

2008-09
Campus Improvement Plan
for
Cypress Springs 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	<ol style="list-style-type: none"> 1. ELA TAKS Blitzes for 9th-10th graders 2. READ 180 	87% students passed TAKS ELA 9 th grade (increase of 2%)
		Writing	<ol style="list-style-type: none"> 1. ELA TAKS Blitz for 9th-11th graders 2. After school tutoring for 10th and 11th grade ESL and SSL students who are Active LEP 	91% passed TAKS ELA EXIT 11 th grade Written Composition score of 4 increased by 3% and short answer literary section score of 2 increased by 9% and expository section increased by 16% and cross over section increased by 9%
		Math	<ol style="list-style-type: none"> 1. Geometry Coach 2. Algebra I Coach 3. Math TAKS Blitz April 26 4. Math Mini-Blitz for TAKS EXIT Retesters with Anne Marie 	61% passed 10 th grade TAKS (increase of 3%)
		Science	<ol style="list-style-type: none"> 1. Biology Coach 2. Biology tutoring during Advisory 3. Science TAKS Blitz on April 12 4. Science Mini-Blitz for TAKS EXIT Retesters 5. After school TAKS tutoring for Chemistry students 	67% passed 10 th grade TAKS Science (increase of 14%) Commended Performance increased by 5% 75% passed 11 th Grade TAKS Science (increase of 3%)

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		Social Studies	U.S. History Pull Outs for LEP Students	88% passed (increase of 3%) 10th TAKS SS 95% passed TAKS EXIT
		Other		
	Subgroups	All		
		AA	All TAKS interventions	TAKS ELA Scores increased by 4% in 10th grade TAKS Science Scores increased by 16% in 10th grade TAKS SS Scores increased by 7% in 10th grade
		H	All TAKS interventions	TAKS ELA scores increased by: 9th Grade—5% 10th Grade—7% TAKS Math 10th grade increased 3% TAKS Science increased by 18% in 10th grade TAKS SS increased 9% in 10th grade
		W	All TAKS interventions	TAKS Math increased by 7% in 10th grade TAKS Science increased by 7% in 10th grade and by 8% in 11th grade TAKS SS increased 2% in 11th grade

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TAKS ELA scores increased by 2% in 9th grade, 3% in 10th grade, 2% in 11th grade

		ED	All TAKS interventions	TAKS ELA increased 4% in 9 th grade, 6% in 10 th grade TAKS MATH increased by 5% in 10 th grade TAKS Science increased 15% in 10 th grade, 11 th grade by 4% TAKS SS increased by 7% in 10 th grade
		LEP	All TAKS interventions	TAKS ELA increased 11% in 9 th grade, 31% in 10 th grade, 7% in 11 th grade Math TAKS increased by 5% in 9 th grade, 4% in tenth grade TAKS Science increased by 7% in tenth grade TAKS SS increased by 27% in 10 th grade, 7% in 11 th grade
		SE		
	Social/ Emotional	Discipline	Practicing PBIS principles caused the number of discipline referrals to go down. New tardy policy virtually cut out tardies at the end of school.	Students were better behaved. Much lower percentage of tardies.
		Extracurricular	Sports and extracurricular activities kept students involved in school.	
		Other		
	Teacher	Professional Development		

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	Qualifications		
	New Staff		
	Retention		
Parent	Student Information	Two parent meetings were held in conjunction with TAKS Blitzes in the Spring. Parents were given information about their children's grades, transcripts, TAKS scores, etc. They had many good questions regarding grades, graduation, the TAKS test, and more. More parents attended the second meeting than the first. We felt that these meetings helped to give us more rapport with some of our parents.	Parents discussed with their students what they had learned at the meeting, and those students took the TAKS test more seriously.

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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:

#1

For **2008-2009**, suspensions for excessive tardies will be reduced by 15%.

For **2008-2009**, the discipline referrals for 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 PBIS rules (teacher matrix) will be posted in every classroom, office, and hallway. Proper behavior in hallways/stairwells, commons during mealtimes, restrooms, classrooms, and on buses will be emphasized in each class each day.	AR CE VP	All students	All staff members	PBIS rules developed by staff and PBIS committee Discipline records School climate	Every day
	2 PowerPoint PBIS messages will be run during all lunch periods. They will encourage students to be polite, prepared, positive and proud during the school day.	AR CE	All students	Shannon Casto All staff	PBIS positive messages Discipline Records School Climate	Every day
	3 All staff members will model active supervision of students in the commons, in hallways, in restrooms, and in classrooms to ensure that the school environment remains safe.	VP	All students	All staff members	PBIS philosophy Tardy Records Discipline Records	Every day

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Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
4	Health and PE classes will educate students about the dangers of using drugs, alcohol, and tobacco.	AR CE	PE and Health students	PE and Health teachers	Facts about the dangers of drugs, alcohol and tobacco use	Ongoing on campus
5	Policemen from the gang taskforce will visit selected identified students to discuss the dangers of being involved in gang activity.	AR VP	Known gang members	Police Gang Task Force	Discuss issues related to making better choices and handling issues	Every Monday
6	Students from predetermined extra-curricular groups, will be randomly chosen for drug testing following the CFISD policy. (See CFISD website for information.)	Students from selected groups	Students from various organizations	Mrs. Chacon	Protocols from TEA Records of students who show positive on drug tests	Regularly throughout the school year
7	AP's will go to freshman English classes to discuss interventions and mediation that can take place as outlined in the Code of Conduct under "negative behaviors."	AR	All students	AP's	Code of Conduct	Second six weeks
8	District-named youth services will work with students to help them develop a more positive outlook and to cope with daily pressures.	AR	Designated students	Jamie Cunningham	Success strategies	Weekly

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	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	The PBIS committee will meet regularly to discuss how the program is going and to analyze discipline records which are shared with teachers during faculty meetings.		Teachers	PBIS committee members	PBIS Issues School climate School spirit Discipline data	Ongoing
	2	Faculty meetings will be held by the PBIS committee to advise teachers of progress in improving discipline at Cypress Springs.	SD AR	Teachers	PBIS Committee	Discipline reports	Ongoing
	3	AP's will continue to quickly respond to reports of behavior that may need immediate intervention.	AR	Students	AP's	Reports of behavior	Ongoing
	4	Teachers have been assigned rotating duty stations in the morning and afternoon in order to keep the hallways orderly and safe.		Students	Teachers AP's	Fewer tardies Fewer fights	Ongoing
Parents	1	Parents/guardians will be informed immediately of a student's infraction of the rules.	PI	Parents	AP or other Administrator Teacher	Student Handbook Discipline referral	As needed
	2	Freshman Camp will help parents as well as students to make a smooth transition from middle school to high school.	PI	Parents New Freshmen	Teachers *Administrators	Sessions on high school behavioral and academic expectations	August 25, 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:

#2 For **2008-2009**, the ADA student attendance will be at or above 95% in all subgroups.

