

2008-09
Campus Improvement Plan
for
Cypress Lakes 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	Exemplary performance in 8 th gd & Recognized performance in 9 th all groups	TAKS results
		Writing		
		Math	Exemplary performance in 8 th gd in one group	TAKS results
		Science	Exemplary performance in 8 th gd in one group	TAKS results
		Social Studies	Recognized and Exemplary performance in 8 th gd in all groups	TAKS results
		Other		
	Subgroups	All	Exemplary performance in 8 th gd Reading and Soc Stu	TAKS results
		AA	Exemplary performance in 8 th gd Reading	TAKS results
		H	Exemplary performance in 8 th gd Reading	TAKS results
		W	Exemplary performance in 8 th gd Reading, Math, Sci, & Soc Stu and in 9 th gd Reading	TAKS results
		ED	Exemplary performance in 8 th gd Reading	TAKS results
		LEP		
		SE		
	Social/ Emotional	Discipline		
		Extracurricular		
Other				
Teacher	Professional Development		Creation of PBIS system of school-wide behavioral management	Attendance at Aug 13 TE session
	Qualifications			
	New Staff		55 new teachers involved in BTMI program	
	Retention			
Parent			Tremendous involvement in Partnership Sch.	Attendance at Apr mtg

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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:

Cypress Lakes High School is an educational community dedicated to producing successful, engaged learners who are fully prepared for and committed to the post-secondary educational endeavors needed to succeed in today's society.

Formative Evaluation:

Surveys, College & Career Center data

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1	All AAS classes will visit the College and Career Center	AAS and SAS classes	Brenda Gauthey	College & Career Center	1 st 6 weeks
	2	Workshops & Guest Speakers & Student Advising	1 st Generation College-goers	Brenda Gauthey	College & Career Center	All year
Teachers	1	<ul style="list-style-type: none"> • Display your college memorabilia. • Talk about college. • When the opportunity arises, use college examples for problems and situations. • Encourage your students to visit the College and Career Center. • Tie classroom skills to career skills. • Participate in College Spirit Days. 	All Students	All Teachers	College & Career Center	All year
Parents	1	Support of college preparatory activities and academic work	All families	Campus Admin	College & Career Center	All year
	2	Attend workshops for tips to support students' preparatory work	All families	Campus Admin	College & Career Center	6 times a year
	3	Follow-up on the initiatives set during the inaugural Cypress Lakes meeting in April	All families	Campus Admin	Data from April meeting	All through the year

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	4	Use access to the College & Career Center in after school hours	All families	Brenda Gauthey	College & Career Center	All year
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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 2008 – 2009, discipline referrals for drugs, alcohol, and tobacco will be less than 75 incidents For 2008 – 2009, the discipline referrals for fighting will be less than 100 incidents
Formative Evaluation:	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Learn the meaning of VALOR – Value, Aspire, Lead, Own, Respond	VP	All students	Teachers	PBIS Matrix of Expectations	August 2008
	2 Be held accountable to VALOR	VP	All students	Teachers	Assistant Principals	All year
	3 Participate in the Random Student Drug Testing	VP	Students who participate in extra-curric activities	Ken McCown	Drug testing program	All year
	4 Participate in the Prevention Advocate program	VP	All Students	Nancy Rose and Brenda Yanowski and Health Dept	Safe and Drug Free Schools program	All year
	5 Participate in Freshmen Orientation	VP	All 9 th graders	Campus Admin and Teachers	Code of Conduct	August 2008
	6 Attend Orientation sessions for new students	VP	Newly registered students	Rhonique Jefferson and Sarah Harty	Registration lists from Registrar	Throughout the year
Teachers	1 Develop and implement a Positive Behavioral Interventions and Strategies plan	SD VP	Teachers	PBIS Leadership Committee	PBIS training materials	Aug 2008
	2 Build a school culture based on Relationships	SD VP	Teachers	Campus Admin	Professional models	All year
Parents	1 Support the implementation of VALOR system	PI	All parents	Campus Admin & teachers	Web site and newsletters	All year
	2 Participate in Freshmen Orientation	VP	All 9 th grade Parents	Campus Admin and Teachers	Code of Conduct	August 2008

