

2008-2009
Campus Improvement Plan
for
Cy-Fair High School

Cypress-Fairbanks Independent School District

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	The Department has a high level of passing scores on TAKS (93% or greater overall, for Grades 9 – 11).	2008 TAKS scores
		Writing	The Department increased the number of Commended Students in Grades 9 & 10.	2008 TAKS test data
		Math	Overall, numbers of 9 th , 10 th , and 11 th grade commended students increased from last year.	2008 TAKS test data
		Science	Overall increase of 8 percentage points in 10 th grade students passing TAKS; 2 subpops have increases of 11% or higher	2008 TAKS test data
		Social Studies	The department has a high level of passing scores on TAKS (94% or greater, Grades 10 & 11).	98% Exit level passing rate/ 94% 10 th grade passing rate/commended level increased overall
		H	In Grade 10, all 4 test areas showed increases in % of students passing.	2008 TAKS H scores
		AA	We had an overall school focus toward the improvement of TAKS scores for the African American student population	2008 TAKS AA scores
		ED	We had an overall school focus toward the improvement of TAKS scores for the Economically Disadvantaged student population.	2008 TAKS ED scores
		LEP SE		
Teacher	Professional Development		Cy-Fair teachers participated in professional development in the following areas: UbD, Technology, PBIS, Quantum Learning, Data Analysis, and Using Humor to Facilitate Learning.	Grades, improved TAKS scores/test scores
			Algebra I and IPC Teams had common planning periods – this resulted in increased 9 th grade Math TAKS scores.	2008 9 th gr. TAKS scores
Parent			A parent meeting was provided for parents of Economically Disadvantaged students. There was an increase in Economically Disadvantaged student populations TAKS scores.	2008 TAKS scores

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

Area of Focus: Student Safety

District Priority:	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
Campus Objective:	# For 2008 – 2009, discipline referrals for drugs, alcohol, and tobacco will be reduced by 10% from the previous year. For 2008 – 2009, the discipline referrals for ie., for fighting will be reduced by 10% from the previous school year.
Formative Evaluation:	District-developed reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Students will be taught strategies through <i>Positive Behavior Intervention Systems</i> training.	VP	Students	Principal/PBIS Leadership Team	Discipline Management Data	August and continue throughout the year
	2	Students will be taught the Matrix with the acronym CATS – Character, Accountability, Tradition, and Success and learned the intervention strategies which correlate with those areas throughout the year. (i.e., follow dress code guidelines, follow the <i>Code of Conduct</i> , utilize appropriate language, attend class regularly, etc.)	VP	Students	All Staff	Discipline Management Data	August and continue throughout the year
	3	Student behaviors will be appropriate in classrooms, common areas, restrooms, and at school-sponsored events, as taught to students from the PBIS Teaching Matrix.	VP	Students	All Staff	Discipline Management Data	Ongoing
	4	Students participate in monthly fire drills and behave appropriately throughout the process.	VP	Students	Administrative Staff, All Staff	Documentation of monthly fire drills	Documentation of monthly fire drills
	5	Students will participate in random metal detector checks throughout the school year.	VP	Students	Assistant Principals	Documentation and results of metal detector investigation	Documentation and results of metal detector investigation
	6	Students will receive guidance lessons on dating violence.	VP	Students	Lead counselor	Counseling lessons	September – December
Teachers	1	Teachers received training on strategies through <i>Positive Behavior Intervention Systems, Gang/Drug Awareness</i>	VP	Teachers	Principal/PBIS Leadership	Discipline Management	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.

