ownership required that student come to class prepared, complete their own assignments and participate positively. S for success requires student to commit to learning and strive for excellence.		Students	Students and Teachers	Discipline Data, Grades, SFA Data Teacher Records	Initial Training in August ongoing throughout year
	2	Students are exposed to direct vocabulary instruction, processing activities, application opportunities, and use of differentiated instruction to meet students' gaps in background knowledge in science.	AR	Students	Teachers	Vocabulary Lists Processing Activities, Textbook, Ancillaries Differentiation Strategies	
	3	<u>Building Academic Vocabulary</u> by Robert Marzano, Book study for Science department members is a source used to aid students in vocabulary instruction to accelerate growth.	SD AR	Teachers		<u>Building Academic Vocabulary</u> by Robert Marzano	
	4	ESL and other students struggling with TAKS objectives or performing poorly in their science class will participate in extra tutoring attending Saturday Blitzes and Super Camps.	AR	Students	Teachers	Lesson Plans, Interactive review activities	

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	5	At-Risk students are mentored by teaching staff.	AR	Students	Teachers	Grades, SFA Data, Previous TAKS Scores	Ongoing
	6	Teams will discuss and apply strategies to check for understanding, require scientific process skills, critical thinking, and use of released TAKS questions. Teams will utilize flexible regrouping strategies, and use best practices in their lesson design. Teams will work with Science Content Helping Teachers and vertical team to make sure all TAKS objectives are addressed in depth.	AR T	Students	Teacher, Teams	Grades Formative and Summative Assessment Data, both teacher made and district, Daily Team Meetings	Continuously
	7	Teachers will demonstrate good test-taking skills and work with advanced academic strategy teachers to reinforce what students have learned in that course.		Students	Teachers/ AAS Teachers	Test Scores Lesson Plans	Ongoing
Teachers	1	Teachers will continue to utilize a variety of strategies including CRISS, Power Standards, and Unwrapping standards, Modeling, technology integration and collaborative learning as they work to improve the curriculum to ensure deep understanding and retention of the TEKS.	SD T	Students	Teachers, Teams Science Helping Teachers	Grades Assessment Data SFA Data	Ongoing
	2	Teachers will meet with teams daily to review SFA Data, class data and to discuss options for curriculum revision, interventions, and or re-teach specific TEKS. Each team will insert re-teach and extension activities into their units. Information concerning student attainment of TAKS content (SFA and teacher made assessments) will be used to develop re-teaching activities which will be followed by re-assessment.	AR	Students and Teachers	Teachers, Teams	Grades Formative and Summative Assessment Data	Ongoing
	3	Teachers will evaluate TAKS, SFA and teacher formative and summative assessment data to ensure that they are aware of students in the target populations in their classes so that they may better address their individual needs. Teachers will contact parents of students who are in need of assistance and work with them to ensure student success.	SD AR PI	Teachers, Students	Teachers, Counselor, DI	Grades Assessment Data	August-September Data Dig, ongoing
	4	Teachers review data and objectives for TAKS failures, those who barely passed and those students who were almost commended and use this information to guide lessons.	AR	Students	DI, Teachers	District TAKS Data	Ongoing
Parents	1	Parents will be kept informed of student progress through "A Mustang to Write Home About," phone calls, parent conferences and email.	PI	Parents	Teachers, Counselors	Grades, Mustang Cards, Email	Ongoing
	2	Parents will be provided current information through the school and team websites.	PI T	Parents, students	Teachers	Websites, Calendars, Curricular Materials	Ongoing

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Grade 9		
	2008	2009
AA	90.4	95
H	98.4	100
W	98.9	100
ED	91.2	96
SPED	81.8	92

Grade 10		
	2008	2009
AA	58.8	90
H	89.3	98
W	90.5	96
ED	58.3	90
SPED	23	90

Area of Focus: Mathematics

District Priority:		Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
Campus Objective:	#	All students and sub-groups will perform at or above the rates indicated on their 2009 TAKS and SFA Tests in order to achieve a rating of exemplary. Commended performance for all students will increase by 10% from the 2007-2008 school year.
Formative/Summative Evaluation:		District-developed Tests(SFA) and Texas Assessment of Knowledge and Skills(TAKS)

