

2008-09  
**Campus Improvement Plan**  
for  
**Cypress Ridge 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	Focus on quality first time instruction	Improvement shown in every sub pop --91% passing overall
		Writing	Teacher and team focus on student success	Most 10 <sup>th</sup> gr commended Six Yearbook staff journalism awards
		Math	Each team developed and implemented a TAKS Plan	4% increase in overall math TAKS
		Science	Focus on UBD model for planning instruction TAKS prep tutorials before and after school – science teachers mentored TAKS retesters	Overall science scores rose 5%
		Social Studies	After school and Saturday TAKS tutorials using interactive TAKS prep materials	Exemplary Results
		Other	Recognized performances in Electives and Extra –curricular activities	Competitive Awards
	Subgroups	All	Campus Goal to show improvement in all 20 TAKS Indicators	Improvement in 18 of 20 indicators
		AA	Exemplary performance on social studies TAKS	2008 TAKS Results
		H	9,8% increase in 10 <sup>th</sup> grade science TAKS	2008 TAKS Results
		W	Recognized Performance on all TAKS	2008 TAKS Results
		ED	87% passed EXIT level ELA	
	Social/ Emotional	Discipline	PBIS was fully implemented/ with a school goal to create and support positive school culture.	Attendance <u>improved</u> each six weeks of the school year. 90-95% students were on time, all the time. Average number of daily referrals steadily declined.
		Extracurricular	Recognized performances in Speech and Debate Activities to promote appreciation of diversity  Extracurricular excellence demonstrated	Competitive Awards , State and National championships in Speech and Debate 700+ students participated in MIX IT Up State title for Cy Ridge wrestler, Football Team 11-2 record Speech and Debate Awards
		Other	Success Program in Athletics	Student eligibility
	Teacher	Professional Development		Academic Component at each faculty meeting,
			Mentor Support Team created to assist teacher mentors through trainings newsletters	12% plus improvement in TAKS mentees TAKS scores
Qualifications			100% of Teachers are Highly Qualified	NCLB Report
New Staff			Rookie Social Studies Teacher of the Year	Allen Roberds
Parent			Tremendous support from parent volunteers at all levels	400 plus Active Volunteers
				Monthly activities to support staff ( i.e. “Death by Chocolate” ( staff appreciation activity )

## 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 **15%** from the previous year. For 2008-2009, the discipline referrals for ie.fighting will be reduced by **15%** from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Offer Positive Behavioral Intervention System (PBIS) and model appropriate behaviors while learning to appreciate and accept diversity among peers, staff and community members.	AR VP	All	Teachers, PBIS team, Staff	PBIS Matrix Student Code of Conduct and Student Handbook, Success Plan	Each Six Weeks
	2	Provide study skills to increase on task behavior in order to enhance academic success and decrease behavior problems	AR VP	All	Teachers Administrators Counselors Support Staff	Brain Based Learning(BBL), Building Better Relationships(BBR), Technology, Notetaking, Summarizing, Test Taking Skills, Six weeks calendar with major grade deadlines. PBIS	Each Six Weeks
	3	Encourage students to participate in a healthy and drug free lifestyle	AR VP	All	Teachers Administrators Counselors	Student Code of Conduct & Student	Each Six Weeks & Randomly as

					Prevention Advocate	Handbook Random Drug Testing, Parent letters, Fitness testing, Red Ribbon Week	instructed
	4	Encourage students to participate in mentor program	AR	Identified Students used TAKS criteria	AAS, Mentor Coordinator, Teachers, Staff	Staff & Community Volunteers, PALS	On Going
	5	Offer clubs & activities to cultivate a school wide awareness of multicultural issues.	AR	All	Club Sponsors Staff	Teen Summit, Superintendents Student Leadership Conference (SSLC), ROPES	On Going
Teachers	1	Consistently and fairly enforce school rules	AR	All	Administrators Staff	Code of Conduct & Student Handbook, PBIS	On Going
	2	Model appropriate behaviors for students.		All	Staff Appraisers	Staff Development, Team/Department Meetings, PBIS, Academic Achievement Specialist, Meeting agendas	On Going
Parents	1	Provide school information for parents to access.	AR	All	Administrators	PIV, Newsletters,	Regularly throughout the

						Progress Reports, Report Cards, website, SCOC, SH, Open House, PBIS	year, middle and end of each six weeks
	2	Encourage parents to role model appropriate behavior for the school setting.		All	Administrators	PBIS, SCOC, SH, Open House, website	Monitor throughout the year

## Area of Focus: Attendance

**District Priority:**

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

For 2008-2009, the ADA student attendance will be at or above **95%, increases are noted in chart.**