		training provided by Cy-Fair Security, and <i>Building Better Relationships</i> training sessions to better address students' behavior management issues.			Team, All Staff	Data	
	2	Staff will remain visible in the halls before, after, and during school hours. Develop and implement alternative discipline strategies based on the PBIS Teaching Matrix which maintain and improve student behavior in classrooms, common areas, restrooms, and at school-sponsored events.	VP	Teachers	All Staff	Discipline Management Data	Ongoing
Parents	1	Parents will be provided information about the <i>Positive Behavior Intervention Systems</i> program through various meetings such as Open House, grade-level parent meetings, etc.	VP PI	Parents	Administrative Staff/Teaching Staff	Parent Information about the PBIS Program	August, September and throughout the year
	2	Parents will be notified of occurrences whereby students have not followed the <i>Code of Conduct</i> (i.e., dress code violations, inappropriate conduct, etc.).	VP PI	Parents	Administrative Staff/ Teaching Staff	Documentation of parent phone calls home and parent conferences	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: Attendance

District Priority:

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

Campus Objective:

For 2008 – 2009, the ADA student attendance will be at or above 96%.

Formative/Summative Evaluation:

District-locally developed reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 As per the Positive Behavior Intervention System (PBIS) Teaching Matrix - Character, Accountability, Tradition, and Success (CATS) – under S for Success , students have been instructed and encouraged to attend class regularly.	AR	Students	Administrative Staff/Teaching Staff	Attendance Data	August
	2 Students are expected to arrive on time to class as per the CATS Teaching Matrix and follow the tardy policy established by the campus.	AR	Students	Administrative Staff/Teaching Staff	Data Regarding Tardies	Ongoing
	3 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
	4 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 implement the CATS Teaching Matrix, which outlines specific guidelines for students to follow regarding attendance procedures.	AR SD	Teachers	Administrative Staff and Teaching Staff	Attendance Data	August

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	As per the Positive Behavior Intervention System (PBIS) Teaching Matrix – Character, Accountability, Tradition, and Success (CATS) – under S for Success , teachers have instructed students to attend class regularly.	AR	Teachers	Teaching Staff	Attendance Data	August and throughout the year
	3	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
Parents	1	Parents will be notified of issues regarding attendance and excessive tardies in a timely and appropriate manner by Cy-Fair 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 conferences and work with Cy-Fair 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

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	49	75	60	90	75	82	85	81	90	84
All	71	77	79	90	83	92	95	89	90	89
Eco.Dis.	59	75	59	90	75	82	85	82	90	85
Hispanic	55	75	70	90	77	85	87	78	90	82
LEP	45	75	20	90	75	67	75	30	90	75
LEP M1	33	75	--	--	--	100	100	--	--	--
LEP M2	57	75	--	--	--	--	--	100	100	100
Spec.Ed.	33	75	37	90	75	63	75	64	90	75
White	79	83	84	90	86	94	96	94	100	96

A variety of strategies outlined in the campus improvement plan specifically address the student group(s) highlighted in the data table(s) as a result of the TAKS performance of these groups which resulted in the campus using the exceptions provision.

District Priority:

1A

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

Campus Objective:

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By May 2009 we will increase the percentage (by amount noted above, or greater) of students demonstrating proficiency on TAKS Science Tests.

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 will be taught the CATS Matrix and will be expected to adhere to behaviors in all areas. A for Accountability requires that students come to class prepared (with homework completed), complete own assignments, participate positively, etc., S for Success requires that students commit to learning, give input, and be involved, etc.		Students	Teachers	Discipline Data Grades SFA Data CATS Matrix	August and 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.

2	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth as well as processing activities and application opportunities.	AR	Students	Teachers	Vocabulary List/ Processing Activities/ Textbook Ancillaries	Ongoing
3	IPC and Biology classes will be kept small (target 20 – 22 students per class). This is funded by high school allotment funds.	AR T	Students	Director of Instruction/ Assoc. Principal/ Principal	Grant	Ongoing
4	SSL science classes will be kept small, with only LEP students assigned to those classes. These students will have experienced science teachers, and a content helping teacher will support these teachers.	AR T	Students	Director of Instruction/ Assoc. Principal/ Principal	Lesson Plans/ CRISS Materials/ UbD/ Quantum Learning Materials	Ongoing
5	ESL students will participate in the ESL Academy for science instruction after school.	AR T	Students	Director of Instruction/ Teachers/ Assoc. Principal/ Principal/ Academic Achievement Helping Teacher	Lesson Plans/ CRISS Materials/ UbD/ Quantum Learning Materials	Ongoing
6	Students struggling with TAKS science objectives will attend Saturday Blitzes, pull outs and / or Super Camps both on and off campus during the school day throughout the year.	AR	Students	Director of Instruction/ Teachers/ Academic Achievement Helping Teacher	Lesson Plans/ CRISS Materials/ UbD/ Quantum Learning Materials	Second Semester
7	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;	SD AR T	Students	Teachers/Teams	Grades Assessment Data SFA Data Team meetings/ UbD/ Quantum Learning 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.