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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 95% .
Formative/Summative Evaluation:	Formative: Weekly attendance rates by grade level and total school will be published Summative: The year end ADA will be reviewed to determine if the annual attendance objective was met

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Competition between 9 th and 10 th graders for best attendance	AR	All students	Attendance secretary, AA Spec & DI	Attendance data	Each week all year
	2 Exemption Policy for final exams which has an attendance component	AR	All students	Teachers	Exemption posters	August 2008 and January 2009
Teachers	1 Discuss attendance graphs and foster constructive competition between grades	AR	All teachers	Attendance secretary, AA Spec & DI	Attendance data	Each week all year
	2 Give correct attendance accounting	SD	All teachers	Attendance secretary	Attendance data	Daily
	3 Follow-up on students with attendance issues	AR	Students with attendance issues	Teachers	Attendance records in Grade2	As necessary throughout the year
	4					
Parents	1 Respond to auto-phone call for absences	PI	Absent students	Parents	Auto phone system	
	2 Discuss the exemption policy for final exams which has an attendance component	PI	All students	Parents	Web site info	All year
	3 Attend session at Freshmen Orientation conducted by Attendance Officer	PI	All Students	Parents	Student Services – Attendance Officer	August 2008

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Area of Focus: Science

District Priority:

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

By May 2009, at least 80% of African-American, Hispanic, White, and Economically Disadvantaged students will meet the standard on the Science Texas Assessment of Knowledge and Skills

10th grade

Campus Objective:

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Group	2008	2009 goal	Improvement needed
African-Amer	Not tested	80%	n/a
Hispanic	Not tested	80%	n/a
White	Not tested	80%	n/a
Eco Disadv	Not tested	80%	n/a

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 Re-group classes to address students who need more instruction on basic concepts and those who need further enrichment	AR	All classes	Teachers	Formative and informal assessments	All year
	2 Attend re-teaching and TAKS enrichment sessions on Saturdays	AR	Selected students	Teachers	TAKS materials	Four times in the year
	3 LEP students often struggle in science classrooms. SSL classes should be kept as small as possible and should only contain LEP students.	AR	LEP (ESL) Students in IPC & Biology	Kim Rodriguez & Yipsel Ramos	Matt Wells	Throughout the year
	3 Place students who failed IPC last year into PLATO Star Lab for credit recovery	AR	Reclassified 9 th graders	Counselors and Bernadette Sisneros	PLATO program	Begin September 15

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Teachers	1	Utilize data from teacher made tests and district SFAs to guide the instructional path (re-teach when data indicates that students lack a sufficient understanding of critical concepts). Information concerning student attainment of TAKS content (SFA and teacher made assessments) should be used to develop re-teaching activities which should then be followed by re-assessment.	SD	All 10 th grade science students	Teachers & Team Leaders	Cognos Reports of SFA data	All year
	2	Identify of TAKS failures on 9 th grade Math TAKS as potential Science TAKS failures	SD	9 th gr Math TAKS failures	Teachers	AMS profiles and Princ Viewer	By end of 1 st six weeks
	3	Utilize common 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 Science class time should be designed in a manner that will be engaging to most students. Worksheet based assignments should not be a primary instructional tool. Students should be afforded opportunities to work collaboratively, problem solve, and develop explanations/constructs. Teachers should be assessing student understanding frequently. Informal classroom questioning should be focused on causing students to think about content/concepts, not just the recall of information.	SD	Science teachers	Team Leaders and Dept Chair	Master schedule Team Planning period	All year
	4	Implement higher levels of technology (SMART boards, Airliners, etc.)	SD	Science teachers	Team Leaders	Janice McNeil Curriculum and Tech Helping Teachers	All year
Parents	1	Keep up-to-date on child's progress by checking PIV and science website.	PI	All parents	Campus Admin and teachers	District website	All year
	2	Access the website for up-to-date information on daily lesson plans	PI	All parents	Teachers and Web Master	Campus web site	All year