**Campus Objective:**

#

	07-08	08-09
W	94.6%	+4%
AA	93.9%	+1.1%
H	93.3%	+1.7%
ED	93.5%	+1.5%

**Formative/Summative Evaluation:**

District-locally Developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Incentives for good attendance	AR	All	All Staff	Ram Bucks, "Key to Success", Exemption Eligibility, Athletes Plan for success	Continuous
Teachers	1 Monitor student attendance daily and contact students when they are absent.	AR	AA, H, ED	Teachers, Attendance Officer, Administrators, Counselors	Attendance records	Continuously
	2 Create an engaging and supportive learning environment	SD	AA, H, ED	Teachers, ISC Support Staff, DI, PBIS Team	Staff Development, Mentoring, Role Modeling	Continuously
	3 Enhance communication with parents	PI	AA, H, ED	Teachers, Administrators	Call out system, e-mail, PIV, Parent Meetings, newsletter, Teacher	Continuous

						WebPages	
	4	Communication of legal/long-term consequences regarding excessive absences	PI	AA, H, ED	Attendance Officer, Assistant Principals, Counselors	Program eligibility (UIL) , Stay in School Program, Athletic Plan for success	Continuous (as needed)
Parents	1	School will provide access to student attendance and grades by educating parents on PIV.	PI	AA, H, ED	Attendance Officers, APs, Teachers, Staff	PIV, Attendance Office	Continuously
	2	School will alert parents of school issues	PI	AA, H, ED	Administrators, Teachers	Call out system, parent contact, Open House	As Needed  Beginning of school year

## 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	54	75	52	90	75	65	75	65	90	75
All	65	75	67	90	75	76	81	80	90	83
Eco.Dis.	49	75	55	90	75	67	75	67	90	75
Hispanic	48	75	56	90	75	65	75	71	90	77
LEP	21	75	19	90	75	48	75	40	90	75
LEP M1	32	75	50	90	75	36	75	44	90	75
LEP M2	60	75	43	90	75	78	82	55	90	75
Spec.Ed.	39	75	14	90	75	40	75	35	90	75
White	82	85	83	90	85	87	88	93	100	95

**District Priority:**

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

**Campus Objective:**

# *By May, 2009, we will increase the percentage (by amounts noted in chart or greater) of students demonstrating proficiency on TAKS Science.*

**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	Provide project based/interactive learning experiences	AR	LEP, AA, SE, H, ED	Teachers, Administrators	Explore Learning, Staff Development	Continuous
	2	Provide differentiated instruction to meet student needs	AR	AA, H, ED, LEP	Teachers	Staff Development, modifications, vocabulary enrichment, questioning strategies, pull outs	
	3	Subject specific mentors.	AR	Identifi	Teachers,	TAKS scores,	

				ed "Bubbl e" Stude nts	AAS, Student Advocates	Positive Relationships with students, TAKS Tutoring, TAKS Mentoring	
	4	Grade level mentoring	AR	Srs who have not passe d TAKS	AAS, Teachers, Administrators	Mentoring	Continuous
	5	PALS's tutoring in IPC classrooms		Stude nts in course s	PALS, students, teachers, AAS	Improved grades and social skills	
Teachers	1	Monitor student understanding of objectives, including TAKS objectives, daily	AR	AA, His, LEP, ED	Teachers	Questioning strategies, Quizzes, Informal/formal assessments, warm up, exit slips, reflections	Daily
	2	Spiral needed concepts back into lessons with TAKS focus. (IPC into Biology, IPC and Biology into Chemistry, Physics, Aquatic and Environmental Systems)	SD	All	Teachers, DC, TL, DI	Lesson Plans, SFA data, Power points covering material	Continuous
	3	Accelerated IPC class	AR	Stude nts repeati ng IPC	Teachers, DC, Administrators, Counselors, TL	Student data; SFA; TAKS	Continuous
	4	Content teams will meet daily			Teachers, DC , TL, administrators	SFA data, Lesson Plans, TAKS data	Daily

**\*Please see "All Courses Section" for more interventions.**

## 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	45	75	45	90	75	58	75	44	90	75	67	75	67	90	75
All	60	75	59	90	75	70	77	66	90	75	79	83	83	90	85
Eco.Dis.	48	75	49	90	75	58	75	57	90	75	70	77	76	90	81
Hispanic	50	75	51	90	75	56	75	58	90	75	72	78	78	90	82
LEP	17	75	17	90	75	27	75	33	90	75	43	75	52	90	75
LEP M1	26	75	28	90	75	50	75	63	90	75	50	75	50	90	75
LEP M2	86	87	11	90	75	70	77	57	90	75	88	89	58	90	75
Spec.Ed.	19	75	17	90	75	32	75	19	90	75	58	75	32	90	75
White	77	81	77	90	81	85	87	79	90	83	88	89	91	100	94

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 this group which resulted in the campus missing adequately yearly process (AYP).