		<p>>design lessons that follow research-proven teaching strategies (UbD, Magnificent Seven, Baker’s Dozen, Quantum Learning and Technology integration);</p> <p>> ensure that all lessons are aligned with the district scope and sequence and TAKS/ TEKS objectives; and</p> <p>>design assessments that asses the state TEKS at the appropriate level of complexity (model TAKs question stems).</p> <p>>design lessons which provide opportunities for students to work collaboratively to problem solve and to develop explanations.</p>					
	8	Provide extended learning time for students before and after school. Parents will be called of students requiring tutorials.	AR	Students	Teachers	Grades Assessment Data SFA Data	Ongoing
Teachers	1	Teachers will continue to utilize a variety of strategies (UbD, Quantum Learning, Collaborative Learning, Magnificent Seven, Baker’s Dozen, ExploreLearning, CBL probeware, as well as other resources identified by classroom and helping teachers) as they work to improve curriculum and continue to utilize technology in the classroom.	SD T	Students	Teachers DI Science Helping Teacher	Grades Assessment Data SFA Data	Ongoing
	2	Design lessons which provide opportunities for students to work collaboratively to problem solve and to develop explanations.	AR	Students	Teachers DI Principal	Grades SFA Data	Ongoing
	3	Teachers will meet with Principal, Director of Instruction, & Academic Achievement Helping Teacher (AAHT) each six weeks to review SFA & class data, discuss options for curriculum revision, interventions, and/or to re-teach specific concepts to better meet the needs of students.	AR	Teachers Students	Principal DI AAHT Teachers/Teams	SFA Data	Each Six Weeks
	4	Science classrooms will be monitored for evidence of implementation of research – proven strategies that	AR	Teachers Students	Principal DI	Lesson Plan	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.

		address the needs of diverse learners.			AAHT Teachers/Teams		
	5	Teachers will participate in professional development activities that provide strategies and activities to address student achievement.	SD	Teachers Students	Principal DI AAHT Teachers/Teams	CFLMS	Ongoing
	6	Teachers will assess student understanding frequently, focusing on high level concepts not just recall of information.	SD	Teachers Students	Teachers/Teams	Grades Assessment SFA Data	Ongoing
	7	Teachers will meet with the AAHT to ensure that they are aware of students in the target populations in their classes so that they may better address their individual needs, i.e., specific TAKS objectives that they have not scored well in, etc.	AR	Teachers Students	Teachers AAHT	Grades Assessment Data SFA Data	August-September and Ongoing
Parents	1	Teachers will contact parents of students who are in need of assistance and work with them to ensure student success. Inform parents of students' progress with regular phone calls, emails, and conferences.	PI	Parents	Teachers	Gradebook/ Bobcat Cards	Ongoing
	2	Each team provides current information via team and/or school websites.	PI	Parents	Web Site/Team Leaders	Calendars, team calendars, materials	Ongoing
	3	Encourage parents to use the district PIV system to monitor students' grades, attendance, and progress.	PI	Parents	Web Site/Team Leaders	PIV	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: 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	52	75	58	90	75	61	75	64	90	75	84	86	84	90	86
All	76	81	79	90	83	78	82	78	90	82	92	95	90	100	93
Eco.Dis.	59	75	65	90	75	71	77	68	90	75	84	86	80	90	83
Hispanic	75	80	66	90	75	65	75	66	90	75	90	93	81	90	84
LEP	26	75	45	90	75	42	75	27	90	75	83	85	60	90	75
LEP M1	--	--	45	90	75	67	75	--	--	--	88	89	--	--	--
LEP M2	--	--	--	--	--	57	75	--	--	--	--	--	83	90	85
Spec.Ed.	32	75	41	90	75	44	75	33	90	75	53	75	50	90	75
White	80	83	88	90	89	84	86	82	90	85	93	95	93	100	95