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will communicate about math problems by working in collaborative groups, presentations of problems, and interaction with teacher.	AR CE	Students	Teacher, Math Coaches	Dana Center District Assessments	Ongoing
	2 Students will use technology to enhance learning.(TI-Interactive, graphing calculators, Understanding Math, Explore Learning)	T	Students	Teachers, Math Coaches	Gizmos, Smart-boards	Ongoing
	3 Students will attend tutorials to promote their reasoning skills.	AR CE PI	Students	Teachers	Teacher, Textbook, Power Point Presentation, Comp. Labs	Ongoing
	4 Students will analyze their test and data to recognize where their strengths and weaknesses occur.	AR CE	Students	Students, Teachers	Tests	Every test and six weeks
5	The students will participate in Alternative Assessments two to three times within a grading period so that they have an opportunity to demonstrate mastery of content in multiple formats.	AR CE	Students	Teachers, Students	Tests	Ongoing

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Teachers	1	TAKS and Benchmark test scores will be disaggregated by ethnicity, gender, economically disadvantaged, at risk, LEP, ESL, to identify needs. Needs will be addressed by collaborative teams working on lessons and strategies.	AR CE	Students	Teachers	District SFA Data	Six Weeks
	2	Teachers will use and provide technology and other resources necessary to enhance existing mathematics programs and increase students' academic success.	T	Students	Teachers, Math Coaches	Math Coaches, District Staff Development	Ongoing
	3	Teachers will use supplementary aids, modifications, and innovative strategies such as Quantum Learning to provide support for students. Teachers will incorporate effective questioning techniques and strategies to raise the cognitive level	AR CE	Students	Teachers,	Gizmos, Airliners, Algebra Tiles, Quantum Learning	Ongoing
Teachers	4	Mentors and/or community mentors will be assigned to students who have not mastered the TAKS tests.	AR	Students	Staff, Parents		Ongoing
	5	Teachers will share information with other departments to reinforce key concepts and terms.	AR CE	Students	Teachers	Cross Team & Vertical Team Meetings	Ongoing
	6	Teachers will utilize math coaches to promote new concepts, advancements in technology, and test taking strategies.	T	Students	Teachers	Math Coaches	Ongoing
Teachers	7	Collaboratively, teachers review data and objectives for TAKS failures, those who barely passed and those students who were almost commended and use this information to guide lessons.	AR	Students	DI, Teachers	District TAKS Data	Ongoing
	8	The teachers will utilize common department and team planning to meet daily with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum.	AR	Students	Teachers	District Data, Teacher Data, Team Game Plan	Ongoing
Parents	1	Parents will be updated on student's progress by email, phone calls, access to parent viewer, and math website.		Parents	Teachers, Parents	Parent Viewer, Website (Ranchmath.com)	Ongoing

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Grade 9		
	2008	2009
AA	100	100
H	100	100
W	100	100
ED	100	100
SPED	100	100

Grade 10		
	2008	2009
AA	80	90
H	97.8	100
W	99.6	100
ED	80	90
SPED	68.8	90

Area of Focus: Reading/English Language Arts

District Priority:	Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
Campus Objective: #	All students and subgroups will perform at or above the rates indicated in the box above on the 2009 Reading/ELA TAKS Tests in order to receive an exemplary rating for all students. Commended performance for all students will increase by 10% from the 2007-2008 school year.
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 Students were taught the LASSO matrix and will be expected To adhere to behaviors in all areas. L for leadership requires that students be prompt, be prepared, and participate; S for success requires that students commit to learning, give input, and be involved, etc.	AR	Students	Teachers	Discipline Data, Grades, SFA Data; LASSO Matrix	August and ongoing
	2 All TAKS failures, first –time TAKS takers, and GPC students will be placed in READ 180.	AR	Students	DI, Counselor	Failure Reports, TAKS data	August and ongoing
	3 Students will complete the Scholastic Reading Inventory (SRI) to measure current Lexile scores. The SRI will be given four times per year to track student progress.		Students	DI, Counselor	SRI	Twice per semester