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Area of Focus: Mathematics

District Priority:

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, at least 80% of African-American, Hispanic, White, and Economically Disadvantaged students will meet the standard on the Math Texas Assessment of Knowledge and Skills

Group	2008 – 8th	2008 – 9th	Goal	Improvement 2009 – 9th	Improvement 2009 – 10th
African-Amer	69%	46%	80%	11%	34%
Hispanic	74%	51%	80%	6%	29%
White	n/a	77%	80%	n/a	3%
Eco Disadv	72%	48%	80%	8%	32%

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 use technology (graphing calculator, document camera, Airliner, Explore Learning, TI Interactive)	AR T CE	All Students	All teachers	Media Specialists and Helping Teachers	All year
	2 Students who did not meet the standard on Math TAKS will take Math Lab as a part of their schedule	AR	Students who did not pass the 3 rd Admin of TAKS	Counselors and AAS	TAKS scores Cognos reports	August 2008
	3 Students who need more instruction on basic concepts and those who need further enrichment will be re-grouped into classes within each class period	AR	All students	Team Leaders and Teachers	Teacher made assessment	Throughout the year
	4 Students who did not meet the standard on Math TAKS on the 1 st or 2 nd administration of the 8 th grade test will take SAS as a part of their schedule	AR	Students who did not pass the 1 st of 2 nd Admin of TAKS	Counselors and AAS	TAKS scores Cognos reports	August 2008

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	5	Students who did not meet the standard on the Math TAKS Test will be assigned a mentor	AR	10 th grade students who did not pass 9 th gd MathTAKS	Rhonique Jefferson and staff mentors	2008 TAKS results	Begin in Fall semester – throughout the year
	6	Attend re-teaching and TAKS enrichment sessions on Saturdays	AR	All students	Teachers	TAKS materials	Four times in the year
	7	Ensure that classroom instruction provides all students the opportunity to be engaged cognitively in the learning of mathematics, use manipulatives when appropriate, use technology (Explore Learning, Agile Mind, SmartBoard, etc.), work collaboratively (discuss strategies and argue points), and ask and respond to questions at a high-level of cognitive rigor.	AR T SD	All Students	Teachers	Staff Development training in use of technology	Throughout the year
	8	Incorporate Alternative Assessments two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple formats.	AR	All Students	Teachers	Helping Teachers	Two or three times in each grading period
	9	Place students who failed Algebra I into PLATO Star Lab for credit recovery	AR	Reclassified 9 th graders	Counselors and Bernadette Sisneros	PLATO program	Begin September 15
Teachers	1	Teachers provide activities/lessons which engage students on mathematics	SD CE	All students	Team Leaders and Helping Teachers	Math curriculum dept and web lessons	Throughout the year
	2	Technology Implementation by using higher levels of technology (SMART boards, airlines, etc.)	SD CE T	All students	Teachers, Team Leaders and Helping Teachers	Technology Liaison and Staff Develop	Throughout the year
	3	Utilizing 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 and design questions that promote thinking at a high cognitive level.	SD CE	All teachers	Teachers and Team Leaders	Math Curriculum Dept	Throughout the year

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	4	Teachers will analyze SFA results	SD	All teachers	Teachers and Team Leaders	SFA reports and Cognos Reports	Throughout the year
	5	Teachers will analyze other formative assessments to determine a need to re-group classes to address students who need more instruction on basic concepts and those who need further enrichment	SD	All students	Teachers and Team Leaders	Teacher made assessments	Throughout the year
Parents	1	Parents keep up-to-date on their child's progress by checking PIV	PI	All parents	Campus Admin and teachers	District website	All year
	2	Access the website for up-to-date information on daily lesson plans	PI	All parents	Teachers and Web Master	Campus web site	All year