Formative/Summative Evaluation:

District-locally Developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Student	1	During class time , information will be provided to students to help them understand why it is so important for them to attend school. This information will include attendance laws, loss of credit, scenarios, class discussions, etc.	AR	Students who have frequent absences or EA	PBIS Committee Administrators Teachers	PowerPoint Films Written materials Learning strategies Attendance Records	Ongoing throughout the year
	2	Students will receive incentives for good attendance such as exam exemptions, cookie passes, class or individual drawings for a pizza party or other prizes.		Students with good attendance	Electives and senior teachers	Attendance reports and Teacher's attendance records	At the end of a six weeks
Teacher	1	Teachers will be accurate in taking attendance every day.		All students	All teachers	Teacher attendance records Attendance office records	Every day
	2	Discipline placements that result in students being coded as absent, such as in-home suspension will be reduced by 10%.	AR	Students	Campus staff & administration Nurse	Attendance rates for GPA Participation rate for AYP	Ongoing
	3	Administrators and teachers will intensify investigative efforts in locating students who are no longer attending our school through the Dropout Recovery Walk on 9-6-08, cum folder checks, checking the PET file, using TREx information, etc.	AR	Students	Principal Campus Staff Registrar AAS	Attendance rates Participation rates for AYP	9-6-08 and Ongoing

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Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
4	Staff members will foster students' sense of belonging and desire to attend school regularly through mentoring and encouraging them to participate in school activities.	AR	Students	Administrators Sponsors Teachers Coaches	Percent of students who participate in athletics and co-curricular activities	Beginning of School year and then Ongoing
5	A random tardy policy will be implemented to encourage students to get to class on time. For those who are tardy, the AP's discuss with them the importance of getting to class on time each period, each day.		Students who are tardy to class	Teachers Administrators	Attendance records	Every day
6	The fourth time a student is tardy to class, the teacher will issue a D-Hall. From the 5th tardy on, the AP's will handle the discipline.		Students who are tardy	Teachers Administrators	Attendance records	Every day
7	After a student has his/her fifth absence from a class, the Electives teacher or other designated teachers, will initiate a log that documents when and why a student was absent from class. An attendance contract will go to the student at this point. This will be turned into the attendance office.	AR	Students who have five absences from a class	Electives teachers Senior teachers	Attendance office reports Teacher's attendance records	Every week
8	When a student reaches 10 absences, the electives or other designated teachers will e-mail his/her AP and counselor so that proper procedures will be put in place.		AR	Students who have 10 or more absences	Electives teachers Senior teachers AP's Attendance	Teacher attendance records Attendance office records
9	The attendance office will make files for students who have more than five absences and will keep copies of the teacher attendance contracts in them.	AR	Students who have frequent absences	Attendance Office	Teacher attendance records and contracts Attendance office records	Every day

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		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	10	Electives teachers and senior teachers will receive copies of the schedules of students who are often absent so they may check with other teachers about the attendance of the students in their classes.	AR	Students who have frequent absences	Electives and senior teachers Appraisers and/or Attendance Office	Student schedules with teacher names on them	As needed
	11	Elective and senior teachers will e-mail the AP and Counselor groups when a student reaches 10 absences in his/her class.	AR	Students who have frequent absences	Electives and senior teachers Appraisers Counselors Attendance Office	Attendance records	At a student's tenth absence
	12	The PLATO system will be implemented to assist students who are credit deficient make up classes online.	AR	Students who are credit deficient	Campus staff Counselors	Recovered dropout report	2008-2009 school year
	13	Before TAKS re-take exams, TAKS classes will be conducted for students who have sufficient credits to graduate but still need to pass the state assessments.	AR	Students who can graduate after passing TAKS	AAS people DI Counselors Teachers	Dropout rate and Completion rate for accountability	2008-2009 school year
Parents	1	Parents will be notified after the student's fifth absence and again when students have seven, nine, and ten absences in a class so they will be aware of possible loss of credit from absences.	PI	Parents	Electives and senior teachers	Attendance records	As needed
	2	Parents will be contacted and encouraged to support Dropout Recovery Walk on September 6, 2008.	PI	Parents	Campus administration and staff	Decreased dropout rate	9-6-08

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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	40	75	56	90	75	66	75	64	90	75
All	53	75	67	90	75	73	79	75	90	80
Eco.Dis.	42	75	57	90	75	61	75	66	90	75
Hispanic	41	75	58	90	75	62	75	67	90	75
LEP	13	75	20	90	75	31	75	23	90	75
LEP M1	29	75	60	90	75	45	75	67	90	75
LEP M2	--	--	36	90	75	31	75	50	90	75
Spec.Ed.	28	75	16	90	75	44	75	46	90	75
White	77	81	84	90	86	88	89	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:

#3

By May, 2009, Cypress Springs will increase the percentage of students meeting District recommended standards on the TAKS science test in each demographic group. In addition, 80% or more of all L-level science students will pass their science classes, and 100% of K/H students will pass their science classes.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 So that each science student has an opportunity to master the curriculum, the science scope and sequence will have built in time for reteaching.		Students	Science teachers	SFA results TAKS results Grade reports Teacher-made test results	Ongoing
	2 Students will learn enhanced context strategies, collaborative learning strategies, and questioning strategies deemed the most effective in learning science content.	AR CE	Science students	Science teachers	Power Point presentations and activities Grades SFA	Ongoing