A variety of strategies outlined in the campus improvement plan specifically address the student group(s) highlighted in the data table(s) as a result of the TAKS performance of these groups which resulted in the campus using the exceptions provision.

District Priority:

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

Campus Objective:

By May 2009 we will increase the percentage of students demonstrating proficiency on TAKS Math tests (by amount noted above or greater).

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 will be taught the CATS Matrix and will be expected to adhere to behaviors in all areas. A for Accountability requires that students come to class prepared (with homework completed), complete own assignments, participate positively, etc., S for Success requires that students commit to learning, give input, and be involved, etc.		Students	Teachers	Discipline Data Grades SFA Data CATS Matrix	August and 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.

2	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth as well as processing activities and application opportunities.	AR	Students	Teachers	Grades Assessment Data SFA Data	Ongoing	
3	Struggling students will attend "Super Camps" both on and off campus so that content and strategies will be reinforced.	AR	Students	AAS DI Principal	Lesson Plans Quantum Learning	Second Semester	
4	ESL students will participate in the ESL Academy for math after school.	AR	Students	AAS DI Principal Teachers	Lesson Plans Quantum Learning	Ongoing	
5	Math TAKS classes have been developed for seniors to attend during the school day.	AR	Students	AAS DI Principal	Lesson Plans Quantum Learning	Ongoing	
6	Students who did not pass 8 th grade Math TAKs will be placed in an additional math class. (Algebra Lab).	AR	Students	AAS DI Principal	Lesson Plans Quantum Learning	Ongoing	
7	Algebra and Geometry classes will be kept small (target 10 – 22 students per class). This is funded by high school allotment funds.	AR T	Students	DI Assoc. Principal Principal	Grant	Ongoing	
8	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 questions that promote thinking at a high cognitive level; >design instructions strategies that provide all students the	T SD AR	Students	Team Leaders Teachers DI Principal	Grades Assessment Data SFA 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.

		<p>opportunity to be engaged cognitively in the learning of mathematics;</p> <p>>design lessons that follow research-proven teaching strategies (UbD, Magnificent Seven, Baker’s Dozen, Quantum Learning and Technology integration);</p> <p>> ensure that all lessons are aligned with the district scope and sequence and TAKS/ TEKS objectives; and</p> <p>> design assessments that assess the state TEKS at the appropriate level of complexity (model TAKs question stems).</p>					
	9	Math classrooms will be monitored for evidence of implementation of research – proven strategies that address the needs of diverse learners.		Teachers	APs Principal DI	Grades Assessment Data SFA Data	Ongoing
Teachers	1	Teachers will continue to utilize a variety of strategies (UbD, Quantum Learning, Collaborative Learning, Magnificent Seven, Baker’s Dozen, etc.) as they work to improve curriculum and continue to utilize technology in the classroom.	SD T	Students	Teachers DI Math Helping Teacher	Grades Assessment Data SFA Data	Ongoing
	2	Teachers will meet with Principal, Director of Instruction, and Academic Achievement Helping Teacher (AAHT) each six weeks to review SFA data, discuss options for curriculum revision to better meet the needs of students, etc.	AR	Teachers Students	Principal DI AAHT Teachers/Teams	SFA Data	Each Six Weeks
	3	Teachers will meet with the Academic Achievement Helping Teacher to ensure that they are aware of students in the target populations in their classes so that they may address their individual needs, i.e., specific TAKS objectives that they have not scored well in, etc.	AR	Teachers Students	Teachers AAHT	Grades Assessment Data SFA Data	August-September and Ongoing
	4	Teachers will participate in professional development activities that provide strategies and activities to address student achievement.	AR SD	Teachers Students	DI AAHT	CFLMS	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.