**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 (by amounts noted in chart or greater) of students demonstrating proficiency on TAKS Mathematics.*

**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	Identified students are placed in appropriate classes and pull outs using previous year TAKS data	AR	AA, H, ED	Teachers, Administrators, AAS	TAKS data, teacher input	Prior to the beginning of school year
	2	Provide portfolios for students to individually track progress.		All	Students, Teachers	Portfolio's, SFA & test data,	Set up at the beginning of the year, then continuously update
	3	Grade level TAKS talks		All	Teachers, AAS,	TAKS scores,	Fall, then follow up at beginning of

					Administrators	Goal sheets	Spring semester
	4	TAKS tutorials		Identified Students	Teachers, AAS, DI	TAKS data, SFA results	Prior to TAKS testing/retesting
	5	Subject specific mentors		Identified students	AAS, Student Advocates, Teachers	TAKS Data, Relationships with students	Throughout the year
	6	PALS tutoring in Algebra 1 classrooms		Students in classes	PALs, students, teachers, AAS	Improved grades and social skills	
Teachers	1	Schedule math coaches to work with teams to ensure student success by spiraling concepts missed back into the curriculum	SD	Algebra, Geometry	Math Coaches, Team Leaders		Continuously
	2	Train all teachers in explore learning, Agile Mind, Smartboard	SD	Math teachers	Math Coordinator	District Staff Development	Throughout the year
	3	Content team meetings to discuss teaching strategies, analyze data, design questions that promote higher-level thinking, develop activities that will cognitively engage students, and discuss methods for teaching critical concepts in creation of a successful curriculum			Teachers, DC, TL, administrators	SFA data, TAKS data, test analysis, lesson plans	Daily

**\*Please see “All Courses Section” for more interventions.**

## 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	84	86	81	90	84	84	86	89	90	89	91	94	89	90	89
All	87	88	86	90	87	90	93	91	100	94	90	93	92	100	95
Eco.Dis.	82	85	81	90	84	84	86	88	90	89	86	87	86	90	87
Hispanic	84	86	83	90	85	87	88	87	90	88	86	87	88	90	89
<b>LEP</b>	52	75	46	90	75	50	75	57	90	75	39	75	39	90	75
LEP M1	89	89	79	90	83	70	77	88	90	89	71	77	76	90	81
LEP M2	75	80	80	90	83	100	100	71	90	77	89	89	80	90	83
Spec.Ed.	48	75	45	90	75	65	75	56	90	75	58	75	43	90	75
White	92	95	94	100	96	94	96	97	100	98	93	95	97	100	98

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 this group which resulted in the campus missing adequately yearly process (AYP).

**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 (by amounts noted in chart or greater) of students demonstrating proficiency on TAKS Reading/English Language Arts.*

**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	Provide research proven strategies to improve writing skills	AR	AA, H, ED	Teachers	Six Traits of Writing, TEKS. Lesson Plans, Examples of high quality work, NAC, Classes for ELL students	Continuously
	2	TAKS tutorials for identified students.	AR	Identified Students	Teachers, AAS	Tutoring opportunities	Prior to TAKS testing/retesting
	3	Teachers will use a variety of teaching strategies to meet the needs of all types of learners	AR	All	Teachers	READ 180, CRISS, Baker's Dozen	Ongoing
	4	Students will complete the Scholastic Reading Inventory (SRI) to measure current Lexile scores.	AR	Students in READ 180	Teachers	GPC, TAKS scores	4 times a year
Teachers	1	Train teachers to use targeted strategies to ensure student success	SD	AA, H, ED	Curriculum Coordinator, Helping Teachers, DC, TL	Staff Development	Beginning of year and as needed throughout the year
	2	Use provided student data to plan and implement lessons to meet student needs.		AR	Teachers	DC, TL, Curriculum Coordinator, DI	Throughout the year
	3	Provide teachers with TAKS data to ensure proper placement of students.			AAS, Counselors, DI, Principal	TAKS Data	Prior to beginning of the year
	4	English, Math, Science and Social Studies Departments will create and implement a TAKS plan for all students		All	Principal, DI, Administrators	TAKS Plans, Lesson Plans, Meetings with	Continuous

						teams/depart ment	
	5	Use the Scholastic Reading Inventory (SRI) data to identify Lexile levels and provide reading opportunities at those levels to increase students' reading skills.		Stude nts in READ 180	Teachers	SRI scores	Continuous
Parents	1	Use SRI reports to monitor student progress in reading		Stude nts in READ 180	Parents	SRI reports	4 times a year