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Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
3	All freshmen, sophomores, and juniors will participate in vocabulary building exercises in order to strengthen their knowledge of science words.		All students	All science teachers	Grades SFA	Ongoing
4	A Super Blitz for TAKS will be held for juniors and seniors who will retake the TAKS science test in October.	AR CE	Srs. who have not passed the science TAKS Exit	Ami Ruby Pam Latiolais Science teachers Connie Broskoski	TAKS Materials TAKS scores in science SFA results	T B A
5	Saturday Blitzes will be held for science students in grades 10 and 11.	AR	10 th and 11 th grade students	Ami Ruby Pam Latiolais	TEKS Materials	T B A
6	Seniors who still need to pass the Science portion of TAKS will attend tutorials.	AR CE	Seniors who have not passed the TAKS Science test	Ami Ruby Pam Latiolais Science teachers	TAKS scores in science	Ongoing before each TAKS retest
7	Assistant Principals will meet individually with their seniors who have not passed the TAKS test to discuss their previous performance on the test, to give them study guides, and to get a commitment from them to attend tutorials.	AR	Seniors who have not passed the TAKS science test	AP's Ami Ruby Pam Latiolais	TAKS test	September, 2008

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		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	8	In order to prepare students for the science TAKS test, biology teachers will review IPC concepts, and chemistry teachers will review biology concepts throughout the year.		All tenth and eleventh grade students	Biology and Chemistry teachers	SFA TAKS	Ongoing throughout the school year
	9	Students enrolled in special education will attend science tutorials weekly from assigned co-teachers and/or resource teachers.	AR CE	Special Ed. students	Special Ed. teachers	SFA's TAKS Grades	Ongoing
	10	Students enrolled in special education will participate in after-school blitzes prior to the March and April TAKS tests.	AR CE	Special Ed. students	Special Ed. teachers	TAKS test	Dates pending
	11	In order to keep students informed of the overall academic achievement level at Cypress Springs in Biology and Chemistry, the Science Department will create and display data walls that show student results on important assessments such as SFA's (Student Formative Assessments) and TAKS.	AR	Students	Science DC Science TL's Science teachers	Test results	Each six weeks
Teachers	1	Teachers will be trained in the appropriate use of data as a tool for reteaching through staff development sessions on Data Digs.	SD	Teachers	DI Principal AP's AAS	TAKS results	Campus Staff Development DATES TBA

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	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
2	IPC team leader will work closely with helping teachers to implement recommendations of the Science Coordinator and the helping teachers.	SD	Science teachers	Tom Dohoney and Science Helping teachers	Computer software, Quantum Learning techniques, New textbook materials Other worthwhile science materials Grades SFA TAKS	2008-2009 school year
3	PC unit tests will be rewritten in TAKS format to address higher level thinking.	SD	All Science teachers	IPC Team Helping Teachers	TAKS-type questions Grades SFA TAKS	Ongoing
4	Team planning meetings will be held daily , and teachers will discuss items such as teaching strategies, data analysis, critical questions students should be able to answer, multiple methods for teaching critical concepts, and flexible grouping arrangements ,	AR	All science teams	All science teams	Research-based materials and strategies Grades SFA TAKS Walkthroughs	Throughout the year
5	Science teachers will offer tutorial help in DMC during school days and on Saturday to teach students TAKS –related activities such as: Explore Learning, testing and study skills, and Quantum Learning activities. AP’s will assign students to attend the Saturday school in lieu of giving them Saturday detention.	AR	Science Students	Science team members will rotate AP’s	Science software, TAKS activities Quantum Learning activities, etc. Grades SFA TAKS	Ongoing

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	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
6	Administrators will regularly attend science team meetings to offer support and guidance and to stay abreast of students' progress.		Science Teachers	Administrators	Science Curriculum	Ongoing throughout the year
7	<p>Science teachers will</p> <ul style="list-style-type: none"> • deepen knowledge of science content to enhance connections between and among the science strands, • implement technology, • sharpen pedagogical skills/practices, including lesson design, effective analysis and use of student data, and assessment strategies, • employ instructional practices that are research-proven as effective for science classes, plan effective lessons/units that include opportunities for reteaching and extension. 	SD	Science teachers	Science Coordinator Science Helping Teachers	District training sessions District Staff Development opportunities	Ongoing
8	<p>Teachers will continue to use successful strategies resulting in noteworthy "commended performance" rates as follows:</p> <ul style="list-style-type: none"> ◆ 10th Grade Increase 30% in the next two years ◆ 11th Grade Increase 30% in the next two years 		Students in science classes	Science teachers	TAKS	Ongoing Throughout the year

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	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
9	Each science team will discuss failures each six weeks. <ul style="list-style-type: none"> ◆ Why did each student fail? ◆ What interventions were put in place? ◆ Insights of team? ◆ Change teaching strategies? ◆ Reteach? 		Students in science classes	Science teams	Grades Tests SFA TAKS	Ongoing each six weeks
10	Biology helping teachers will work with teachers on <ul style="list-style-type: none"> ◆ allowing them to observe peer classes. ◆ changing and improving teaching strategies. ◆ analyzing pertinent student data. ◆ developing student centered lessons. identifying biology students who need interventions.	AR CT	Biology teachers	DC TL Helping teacher	Lesson plans Grades Walkthroughs	Ongoing throughout the school year
11	Special education teachers and paraprofessional educators will monitor special education students' academic progress twice each six weeks The data collected will be disseminated to case	PI AR	Students	Special Education teachers and paraprofessional educators	Grades	Twice each six weeks throughout the year
1	Parents/guardians will be invited to after-school tutorials so they can become familiar with what their students must learn.	PI	Parents/guardians	Science teachers	Science Curriculum	Ongoing
2	Parents will receive phone calls as soon as their students' grades begin to drop.	PI	Parents/guardians	Science teachers	Grades Test results	As needed

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	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Parents	3	Parents will receive information about the science department through the Parent Newsletter.	PI	Parents/ Guardians	Science teachers	Science information	Four times per year
	4	Parents will receive science information at the Cypress Springs Open House.	PI	Parents/ Guardians	Science teachers	Science information	September 16, 2008
	5	Parents will be informed via Cy-Springs automated calling system of Saturday Blitzes and special after-school tutorials.	PI	Parents/ Guardians	Science teachers	Automated calling system	Before blitzes or afternoon tutorials
	6	Parents of special education students will attend a Parent Night to review TAKS expectations, TAKS tutorials, and to be apprised of the levels of support that are available to increase a student's individual passing rates on all areas of TAKS.	PI	Parents/ Guardians	Special Education teachers	TAKS information	Date TBA