Parents	1	Teachers will contact parents of students who are in need of assistance and work with them to ensure student success.	AR PI	Parents	Teachers AAHT	Documentation of parent contact flyers and letters of parent notification	Ongoing
	2	Parents are encouraged to contact their student's teachers and communicate with them regularly in order to stay informed of instructional needs.	AR PI	Parents	Staff	Documentation of Parent Contact	Ongoing
	3	Encourage parents to use the district PIV system to monitor students' grades, attendance, and progress.	PI	Parents	Web Site	PIV	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: 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	88	89	84	90	86	88	89	90	100	93	93	95	91	100	94
All	93	95	93	100	95	91	94	93	100	95	97	98	95	100	97
Eco.Dis.	85	87	85	90	87	83	85	80	90	83	94	96	88	90	89
Hispanic	89	89	90	100	93	85	87	88	90	89	97	98	92	100	95
LEP	42	75	56	90	75	55	75	47	90	75	100	100	50	90	75
LEP M1	--	--	100	100	100	89	89	--	--	--	75	80	--	--	--
LEP M2	--	--	--	--	--	86	87	--	--	--	--	--	83	90	85
Spec.Ed.	71	77	68	90	75	65	75	58	90	75	87	88	63	90	75
White	96	97	97	100	98	93	95	95	100	97	97	98	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:

By May 2009 we will increase the percentage of students demonstrating proficiency on TAKS English Language Arts (by amount noted above or greater).

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 will be taught the CATS Matrix and will be expected to adhere to behaviors in all areas. A for Accountability requires that students come to class prepared (with homework completed), complete own assignments, participate positively, etc., S for Success requires that students commit to learning, give input, and be involved, etc.	SD	Students	Teachers	Discipline Data, Grades, SFA Data CATS Matrix	August and ongoing
	2 Monitor students' progress in responding appropriately to open-ended/short answer questions based on their independent reading of paired literary and expository selections. Continue to monitor student learning of the critical TEKS by examining results of teacher-made tests	AR	Students	DI District Coordinator	Gradebook/ SFA Data/Teacher Observation	Each Six Weeks

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

		and SFA tests. (Visit with Principal, DI, and AAHT each grading period to study data.)					
	3	SSL English classes will be kept small, with only LEP students assigned to those classes. These students will have experienced English teachers, and a content-area helping teacher will support these teachers.	AR SD T	Students	Director of Instruction/ Teachers/ Assoc. Principal/ Principal	Lesson Plans	Ongoing
	4	The Dyslexia Reading Program is provided for students who have been identified as having dyslexia.	AR SD T	Students	Director of Instruction/ Teachers	Dyslexia Program	Ongoing
	5	Place students who failed 8th grade ELA TAKs into the <i>READ 180</i> program to accelerate their learning.	AR SD T	Students	Director of Instruction/ Teachers	Read 180 Program	Ongoing
	6	Ensure 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/ DI	Materials/Text book Ancillaries	Ongoing
	7	Identify gaps in students' writing and reading ability and use pull-out tutorials to provide individualized instruction.	AR	Students	Teachers	Materials/Text book Ancillaries	Ongoing
	8	Analyze elements of the curriculum in vertical teams in order to ensure the continuum of instruction of critical TEKS.		Students	Teachers/ Team Leaders	Arnold Middle School Teachers/ Curriculum Guides	Ongoing
Teachers	1	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;	SD T	Students	Teachers DI Math Helping Teacher	Grades Assessment Data SFA 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.