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Teachers	1	Teachers will monitor students' progress in responding appropriately to open-ended questions based on their independent reading of paired literary and expository selections. Teachers will continue to monitor student learning of the critical TEKS by examining results of teacher-made tests and SFA tests. (Visit with principal and DI each grading period to study data.) Teachers will respond to those results by providing Individualized instruction during class time to those individual students who demonstrate a need.	AR	Students	Teacher DI District Coordinator	Grade Book/ SFA Data/ Teacher Observation	Each six weeks
	2	All teachers are utilizing instruction and rubrics based on "The Six Traits of Writing." This instruction includes, but is not limited to, incorporating textual evidence, establishing voice, and controlling word choice and conventions.	SD	Students	Teachers/ Team leaders	Materials/ Textbooks/ Ancillaries	Ongoing
	3	Teachers will identify gaps in students' writing and reading ability and use pull-out tutorials to provide individualized instruction.	AR	Students	Teachers	Materials/ Textbooks/ Ancillaries	Ongoing
	4	Teachers will follow the district curriculum for their grade level always emphasizing critical TEKS and including "core" elements to ensure vertical instruction throughout K-12 grades.	SD	Students	Teachers/ Team leaders	Curriculum Guides	Ongoing
Teachers	5	Teachers will meet daily with their content team to: discuss and refine best teaching practices based on research and experience; discuss and refine strategies for checking students' understanding of the written, taught, and tested curriculum; disaggregate data and make curricular adjustments as appropriate; design lessons that follow research-proven strategies (Project CRISS, UbD, LoTi, Quantum Learning, Six Traits of Writing, and technology integration); ensure that all lessons are aligned with the district scope and sequence and TAKS/TEKS objectives; and design assessments that assess the state TEKS at the appropriate level of complexity (model TAKS question stems).	SD	Students	Teachers/ Team Leaders	Coordinator	Ongoing
Teachers	6	Teachers participate in district share sessions and curriculum development activities.	SD	Students	Team Leaders/ Department Chair	Coordinator	Monthly
Teachers	7	Teachers review data and objectives for TAKS failures, those who barely passed and those students who were almost commended and use this information to guide lessons.	AR	Students	DI, Teachers	District TAKS Data	Ongoing
Teachers	8	Teachers will use the Scholastic Reading Inventory (SRI) data to identify Lexile levels and provide reading opportunities at those levels to increase students' reading ability.	AR	Students	Teachers	SRI Data	Ongoing

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Parents	1	Parents are kept current on student triumphs “A Mustang To Write Home About” and struggles by phone calls, parent conferences, where appropriate, and e-mailing.		Parents	Teachers/ Team leaders	Teachers	Ongoing
	2	Parents are provided with current information via team websites.		Parents	Team Leaders/ Teachers	Website	Ongoing
	3	Parents are encouraged to use the district PIV system to monitor student grades, attendance, and progress.		Parents	Teachers/ Team Leaders	Website	Ongoing
	4	Scholastic Achievement Monitoring reports will inform parents of students’ reading progress on SRI tests and READ 180 progress.		Parents	Teachers	Teachers	Ongoing

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Area of Focus: Social Studies

District Priority:		Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Objective:		#	Ninth grade World Geography classes will achieve a 90% passing rate on all SFAs, thus supporting the eighth grade TAKS results. In addition, the numbers of students enrolling in K/AP classes for the 2009-2010 school year will increase by 5%. Tenth grade Social Studies TAKS scores will reflect the eighth grade passing rate of 100% for all students. Commended performance for all students will increase by 10% from the 2007-2008 school year. In addition, the numbers of students enrolling in K/AP classes will increase by 5% for the 2009-2010 school year.				
Formative/Summative Evaluation:		10 th grade TAKS scores, SFA's in 9 th and 10 th grades, team generated tests, and AP & K level course requests.					
STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students are offered tutorials and will be strongly encouraged to attend if they are experiencing difficulty.	AR	Students	Teachers	Grades, AMS Reports	Ongoing
	2	Students who are at-risk are mentored by a staff mentor.	AR	Students	Teachers		Ongoing
	3	Students were taught the LASSO matrix – the S signifies the expectation that students set and attain positive goals as both individual and collaboratively as a school.		Students	Teachers	LASSO Matrix	Ongoing
Teachers	1	Teachers monitor each student's progress in teaming TEKS/Objectives by examining teacher-made tests, released TAKS exam class results and district SFA's. Adjust lessons, as necessary through collaborative teaming.	SD	Students	Teachers	Release TAKS, Teacher tests, SFA's	Ongoing
	2	Teachers utilize research based strategies and curriculum to ensure higher-level learning (History and Geography Alive!) Multiple Intelligences-Gardner, Brain-Based Learning – Eric Jensen, CRISS, Social Studies Writing Standards).	SDT	Students	Teachers		Ongoing
	3	Teachers utilize daily PLC team meetings to review UbD curriculum/lessons and student data to re-access student learning progress.	SD	Students	Teachers		Ongoing
	4	Teachers review data and objectives for TAKS failures, those who barely passed and those students who were almost commended and use this information to guide lessons.	AR	Students	DI, Teachers	District TAKS Data	Ongoing
Parents	1	Parents are kept informed through course syllabi, grade reports, PIV and teacher contact.	PI	Students	Teachers	Syllabi, Contact Log, Grade Rpts.	Ongoing