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		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	7	In order to address our low AYP scores, parents of our sophomore minority students will be invited to a brunch where they will learn the academic status of their children, how standardize test scores influence their students' lives, and how they must become part of the school's learning community in order to ensure that their children are in line to graduate in four years.	P1	Parents/Guardians of tenth grade minority students	Donna Charlton Clay Smith Administration Teachers	Research information Student grades, transcripts, test scores, graduation plans	November 8, 2008

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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	51	75	41	90	75	45	75	45	90	75	66	75	62	90	75
All	60	75	55	90	75	58	75	61	90	75	76	81	75	90	80
Eco.Dis.	52	75	47	90	75	48	75	55	90	75	69	76	68	90	75
Hispanic	51	75	53	90	75	52	75	55	90	75	69	76	73	90	79
LEP	18	75	23	90	75	20	75	24	90	75	43	75	31	90	75
LEP M1	46	75	46	90	75	38	75	60	90	75	55	75	67	90	75
LEP M2	55	75	42	90	75	--	--	36	90	75	38	75	75	90	80
Spec.Ed.	25	75	17	90	75	21	75	15	90	75	47	75	21	90	75
White	78	82	74	90	79	73	79	80	90	83	90	93	86	90	87

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:	#4	By May, 2009, Cypress Springs will increase the percentage of students meeting District recommended standards on the TAKS mathematics test in each demographic group. In addition, 80% or more L-level mathematics students will pass their math classes, and 100% of K/H students will pass their math classes.
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will improve math scores by: <ul style="list-style-type: none"> ◆ working collaboratively on problems that require the use of problem-solving strategies. ◆ communicating about mathematics (student-to-student, student-to-teacher, and teacher-to-student) ◆ using manipulatives. 	AR CE	All Algebra I, Geometry, and Algebra II students	Math teachers Math helping teachers	Math materials and strategies Grades SFA TAKS	2008-2009 school year

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		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
	2	Students will increase technology skills by using graphing calculators and programs such as Explore learning, The Geometer's Sketchpad, TI InterActive!, and Agile Mind.	T	All math students	Math teachers	Technology software Grades SFA TAKS	2008-2009 school year
	3	Students' scores on TAKS will meet or exceed Federal guidelines.	AR CE	Identified students	Math teachers	TAKS Scores AYP Report	May 2009
	4	Math students who did not pass 8 th grade Math Taks or those who failed the 8 th grade math course, will be placed in the Algebra Lab or in an SAS class.	AR	Identified students	Math teachers	TAKS Scores AYP Report	August, 2008
	5	Tenth grade math teachers will be well aware of AYP standards for success in each subgroup. The geometry helping teacher will work with geometry teachers to identify low performing tenth grade students. Students will be pulled out of class individually or in small groups for extra tutoring.	AR	Geometry students who are under-performing	Geometry helping teacher	Grades SFA TAKS	Ongoing throughout the year
	6	Students enrolled in special education will participate in after-school blitzes prior to the March and April TAKS tests.	AR CE	Special Ed. students	Special Ed. teachers	TAKS test	Dates pending
	7	At risk ESL students will attend after school math class where the instruction will be in Spanish so the teacher can make sure the students understand major concepts.	AR	ESL students	Mr. DeJesus Ami Ruby	Math materials	Dates pending
Teachers	1	Teachers will use the think-aloud strategy to model the thinking processes used to solve problems.		All math students	Math teachers	Think-aloud strategy Grades SFA TAKS	2008-2009 school year
	2	Teachers will use flexible regrouping to provide additional time for students who are struggling with concepts.	AR	All math students	Math teachers	Strategies for flexible grouping Grades SFA TAKS	2008-2009 school year

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	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
3	Teachers will provide activities that engage students in the mathematics class such as hands-on lessons, use of relevant material, and Quantum Learning Strategies.		SD	All math students	Math teachers	Hands-on materials and strategies Grades SFA & TAKS	2008-2009 school year
4	Teachers will provide students with timely feedback on tests, homework, and class assignments.			All math students	Math teachers	Math materials Rubrics	2008-2009 school year
5	Math teams will do Data Digs each six weeks to analyze test data, SFA's, and grades in order to make adjustments to lessons and/or to provide interventions for struggling students.		AR CE	All math students	All math teams	SFA Tests Unit Tests	2008-2009 school year
6	The geometry team will incorporate Algebra I review throughout the school year and will use the graphing calculator regularly with students.		T	All geometry students	Geometry team	Algebra I materials SFA TAKS	2008-2009 school year
7	The Algebra I team will use their additional planning period to discuss activities, strategies, data, questions, and technology that will assist students in their learning.		AR	All students	Algebra I Team	Research-based materials and strategies Computer software for math	2008-2009 school year

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.

8	Teachers will use released SFA and TAKS questions with students to analyze problems and answer choices.	AR	All students	Math teachers	Released TAKS questions	2008-2009 school year
Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
9	Teachers will be strongly encouraged to observe other teachers and to attend district staff development sessions that provide strategies, resources, and/or activities for strengthening students' skills.	SD	Teachers	Math DC's District Coordinators	Research-based strategies, resources, and activities Grades SFA TAKS	2008-2009 school year
10	The Math Department will offer computer lab availability for TAKS tutorials after school for all students.	T	Math students	Math DC's and Team Leaders, Math teachers	TAKS materials	2008-2009 school year
11	Based on SFA analyses, the Math department will offer Saturday academic blitzes in the Fall and in the Spring for students who need extra reinforcement of their math skills.	AR CE	Struggling math students and students who did not pass the exit test	Math DC's and Team Leaders, Math Teachers	TAKS Materials	Dates to be determined

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.

12	Teachers will continue to use successful strategies resulting in noteworthy “commended performance” rates as follows: <ul style="list-style-type: none"> ◆ 9th Grade Increase 30% in next two years ◆ 10th Grade Increase 30% in next two years ◆ 11th Grade Increase 30% in next two years 		All students	Math teachers	Number of students achieving “commended” on math TAKS	2008-2009 school year
13	Each math team will discuss failures each six weeks. <ul style="list-style-type: none"> ◆ Why did each student fail? ◆ What interventions were done? ◆ Insights of team? ◆ Change teaching strategies? ◆ Reteach? 		Students in math classes	Math teams	Grades Tests SFA TAKS	Ongoing each six weeks
Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
14	In order to keep students informed of the overall academic achievement level at Cypress Springs in Algebra I, Geometry, and Algebra II, the Math Department will create and display data walls that show student results on important assessments such as SFA’s (Student Formative Assessments) and TAKS.	AR	Students	Math DC Math TL’s Math teachers	Test results	Each six weeks
15	Special education teachers and paraprofessional educators will monitor special education students’ academic progress twice each six weeks. The data collected will be disseminated to case managers and parents.	PI AR	Students	Special Education teachers and paraprofessional Educators	Grades	Twice each six weeks throughout the year
16	*Administrators will regularly attend math team meetings to offer support and guidance and to stay abreast of students’ progress. *Administrators include Counselors, AP’s, AAS, Special Education Administrator, Principal, Associate Principal, and DI.		Math teachers	Administrators	Math Curriculum Reports on grades and tests	Ongoing throughout the year

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.