		<p>>design lessons that follow research-proven teaching strategies (Project CRISS, UbD, LoTi, Magnificent Seven, Baker's Dozen, Quantum Learning, Six Traits of Writing and Technology integration);</p> <p>> ensure that all lessons are aligned with the district scope and sequence and TAKS/ TEKS objectives; and</p> <p>> design assessments that asses the state TEKS at the appropriate level of complexity (model TAKs question stems).</p>					
	2	Participate in district share sessions and curriculum development activities.		Teachers	Teachers/Team Leaders	Coordinator	Monthly
	3	Provide individualized instruction for those students who demonstrate a need based on SFA's and teacher-made assessment through pull-outs, tutorials, and flexible regrouping.	SD	Teachers	Teachers/Team Leaders	SFA Data Tests	Ongoing
	4	Target students who score less than a "2" on written composition and/or short-answer responses though pull-outs, tutorials, and flexible regrouping.	AR	Students	DC/Team Leaders Teachers	TAKS practices	Ongoing
Parents	1	Keep parents current on student triumphs ("Bobcat to Brag About") and struggles by making phone calls, scheduling parent conferences when appropriate, and sending e-mails.	PI	Parents	Teachers	Gradebook/ Bobcat Cards	Ongoing
	2	Each team provides current information via team websites.	PI	Parents	Web Site/Team Leaders	Calendars, Team Meetings, Materials	Ongoing
	3	Encourage parents to use the district PIV system to monitor students grades, attendance, and progress.	PI	Parents	Web Site/Team Leaders	PIV	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: 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	87	88	91	100	94	93	95	97	100	98
All	92	95	94	100	96	98	99	98	100	99
Eco.Dis.	83	85	86	90	87	94	96	95	100	97
Hispanic	86	87	89	90	89	98	99	97	100	98
LEP	67	75	40	90	75	83	85	100	100	100
LEP M1	100	100	--	--	--	100	100	--	--	--
LEP M2	100	100	--	--	--	--	--	100	100	100
Spec.Ed.	70	77	67	90	75	90	93	88	90	89
White	95	97	96	100	97	99	99	98	100	99

District Priority:

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

Campus Objective:

By May 2009 we will increase our overall percentage of students demonstrating proficiency on TAKS social studies.

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 will be taught the CATS Matrix and will be expected to adhere to behaviors in all areas. A for Accountability requires that students come to class prepared (with homework completed), complete their own assignments, participate positively, etc., S for Success requires that students commit to learning, give input, and be involved, etc.	AR	Students	Teams/teachers	Gradebook/ SFA Data/Teacher Observation CATS Matrix	Each Six Weeks
	2 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and SFA tests. (Visit with Principal, DI, and AAHT each grading period to study data.)	AR SD	Students	Teachers/ DI/ Team Leaders/ Principal/ AAHT	Grade Assessment 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.

	3	Teachers will design and present lessons that follow research-proven teaching strategies such as the ones described in History Alive, Geography Alive, Project CRISS, UbD, LoTi, Magnificent Seven, Baker's Dozen, and Quantum Learning. (Enroll as many teachers as possible in these trainings.)	SD T	Students	Director of Instruction/ Teachers	Lesson Plans/History Alive Binders/ Geography Alive Binders/ CRISS Materials/ UbD Scope and Sequence/ Quantum Learning Materials	Ongoing
	4	Provide extended learning time for students during tutoring sessions and the TAKS push.	AR	Students	Teachers/ AAHT	Student Data/Rosters	Second Semester
	5	Identify gaps in students' background knowledge in social studies, and use direct vocabulary instruction to accelerate growth as well as processing activities and application opportunities.	AR	Students	Teachers	Vocabulary List/History Alive / Geography Alive/ Processing Activities/ CRISS Materials/Text book Ancillaries	Ongoing
	6	Create individualized TAKS Skills packets based on classroom and testing results (SFA, CBA, etc.).	AR	Students	Teachers/Team Leaders	Student Data/Grade-book/Teacher Observation	Second Semester
Teachers	1	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;	SD AR T	Teachers	Teachers/Team Leaders	Grade Assessment Data SFA Data	Ongoing