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Area of Focus: Reading/English Language Arts

District Priority:

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, 90%+ of all students (in all groups) will meet the standard on the Reading/ELA Texas Assessment of Knowledge and Skills

Group	2008 – 8th	2008 – 9th	Goal	Improvement 2009 – 9th	Improvement 2009 – 10th
African-Amer	96%	78%	97% & 90%	1%	12%
Hispanic	94%	79%	97% & 90%	3%	11%
White	99%	92%	100% & 97%	1%	5%
Eco Disadv	94%	76%	97% & 90%	3%	14%

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 Every student will create and maintain an electronic portfolio to include <ul style="list-style-type: none"> • Extra-curricular Activity Journal • Community Service Log • 4-year plan • Job research • Interview with adult in regard to their job • Personal response to Career Day speakers • AAS/SAS research on Colleges and Careers • Academic file of all grade reports • Personal Reflection Essay • Evaluation of current event article • Application for at least 3 scholarship opportunities • Career Unit/My Road 	AR	All students	Teachers	Computers and network drives	Throughout the year

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	2	Students who did not meet the standard on the Reading TAKS Test will be assigned a mentor	AR	10 th grade students who did not pass 9 th grade Reading TAKS	Rhonique Jefferson and staff mentors	2008 TAKS results	Begin in Fall semester – throughout the year
	3	Students who did not meet the standard on Reading TAKS will take Read180 as a part of their schedule	AR	Students who did not pass the 3 rd Admin of TAKS	Counselors and AAS	TAKS scores Cognos reports	August 2008
	4	All English teachers should participate in training regarding the Six Traits of Writing on which the TAKS Writing rubric is based and in the district Writing Symposium and Writing Institute for Experienced Teachers of Writing to attain strategies for improving student writing.	SD	All students	English Teachers	TAKS and SFA scores	Throughout the year
	5	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.	AR	Students in READ 180	Reading Teachers	Read 180 program & SRI	Four times a year
	6	Students who did not meet the standard on Reading TAKS on the 1 st or 2 nd administration of the 8 th grade test will take SAS as a part of their schedule	AR	Students who did not pass the 1 st of 2 nd Admin of TAKS	Counselors and AAS	TAKS scores Cognos reports	August 2008
	Teachers	1	Technology Implementation by using higher levels of technology (SMART boards, airlines, etc.)	SD T	Teacher	Teachers and Team Leaders	Media Specialists
2		Analysis of SFA's which will include the following: A) Reviewing SFA results and questions with students and re-teaching where necessary B) Incorporating objectives in need of improvement into current curriculum using spiraling activities and/or warm-ups	SD	Teacher	District Curriculum Coordinators, Helping Teachers and Campus Teachers	SFA Data and Cognos Reports	All year
3		Use the Scholastic Reading Inventory (SRI) data to identify Lexile levels and provide reading opportunities at those levels to increase students' reading ability.	AR T	Reading Students	Reading Teachers	SRI testing	Four times a year

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	4	Utilizing 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	SD	Teacher	Teachers and Team Leaders	English Curriculum Dept	Throughout the year
	5	Re-group classes to provide classroom instructional opportunities for re-teaching and retesting of critical TEKS for students who demonstrate weakness in critical skills.	SD	students	Teachers and Team Leaders	Formative assessments	All year
Parents	1	Parents keep up-to-date on their child's progress by checking PIV	PI	All parents	Campus Admin and teachers	District website	All year
	2	Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and READ 180 progress.	PI	Parents of Reading Students	Reading Teachers	SRI reports	Four times a year
	3	Access the website for up-to-date information on daily lesson plans	PI	All parents	Teachers and Web Master	Campus web site	All year