	17	Teachers will identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth.		AR CE	Math teachers AAS	CFISD academic vocabulary lists Grades Tests	Ongoing through the year
	18	Teachers will attend district professional development to enhance their understanding of course content.	SD	Algebra I and Geometry Teachers	District course facilitators	Compensatory funds	TBA
	19	Teachers will confer with math helping teachers about best strategies. <ul style="list-style-type: none"> ◆ Instructing students in the critical TEKS ◆ Reteaching concepts and content to struggling learners ◆ 	SD	Algebra I and Geometry Teachers	Team Leaders Helping Teachers	Mastery of critical teks	Weekly
	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
	20	Special education teachers and paraprofessional educators will monitor special education students' academic progress twice each six weeks. The data collected will be disseminated to case managers and parents.	PI AR	Students	Special Education teachers and paraprofes- sional educators	Grades	Twice each six weeks throughout the year
	21	Math teachers will be encouraged to attend some of the many staff development opportunities offered by the district such as those that show ways to increase technology use in classrooms.		Students	Math teachers	Improvement in students' grades SFA's TAKS	2008-2009 school year
Parents	1	Teachers will stay in contact with parents whose students are struggling and ask for their support.	PI	Parents	All Math Teachers	Phone call log	2008-2009 school year
	2	Parents will receive information about the math department through the Parent Newsletter and parent meetings such as Open House.	P1	Parents	Math Teams	Math information	Four times during the school year

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	Parents of special education students will attend a Parent Night to review TAKS expectations, TAKS tutorials, and to be apprised of the levels of support that are available to increase a student's individual passing rates on all areas of TAKS.	PI	Parents/ Guardians	Special Education teachers	TAKS information	TBA
	4	Parents of minority students will be invited to a dinner and meeting presented by two of our AP's where they will learn the academic status of their children and what they can do at home to help their students become more academically successful.	P1	Parents/ Guardians of minority students	Donna Charlton Clay Smith Administration	Research information Student grades, transcripts, scores	November 2008
	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
	5	In order to address our low AYP scores, parents of our sophomore minority students will be invited to a brunch where they will learn the academic status of their children, how standardized test scores influence their students' lives, and how they must become part of the school's learning community in order to ensure that their children are in line to graduate in four years.	P1	Parents/Gu ardians of tenth grade minority students	Donna Charlton Clay Smith Administration Teachers	Research information Student grades, transcripts, test scores, graduation plans	November 8, 2008

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: 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	85	87	82	90	85	83	85	85	90	87	90	93	89	90	89
All	85	87	87	90	88	85	87	88	90	89	91	94	91	100	94
Eco.Dis.	79	83	84	90	86	80	83	85	90	87	86	87	87	90	88
Hispanic	79	83	85	90	87	79	83	85	90	87	86	87	88	90	89
LEP	41	75	52	90	75	27	75	58	90	75	34	75	41	90	75
LEP M1	64	75	92	100	95	59	75	100	100	100	73	79	89	90	89
LEP M2	91	94	89	90	89	--	--	87	90	88	76	81	92	100	95
Spec.Ed.	82	85	50	90	75	69	76	48	90	75	76	81	68	90	75
White	94	96	96	100	97	93	95	95	100	97	96	97	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:

#5

By May, 2009, Cypress Springs will increase the percentage of students meeting District recommended standards on the TAKS ELA test in each demographic group. In addition, 90% or more L-level ELA students will pass their ELA classes, and 100% of K/H students will pass their ELA classes.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

		Strategies	Code *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will increase their success on short answer questions over Literary Elements and Techniques and over Analysis and Critical Evaluation on the ELA TAKS test.	AR CE	All students	English teachers`	Strategies provided by English Coordinator Teacher-made materials TEA suggestions	September 2008 to March 2009 TAKS test

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.

	Strategies		Code *	Target Group	Person(s) Responsible	Resources	Timeline
	2	Read 180 teachers will use the Scholastic Reading Inventory (SRI) data to identify Lexile levels and provide reading opportunities at those levels to increase students' reading ability.	11	Students who did not pass TAKS Reading	READ 180 teachers, helping teachers, administrators, DI	SRI Scores	Throughout the school year
	3	Special Ed., LEP, and L-level students who are in ninth grade and did not pass the eighth grade TAKS Reading Test will participate in the READ 180 program.	AR CE	Students who did not pass the 8 th grade TAKS Reading Test	English teachers Reading teachers	READ 180 materials Grades SFA TAKS	September 2008 to May 2009
	4	Regular Read 180 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 who did not pass the 8 th grade TAKS Reading	READ 180 teachers, helping teachers, administrators DI	SRI scores	Four times throughout the school year
	5	Students will work to improve their ability to locate relevant textual evidence to support ideas and inferences.	AR	Struggling students	ELA, Reading, and Content teachers	TAKS results Lexile growth Student improvement in reading skills	Ongoing
	6	Students will be invited to attend Saturday Blitzes prior to the TAKS test in March. Parents will be notified via the automated phone call service and by mail.	AR CE PI	Students who wish to review before the TAKS test	English Teachers AAS DI	ELA Teks Research-based strategies TAKS	February, 2009

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.

Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
7	Students in ESOL II will also be placed in a reading class.	AR CE	ESOL II students	ESOL Teachers Heidi LaMore	Reading resources Grades SFA, TAKS	September 2008 to May 2009
8	Students enrolled in special education will receive tutorials weekly from assigned co-teachers and/or resource teachers.	AR CE	Special Ed. Students	Special Education teachers	Grades Test scores TAKS SFA	Throughout the school year
9	Students enrolled in special education will participate in after school blitzes prior to the February and April TAKS tests.	AR CT	Special Ed. Students	Special Education teachers	TAKS Performance	February and April
10	Tenth grade students who are at risk of failing TAKS will be partnered with a mentor who will work with the student to keep grades up, attend tutorials, and maintain a positive attitude about the test.	AR	Tenth graders at risk of failing TAKS ELA	Staff members	TAKS Performance	Spring semester

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.