**\*Please see "All Courses Section" for more interventions.**

## 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	89	89	88	90	89	96	97	91	100	94
All	90	93	92	100	95	96	97	95	100	97
Eco.Dis.	84	86	89	90	89	91	94	91	100	94
Hispanic	83	85	89	90	89	92	95	93	100	95
LEP	53	75	76	90	81	64	75	65	90	75
LEP M1	71	77	86	90	87	79	83	94	100	96
LEP M2	90	93	100	100	100	100	100	85	90	87
Spec.Ed.	71	77	72	90	78	83	85	66	90	75
White	96	97	98	100	99	99	99	99	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 the percentage (by amounts noted in chart or greater) 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	Offer students tutorials as needed	AR	Failing studen	Teachers	Course Syllabus,	As needed throughout the

				ts		Grades, TAKS Scores	year
	2	Mandatory tutorials for any students failing or in need of retesting.					
Teachers	1	Spiral World Geography skills through out the other courses to prepare students for grade level TAKS.		All	Teachers, TL, DC, Curriculum Coordinators	Lesson Plans, Syllabus	Continuously

**\*Please see “All Courses Section” for more interventions.**

### **Area of Focus: All Courses**

**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 passing rate by 10%.*

**Formative/Summative  
Evaluation:**

Grade Distributions at end of six weeks and semester. Course passing rates and course attendance.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide activities to encourage students to be actively engaged in classroom activities and demonstrate PRIDE		All	Teachers, Administrators	PBIS Matrix	
	2	Ensure that all students have mastered objectives for each course.	AR	All	Teachers, Teams, Departments, Administrators	SFA data, Semester Grades,	Throughout the semester and at the end of the semester
	3	Use SFA data to predict and plan for student success onTAKS, by spiraling in concepts students have not mastered	AR	AA, H, SE, LEP	Teachers, TL, DI, AAS, Administrators	SFA Data Collected	After each testing window
	4	Required tutoring for students to take a retest.		All	Teachers	Available tutoring	As needed
	5	Provide SSL classes in content areas to provide needed support for English Language Learners Pure classes with smaller class loads for all areas except English I & English II	AR	LEP students	SSL teachers, counselors, DI, DI Helping Teacher	SSL Training, ESL teacher support	continuous

Teachers	1	Use technology to enrich instruction	SD	Teachers	Department Chairs, Team Leaders, Administrators	Technology Liaison, smart boards, united streaming, COW (computers on wheels), LoTI, Videophones, Airliners, Computers and software	Continuous
	2	Variety of teaching strategies to enhance student learning		Teachers	Teachers, Administrators	Reading for detail, Summarizing & Note taking, Marzano's strategies, Interpreting, DBQ (data-based questions), high order thinking skills, chunking	
	3	Proper and effective modifications in the classroom	AR	Students needing assistance	Special Education Administrator, Teachers, DI	504's, Modifications, Tutoring, Information from parent	Continuous
	4	Effective lesson plans, 100% attendance at team/department meetings, timely feedback to students on their progress in your class		Teachers	TL, DC, DI, Administrators	PIV, grade books, lesson plans, meeting agendas	Continuous
	5	High expectations for all students	AR	Students	All Staff	Guideline and expectations for each classroom	Continuous
	6	Use PLATO Star Lab for credit recovery	AR	Identified students who are credit deficient	Star Lab Manager, counselors, Administrators, AAS	Grades in original courses and progress on PLATO	Continuous
	7	Team meetings with agendas and minutes turned in to		English,	TL, DC, DI,	Lesson Plans,	Daily

		team appraiser weekly.		Math, Science & Social Studies Courses	Helping Teachers, Appraisers	SFA data, Staff Development, Assessment Analysis	
	8	Train teachers of the TAKS tested subjects on how to use infoserv Teacher Viewer		TAKS tested courses	AAS, TL, DC	Infoserv Teacher Viewer, AMS reports	Continuous
Parents	1	Provide parents access to student progress using the PIV	PI	AA, H, ED	Parents	PIV, newsletter, grades	End of each grading period
	2	Provide access to TAKS tutorials through campus website		All	Parents, AAS	Improve TAKS scores	End of year
Administrators	1	Monitor lesson plans for teaching of critical TEKS& reteaching			DI, Appraisers	Lesson Plans posted on server, Classroom visits	Each six weeks
	2	Monitor team success plans, lesson plans and team meeting minutes			Administrators, Team Leaders, Department Chairs	Team Success Plans	Continuous
	3	Grade placement committee meetings	AR	Students placed in 9 <sup>th</sup> grade	Administrators, Teachers, AAS, Counselors	Grades, TAKS scores, READ 180, Algebra lab	Continuous
	4	Monitor students that passed 8 <sup>th</sup> grade TAKS on 2 <sup>nd</sup> or 3 <sup>rd</sup> attempt and were not placed in READ 180 or Algebra lab	AR	8 <sup>th</sup> grade TAKS failures	AAS, Teachers, Counselors	Grades, SFA scores	Every three weeks