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		<p>>design lessons that follow research-proven teaching strategies (UbD, Magnificent Seven, Baker's Dozen, Quantum Learning, History Alive, Geography Alive and Technology integration);</p> <p>> ensure that all lessons are aligned with the district scope and sequence and TAKS/ TEKS objectives;</p> <p>> utilize district-created materials created materials from the "G" drive to assist with class and tutorial instruction; and</p> <p>> design assessments that assess the state TEKS at the appropriate level of complexity (model TAKS question stems).</p>					
	2	Participate in district share sessions, curriculum development activities, and staff development activities in and out of district.	SD	Teachers	Teachers/Team Leaders	Coordinator	Monthly
Parents	1	Keep parents current on their child's recent triumphs and struggles by making phone calls, setting up parent conferences when appropriate, or sending e-mails or "Bobcat to Brag About" cards.	PI	Parents	Teachers	Gradebook/ Bobcat Cards	Ongoing
	2	<p>Keep parents current on classroom activities through the use of the school website and/or teacher's website.</p> <p>Encourage parents to use the district PIV system to monitor students' grades, attendance, and progress.</p>	PI	Parents	Web Site/Team Leaders	Calendars, team calendars, 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.

Area of Focus: Completion Rate

District Priority:

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

Campus Objective:

For 2008-2009 the completion rate will be 98%.

Formative/Summative Evaluation:

Locally developed reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Utilize "Building Better Relationships" skills to strengthen relationships among Cy-Fair staff members and students.	SD	Students	Staff	BBR Professional Development	Ongoing
	2	Strive to involve students in extracurricular clubs and activities to foster a sense of belonging at Cy-Fair High School.		Students	Club Sponsors	Club information/participation	Ongoing
Teachers	1	Assign mentors to students with a poor attendance history. Cy-Fair staff will participate in a drop recovery walk. Students that are credit deficient for their age will be enrolled in a credit recovery program (PLATO).	AR	Teachers/Students	Staff/AAHF	Roster of students/mentor list	October-May
Parents	1	Contact parents of those students who do not attend class regularly.	AR PI	Parents	Staff/Teachers/counselors/assistant principals	Attendance data	Ongoing

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*** Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; small-group reading improvement and reading enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ needs 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

Cy-Fair 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	Cy-Fair 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.
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
Michael Smith	Principal:
Laura Pickett; Sue Flukinger	Teacher 1:
Clyde Johnson; Lana Burns	Teacher 2:
Amy Brewer	Teacher 3:
Kathleen Anderson	Teacher 4:
Keith Wade	Teacher 5:
Radele Walker	Teacher 6:
Jed Ragsdale	Teacher 7:
Bill Green	Teacher 8:
Cathy Hicks	Non-teaching professional 1:
Bobbie Lechluder	Non-teaching professional 2:
Fiona Parro	Parent 1:
Leslie Lawson	Parent 2:
Hannalore Draehn	Community resident 1:
Beverly Nelson	Community resident 2:
Still working on	Business representative 1:
Still working on	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	9/22/08	3:15 – 4:15	Cy- Fair High School's Library
2	12/08/08	3:15 – 4:15	Cy- Fair High School's Library
3	2/23/09	3:15 – 4:15	Cy- Fair High School's Library
4	4/21/09	3:15 – 4:15	Cy- Fair High School's Library
5	6/10/09	8:30 – 12:30	Cy- Fair High School's Library

* 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 5% .	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.
X	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

		offenses will be reduced by 10% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for fighting .	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 0.7% or less with no student group exceeding 0.7% .	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 75% .	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 50% .	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% .	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 SAT 64% / ACT 35% .	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) 60% .	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

Cy-Fair 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	Mike Smith / Kay Noshari
19-Aug	All Staff	Campus	Mike Smith / Kay Noshari
20-Aug	All Staff	Campus	Mike Smith / Kay Noshari
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	Mike Smith / Kay Noshari
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	Mike Smith / Kay Noshari
16-Feb	All Staff	Campus	Mike Smith / Kay Noshari
13-April *	All Staff	Campus	Mike Smith / Kay Noshari
4-June	All Staff	Campus	Mike Smith / Kay Noshari

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