		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	<p>Teachers will improve ELA TAKS scores for all student populations by analyzing SFA data to pinpoint TEKS needing enhanced instruction via new strategies, tutorials, flexible regrouping, and/or spiraling back through the curriculum.</p> <p>Data Digs will be in place for monitoring SFA data and grades and making instructional adjustments.</p> <ul style="list-style-type: none"> ◆ Teachers/teams will fill out a one page SFA Data analysis form after results are available. ◆ Teachers will study students' TAKS data, SFA data, and results of teacher-made assessments to determine those students who are in greatest need of individualized instruction, then respond to data by providing individualized instruction to those students. Since students who demonstrate the greatest need for remediation may not be willing or able to stay after school for tutorials, time will be spent with these individual students during the school day. ◆ Analysis forms will include students' scores and separate those who reach proficiency level and those who do not. ◆ Teachers/teams will identify the problems the unsuccessful students are having. ◆ Teachers/teams will determine solutions that will best help the students to improve their understanding of the critical TEKS. ◆ Teachers/teams will create an action plan to help the students achieve at a higher level. ◆ At the end of the six weeks, teachers/teams will review the form and discuss whether or not the plan was successful. 	AR CE	All English students	English teachers	New strategies English TEKS SFA TAKS	Throughout the school year

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.

	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
2	<p>Teachers will continue to use recommended classroom strategies in English II and improve strategies in English III that will result in increased numbers of students scoring a 3 or 4 on compositions.</p> <ul style="list-style-type: none"> ◆ Provide focused instruction on, additional practice time for, and frequent feedback related to developing ideas. ◆ Work with students to help them control word choice and conventions, and to establish their own voices. ◆ Improve students' abilities to write with coherence and fluency, and to construct well-organized compositions with effective sentences. 	AR CE	All English students	English teachers	Research-based strategies Grades SFA TAKS	Throughout the school year
3	Teachers will focus on critical TEKS and will provide ample time for students to practice skills related to developing basic understanding and applying critical analysis.	AR CE	All English students	English teachers	ELA TEKS Grades SFA TAKS	Throughout the school year
4	<p>English teachers will endeavor to improve writing skills of all students by</p> <ul style="list-style-type: none"> • improving students' understanding of ideas in compositions, • using the context of students' writing and reading assignments to improve instruction in grammar, usage, and mechanics. • routinely designing and implementing writing rubrics that are based on the Six Traits of Writing and the state's TAKS writing rubric. 		All Students	English teachers	ELA TEKS Grades SFA TAKS	Throughout the school year
5	English teachers will help students improve open-ended short-answer questions by ensuring that they routinely emphasize students' independent reading of paired literary and expository selections require students to support responses with textual evidence, and focus on strategies that target expectations of the state rubric for open-ended responses.	AR CE	All English students	English teams	Literature selections that have been carefully paired Grades SFA, TAKS	Throughout the school year

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.

	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
6	<p>Teachers will continue to use successful strategies resulting in noteworthy “commended performance” rates as follows:</p> <ul style="list-style-type: none"> ◆ 9th Grade Increase 30% in next two years ◆ 10th Grade Increase 30% in next two years ◆ 11th Grade Increase 30% in next two years <p>To accomplish this, teachers will use strategies to close the achievement gap in the commended-performance percentages of white students and economically disadvantaged, African-American, and Hispanic students.</p>		All students	ELA teachers	Number of students achieving “commended” on ELA TAKS	March TAKS test
7	<p>Each English team will discuss failures each six weeks.</p> <ul style="list-style-type: none"> ◆ Why did each student fail? ◆ What interventions were done? ◆ Insights of team? ◆ Change teaching strategies? ◆ Reteach? 	AR	Students in English classes	English teams	Grades Tests SFA TAKS	Ongoing each six weeks
8	Administrators will regularly attend English team meetings and visit English classes to offer support and guidance and to stay abreast of students’ progress.		Students	Appraisers Counselors	Teacher success Student grades and test scores	Ongoing
9	Special education teachers and paraprofessional educators will monitor special education students’ academic progress twice each six weeks. The data collected will be disseminated to case managers and parents.	PI AR	Students	Special Education teachers and paraprofessional educators	Grades	Twice each six weeks throughout the year

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.

	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
	10	In order to keep students informed of the overall academic achievement level at Cypress Springs in English I-III, the English Department will create and display data walls that show student results on important assessments such as SFA's (Student Formative Assessments) and TAKS.	AR	Students	English DC EnglishTL's English teachers	Test results	Each six weeks
Parents	1	Parents will be called if a student's grades begin to drop or if he/she is failing tests.	AR CE	All students	English Teachers	Grade Reports	As needed
	2	Parents will receive information about the ELA department through the Parent Newsletter.	PI	Parents	English Teachers	Newsletter Information	Four times per year
	3	Parents will receive ELA information at the Cypress Springs Open House.	PI	Parents	English Teachers	English Teachers	September 16, 2008
	4	Parents of special education students will attend a Parent Night to review TAKS expectations, TAKS tutorials, and to be apprised of the levels of support that are available to increase a student's individual passing rates on all areas of TAKS.	AR CE PI	Parents	Special Education Teachers	Calendar of dates for tutorials, grade checks, etc.	TBA
	5	Parents will receive Scholastic Achievement Monitoring reports to keep them informed of students' reading progress on SRI tests and READ 180.	AR	Parents	READ 180 teachers	Scholastic Achievement reports	Ongoing throughout the year
	6	In order to address our low AYP scores, parents of our sophomore minority students will be invited to a brunch where they will learn the academic status of their children, how standardize test scores influence their students' lives, and how they must become part of the school's learning community in order to ensure that their children are in line to graduate in four years.	P1	Parents/Guardians of tenth grade minority students	Donna Charlton Clay Smith Administration Teachers	Research information Student grades, transcripts, test scores, etc.	November 8, 2008

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	77	81	81	90	84	93	95	93	100	95
All	84	86	88	90	89	94	96	95	100	97
Eco.Dis.	77	81	84	90	86	90	93	92	100	95
Hispanic	77	81	86	90	87	90	93	92	100	95
LEP	38	75	62	90	75	57	75	64	90	75
LEP M1	59	75	90	100	93	82	85	100	100	100
LEP M2	--	--	64	90	75	69	76	100	100	100
Spec.Ed.	58	75	49	90	75	84	86	76	90	81
White	96	97	96	100	97	98	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:

#6 By May, 2009, Cypress Springs will increase the percentage of students meeting District recommended standards on the TAKS Social Studies test in each demographic group. In addition, at least 90% or more of L-level social studies students will pass their social studies classes, and 100% of K/H students will pass their social studies classes.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will improve achievement in social studies by <ul style="list-style-type: none"> • learning how to analyze multiple primary and secondary sources (evidence) to answer conceptual, essential questions. • using technology to create authentic research products. 		Students	Social Studies teachers	SFA's Grades TAKS	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.

Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
2	<p>Students will continue using successful strategies resulting in noteworthy “commended performance” rates as follows:</p> <ul style="list-style-type: none"> ◆ 10th Grade Increase to 30% in the next year. ◆ 11th Grade Increase to 30% in the next year. 		SS students, especially those in K or H classes	SS Teachers	Resources and strategies for teaching social studies TAKS Scores at the commended level	May 2009
3	<p>Students will increase technology use in lessons that are at a higher level of thinking wherever appropriate.</p>	T	SS students	SS Teachers	<p>Software Programs that facilitate social studies teaching</p> <p>Social studies lesson plans</p> <p>Grades Test Scores</p>	Ongoing
4	<p>U.S. History Students will participate in the 1:1 initiative as a pilot program this year where each student will receive his/her own laptop computer.</p>		U.S. History students	SS Teachers Technology	<p>Software Programs that facilitate social studies teaching</p> <p>Social studies lesson plans</p> <p>Grades Test Scores</p>	2008-2009 school year

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.

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	5 Students will utilize Marzano's strategies for summarization, note taking, and similarities and differences to increase their academic achievement.		SS students	SS teachers	Strategies from <i>Classroom Instruction That Works</i> by Robert Marzano Improved grades Test Scores TAKS SFA tests Walkthroughs	Ongoing
	6 Students enrolled in special education will receive tutorials weekly from assigned co-teachers and/or resource teachers.	AR CE	Special Ed. students	Special Education teachers	Grades Test Scores TAKS SFA Tests	Throughout the school year
	7 Students enrolled in special education will participate in after school blitzes prior to the February and April TAKS tests.	AR CT	Special Ed. students	Special Education teachers	TAKS performance	Prior to TAKS
	1 In order to improve achievement in social studies classes, teachers will build into each social studies scope and sequence time for reteaching.		Students	SS Teachers	Increased academic scores on tests and classwork	Throughout the school year
Teachers	2 Teachers will use research-proven practices by creating learning experiences that call for students to analyze multiple primary and secondary sources (evidence) to answer conceptual, essential questions.		Students	SS Teachers	SFA tests TAKS tests Improved grades	Throughout the school year

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.

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
3	<p>Team leaders, department chairs, and *administrators will conduct frequent classroom walkthroughs to check for the following:</p> <ul style="list-style-type: none"> ◆ Ask to see examples demonstrating that students have been given opportunities to process and apply their learning. Teachers should emphasize this component in every lesson. ◆ Lesson activities should be interactive, engaging, and reflect the UbD enduring understanding. ◆ Lessons should integrate technology at a high level of thinking whenever appropriate. ◆ Teachers should adhere to the established scope and sequence. <p>*Administrators include Counselors, AP's, AAS, Special Education Administrator, Principal, Associate Principal, and DI.</p>		SS teachers	TL's DC's Admin.	Curriculum guides SS Walkthrough forms	Throughout the school year
4	<p>Team leaders, department chairs, and administrators will monitor social studies teams and work with them to disaggregate SFA and TAKS scores by level and by teacher. Teachers will "claim" the performance of their students. They will also use the SFA results from the preceding year in the next grade at the beginning of the year to guide instruction.</p>		SS Teachers	TL's DC's Admin.	SFA and TAKS data	Each six weeks
5	<p>Teachers should not use the items on the SFAs to review students, nor should they use them as warm-ups. Following the administration of the SFA, teachers should use the items to instruct students on test-taking skills. Teachers should spiral the curriculum and reteach concepts on which students did poorly.</p>		SS Teachers	TL's DC's	SFA Tests	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.

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
6	<p>Social studies teams will disaggregate data from SFA tests and TAKS to determine the strengths and weaknesses of each student. They will plan lessons based on the critical needs of their students.</p> <p>A process will be in place for monitoring SFA data and making instructional adjustments.</p> <ul style="list-style-type: none"> ◆ Teachers/teams will fill out a one page SFA Data Analysis form after results are available. ◆ Analysis forms will include students' scores and separate those who reach proficiency level and those who do not. ◆ Teachers/teams will identify the problems the unsuccessful students are having. ◆ Teachers/teams will determine solutions that will best help the students to improve their understanding of the critical TEKS. ◆ Teachers/teams will create an action plan to help the students achieve at a higher level. <p>At the end of the six weeks, teachers/teams will review the form and discuss whether or not the instruction supported the goal.</p>		All students	SS teams	Test Data Reports	Every six weeks
7	TAKS Tutorial sessions will be offered after school for students who are at risk of failing the test.	AR	Students who are at risk of failing the SS TAKS	SS Teachers	TAKS materials	Throughout the school year
8	Teacher-made tests will be redesigned to fit the TAKS format.		Students	SS Teams	Tests that need to be revised	Ongoing throughout the year

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.