## Area of Focus: Completion Rate

**District Priority:**

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

**Campus Objective:**

#

*By May 2009, we will increase overall completion rate by 5%.*

*\*not part of AEIS Report.*

**Formative/Summative Evaluation:**

Locally Developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1		Phone calls to students missing school	Identified Students	Attendance Officer, Teachers, Administrators, DI, AAS, Counselors	Attendance Records, Letters, Information from teachers	Each six weeks (as needed)
	2	AR	TAKS Tutorials	Students not passing TAKS	DI, AAS, Counselors, Teachers	Plato, Tutorials, Saturday TAKS Tutorials	Prior to retesting
	3		Student Registration	All	Counselors, Teachers	Course Description Book	End of year
	4	AR	Meet with failing 9 <sup>th</sup> graders	Failing 9 <sup>th</sup> graders	Counselors	Report Cards	Each six weeks
	5		Junior Conferences	11 <sup>th</sup> Graders	Counselors	Transcripts	Yearly
	6		Grade level guidance	All students	Counselors	High school course description book	Yearly
Teachers	1	SD	Build positive relationships	All	All staff	BBR, PBIS, Differentiated Instruction	Continuous
	2		Provide teachers with pertinent student information		AAS, DI, APs	Attendance, TAKS Scores, Modifications	Beginning of year, as needed
	3		Have teachers check students transcripts on the first day	All	DI,	Transcript for	Beginning of

		of semester for accurate placement in courses			Counselors, Teachers	each student	each semester
Parents	1	Notified of student progress	AR	Identified Students	Administrators, Teachers, Support Staff	School Records, PIV, progress reports, report cards, discipline referrals	Every three weeks

## Legend

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
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.

## CIP PART II: ASSURANCE ADDENDUM

**Cypress Ridge 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.

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

## CIP PART II: ASSURANCE ADDENDUM

### Section B

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Claudio Garcia	Principal:
Patrick Knock	Teacher 1: Social Studies
Soul Singh	Teacher 2: Special Ed
Laurie Spence	Teacher 3: English
Tavares Armstrong	Teacher 4: Science
Teresa Baranowski	Non-teaching professional 1: Director of Instruction
Stephanie Meshell	Non-teaching professional 2: Associate Principal
Richard Dixon	Non-teaching professional 3: Assistant Principal
Linda Sams	Non-teaching professional 4: District Math Coordinator
Martha Froebel	Parent 1:
Patti Dilliard	Parent 2:
Carolyn Spillane	Community resident 1:
Timothy Maywald	Community resident 2:
	Business representative 1:
	Business representative 2:

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	October 15, 2008	3:15-5:15	Principal's Conference Room
2	November 19, 2008	3:15-5:15	Principal's Conference Room
3	January 22, 2009	3:15-5:15	Principal's Conference Room
4	March 11, 2009	3:15-5:15	Principal's Conference Room
5	May 13, 2009	3:15-5:15	Principal's 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.

## 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.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
<b>X</b>	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>10%</b> .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>95%</b> .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
<b>X</b>	5) Violence Prevention	For 2008-2009, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety

## CIP PART II: ASSURANCE ADDENDUM

		offenses will be reduced by <b>10%</b> from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for <b>08-09</b> .	and security plan.
<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>70%</b> .	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.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
<b>X</b>	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>5%</b> or less with no student group exceeding <b>2%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
<b>X</b>	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>95%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
<b>X</b>	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>97%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide

## CIP PART II: ASSURANCE ADDENDUM

					students to appropriate testing, classes, and programs.
<b>X</b>	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above <b>35%</b> .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<b>X</b>	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above <b>90%</b> .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<b>X</b>	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above <b>35%</b> .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<b>X</b>	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>80%</b> .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

## 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.
- N/A 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.

## CIP PART II: ASSURANCE ADDENDUM

<b>Cypress Ridge High School                      Cypress-Fairbanks Independent School District                      Staff Development Plans                      2008 – 2009</b>			
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
19-Jan	Secondary Staff	Campus Staff	TE Day/Staff Development
4-June	All Staff	Campus	