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Area of Focus: Social Studies

District Priority:

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

By May 2009, at least 95% of African-American, Hispanic, White, and Economically Disadvantaged students will meet the standard on the Social Studies Texas Assessment of Knowledge and Skills

Campus Objective:

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Group	2008 – 9 th gr	Goal	Improvement needed 2009 – 10th
African-Amer	Not tested	95%	n/a
Hispanic	Not tested	95%	n/a
White	Not tested	95%	n/a
Eco Disadv	Not tested	95%	n/a

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 use technology (document camera, Smart Board, on-line research)	AR T	All Students	All teachers	Media Specialists	All year
	2 Re-group classes to address students who need more instruction on basic concepts and those who need further enrichment	AR	All students	Team Leaders and Teachers	Teacher assessment	Throughout the year
Teachers	1 Get History Alive training	SD	Teachers	History Alive trainers and Department Chair	History Alive materials	Summer 2008
	2 Analyze SFA results each six weeks: - Identify objectives that need to be re-taught - Teach these objectives in a new manner to help students understand the concept	AR T	All teachers	Teachers	SFA data and Cognos Reports	Every 6 weeks

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	3	Technology Implementation by using higher levels of technology (SMART boards, airlines, etc.)	SD T	Teachers	Teachers and Team Leaders	Media Specialists	All year
	4	Utilizing 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	SD	Teachers	Department Chairs, Team Leaders	Master Scheduler and SS curriculum	All year
Parents	1	Parents keep up-to-date on their child's progress by checking PIV	PI	All parents	Campus Admin and teachers	District website	All year
	2	Access the website for up-to-date information on daily lesson plans	PI	All parents	Teachers and Web Master	Campus web site	All year

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Legend

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
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 Lakes 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	Cypress Lakes 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
Sarah Harty	Principal:
Leigh Ann Carrier-Jackson	Teacher 1: Art Teacher
Wendee Galloway	Teacher 2: Reading Teacher
Julie Gawel	Teacher 3: Art Teacher
Sara Gonzales	Teacher 4: Journalism Teacher
Shelly James-Perelion	Teacher 5: English I Team Leader
Terry Noe,	Teacher 6: Social Studies Department Chair
Brenda Yanowski,	Teacher 7: PE/Health Department Chair
Marsha Molden,	Teacher 8: English II Team Leader
Heather Palasota	Teacher 9: Business Teacher
Laura Lyon	Teacher 10: Social Studies Teacher
Mike Miller	Teacher 11: Special Education Teacher
Donna Dunn	Non-teaching professional 1: Lead Counselor
Donna Jo Strickler	Non-teaching professional 2: Secretary to the Principal
Nancy Gause	Non-teaching professional 3: Director of Instruction
Ken McCown	Non-teaching professional 4: Associate Principal
Brenda Gauthey	Non-teaching professional 5: College and Career Specialist
Mara Caldwell	Parent 1:
Rick Johnson	Parent 2:
Glen Shahan	Community resident 1:
Marie Orchard	Community resident 2:
	Business representative 1:
	Business representative 2:

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CIP PART II: ASSURANCE ADDENDUM

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	December 2, 2008	6:30 pm	Silver Admin Conference Room
2	January 27, 2009	6:30 pm	Silver Admin Conference Room
3	February 24, 2009	6:30 pm	Silver Admin Conference Room
4	March 24, 2009	6:30 pm	Silver Admin Conference Room
5	May 5, 2009	6:30 pm	Silver Admin Conference Room

* 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.
	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.
	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by XX %.	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 5%.	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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X		offenses will be reduced by 6% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for XXX .	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 3% or less with no student group exceeding 5% .	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 90%.	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% .	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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	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 XX %.	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 5%.	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 %.	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.
	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) XX %.	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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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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Cypress Lakes 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
4-Nov	All Staff	District Staff	
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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