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Area of Focus: Completion Rate

District Priority:	Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
Campus Objective:	# For the 2008-2009 school year, 98% of our students will advance to the next grade level with appropriate credits.
Formative/Summative Evaluation:	District Reports, AEIS Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students have been taught the PBIS matrix of LASSO which promotes leadership, a positive attitude, safety in all areas, success, and ownership. Through the matrix, students have guidelines which will help them to be appropriate with others and foster relationships with others.	AR	Students	Teachers Students		Ongoing
	2 Due to small numbers, students will have more opportunities to develop closer relationships with teachers, counselors, and other staff.	AR	Students	Teachers Students		Ongoing
	3 Students are given opportunities to be a part of clubs or organizations or even start clubs of their interest - extracurricular activities foster a sense of belonging and minimize disconnect.	AR	Students	Teachers Students		Ongoing
Teachers	1 Teachers will mentor students who are at-risk of not succeeding academically and behaviorally. They will monitor progress every three weeks. They may counsel them, pair them with a peer, refer them to a counselor, or offer tutorials for academic needs.	AR	Students	Teachers	Data Counselors	Ongoing
	2 Teachers offer to sponsor a variety of clubs and organizations students can be a part of.	AR	Students	Teachers		Ongoing
Parents	1 Parents will be contacted on any attendance or academic issues.	PI	Students	Teachers		Ongoing
	2 Parents will be provided with pertinent curricular, four-year plan, and testing information during Open House, Parent-Counselor Meetings in the evenings, etc.	PI	Students	Teachers Administration Counselors	Schedules of Meetings	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.

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CIP PART II: ASSURANCE ADDENDUM

CYPRESS RANCH HIGH SCHOOL DARLENE MEDFORD 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	Cypress Ranch High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
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.
	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.
	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)
	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	
Darlene Medford		Principal:	
Debbie Compton		Teacher 1:	
Mary Beth Cardarette-Davis		Teacher 2:	
Dean Whitaker		Teacher 3:	
Katherine Cunningham		Teacher 4:	
Dawn Nixon		Teacher 5:	
Jeff Colie		Teacher 6:	
Kellie Weber		Teacher 7:	
Angela Shahan		Teacher 8:	
Laura Underwood		Non-teaching professional 1:	
Barbara Johnson		Non-teaching professional 2:	
Dave Hughes		Non-teaching professional 3:	
Sandra Poag		Non-teaching professional 4:	
Mindy Linton		Parent 1:	
Doug Hermond		Parent 2:	
Irma Vela		Community resident 1:	
Diane Friedel		Community resident 2:	
Tony Nguyen		Business representative 1:	
Stacie Wilson		Business representative 2:	
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 22	3:30 pm	LGI – Teaching Theatre
2	November 24, 2008	3:30 pm	LGI – Teaching Theatre
3	February 9, 2009	3:30 pm	LGI – Teaching Theatre
4	April 6, 2009	3:30 pm	LGI – Teaching Theatre

* 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 attending VIPS meetings will increase by 10% .	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.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 2% .	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.
	5) Violence Prevention	For 2008-2009, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety

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CIP PART II: ASSURANCE ADDENDUM

X		offenses will be committed by 5 % of the students.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for students .	and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	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 0% or less with no student group exceeding 0% .	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 98% .	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.
---	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% . N/A	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 2% . We only offer 1 AP Course.	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 2% .	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.
---	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX% . N/A	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) 90% .	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 Ranch 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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