		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	9	Special education teachers and paraprofessional educators will monitor special education students' academic progress twice each six weeks. The data collected will be disseminated to case managers and parents.	PI AR	Students	Special Education teachers and para-professional educators	Grades	Twice each six weeks throughout the year
	10	Each social studies team will discuss failures each six weeks. <ul style="list-style-type: none"> ◆ Why did each student fail? ◆ What interventions were done? ◆ Insights of team? ◆ Change teaching strategies? ◆ Reteach? 		Students in social studies classes	Social Studies teams	Grades Tests SFA TAKS	Ongoing each six weeks
	11	In order to keep students informed of the overall academic achievement level at Cypress Springs in World History and U.S. History, the Social Studies Department will create and display data walls that show student results on important assessments such as SFA's (Student Formative Assessments) and TAKS.	AR	Students	Social Studies DC Social Studies TL's Social Studies teachers	Test results	Ongoing each six weeks
Parents	1	Parents will be called when a student's grades begin to drop.	AR CE	Parents	SS Teachers	Phone Log	As needed
	2	Parents will be invited to attend Open House to get an overview of the curriculum and other pertinent information for Social Studies.	PI	Parents	SS Teachers	Curriculum Information sheet about tutorials, grades, etc.	September 16, 2008
	3	The Cypress Springs Parent Newsletter, which comes out four times a year, will have articles about what is happening in social studies classes.	PI	Parents	SS Teams	Curriculum-related issues	Four times during the school year
	4	Parents of special education students will attend a Parent Night to review TAKS expectations, TAKS tutorials, and to be apprised of the levels of support that are available to increase a student's individual passing rates on all areas of TAKS.	AR CE PI	Parents	Special Education Teachers	Calendar of dates for tutorials, grade checks, etc.	TBA

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.

	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	5	In order to address our low AYP scores, parents of our sophomore minority students will be invited to a brunch where they will learn the academic status of their children, how standardize test scores influence their students' lives, and how they must become part of the school's learning community in order to ensure that their children are in line to graduate in four years.	P1	Parents/Guardians of tenth grade minority students	Donna Charlton Clay Smith Administration Teachers	Research information Student grades, transcripts, test scores, graduation plans	November 8, 2008

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: Electives Classes

District Priority:	1A	Ensure that students' passing rates in electives classes are 90% or higher.
Campus Objective:	#7	By May, 2009, Cypress Springs will increase the percentage of students passing elective classes to 90% or higher.
Formative/Summative Evaluation:		Report Cards

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students in electives classes will expect to meet the same high standards and expectations of the core classes.		Students in electives classes	Electives teachers	Grades	Ongoing throughout the year
Teachers	1 Electives teachers will <ul style="list-style-type: none"> ◆ carefully monitor students' grades on major and daily assignments. ◆ offer interventions to help students who are failing pass. ◆ keep grades current in grade books so they can better track students' progress. 	AR	Students in electives classes	Electives teachers	Daily Grades Test performance Project Grades	Ongoing throughout the school year
	2 Teachers will develop lessons that engage and interest students.		Students in electives classes	Electives teachers	Classroom climate Walkthroughs Lesson plans	Ongoing throughout the year
Parents	1 Parents will be notified by phone as soon as a student's grades begin to drop instead of waiting until progress reports or report cards are given out.	PI	Parents	Electives teachers	Phone call log	Ongoing throughout the year
	2 In order to address our low AYP scores, parents of our sophomore minority students will be invited to a brunch where they will learn the academic status of their children, how standardize test scores influence their students' lives, and how they must become part of the school's learning community in order to ensure that their children are in line to graduate in four years.	P1	Parents/Guardians of tenth grade minority students	Donna Charlton Clay Smith Administration Teachers	Research information Student grades, transcripts, test scores, graduation plans	November 8, 2008

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Area of Focus: Completion Rate

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	#8 For the 2008-2009 school year, Cypress Springs will have a completion rate of 95% or higher in all subgroups.
Formative/Summative Evaluation:	Locally Developed Reports and AEIS

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Our Completion Rate for the class of 2007 was All students: 95.3% with 34 dropouts African Am. students: 95.7% with 7 dropouts Hispanic students: 92.4% with 22 dropouts White students: 97.5% with 5 dropouts Eco Dis students: 92.2% with 17 dropouts Student completion rate will be at 95% or higher in each subgroup for the school year 2008-2009.	AR	All students	Teachers Administrators Attendance Office	Attendance reports	May, 2009
Teachers	1 If students give any indication they might be moving or transferring to another school, staff members should make note of it and report it to the AAS on campus.		All students	Teachers or other staff members Amy Ruby Pam Latiolais	Verbal intentions	Throughout the school year
Parents	1 If students indicate they are moving or leaving the country, teachers may call the parents to confirm.	PI	All Students	Teachers Aministrators	Lists of students who are moving	Throughout the school year

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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:

#

Formative Evaluation:

Surveys, Teacher Retention Data...

		Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will become more academically and socially successful through a positive but structured school organization.	Students	Staff	Increased student grades, fewer discipline referrals, higher test scores	Ongoing throughout the year
Teachers	1	Teachers will work to improve the environment and to increase positive attitudes in the school. Our strongest focus will be on adaptation, the ability to tolerate stress and maintain stability while coping with the demand of the environment.	Staff	All adults who work in the building OHI team	Surveys Faculty input Feedback	Ongoing throughout the year
	2	The staff will work together to form positive, cohesive relationships with each other and with students. Staff members have been encouraged to be innovative in their approach to teaching by looking at teaching from different perspectives and using creativity and diverse thinking to stimulate student engagement. They have also been encouraged to take risks and to be inventive in the ways they group students for learning.	Staff	All adults who work in the building OHI team	Reports from OHI team	Ongoing throughout the year

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		Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Parents	3	The staff will work to create a healthy organization to promote students success.	Staff Students	All adults who work in the building OHI team	Increase in student success on report cards and standardized tests	Ongoing throughout the year
	4	Staff members attended Rita Pierson's workshop about meeting the educational needs of African American boys.	African American boys	Teachers Administrators	Improved AYP scores	August 8, 2008
	1	Parents will be invited to meetings where they will be able to look at their children's records and ask questions regarding interventions or curriculum or how to get their students on the road to college.	Parents	Principal Asso. Principal DI Counselors	Feedback Surveys	Four or five times per year
	2	Efforts will be made to bring more parents into the school as partners and to make them comfortable when they are there.	Parents	Principal Asso. Principal DI Counselors APs	More parent volunteers More parents attending school events and meetings	Times convenient for parents

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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 Springs High School
Barbara Weiman
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 Springs 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
Barbara Weiman	Principal
Barbara Lyndrup	Teacher 1: English II Team Leader
Kristi Harris	Teacher 2: Reading Teacher
Maggie Watson	Teacher 3: Algebra II Team Leader
David Wicke	Teacher 4: Athletics and Algebra II Teacher
Summer Rozell	Teacher 5: Cosmetology Teacher
Marti Iatridis	Teacher 6: ESL and Reading Teacher
Eleanor Hillard	Teacher 7: Special Education Teacher
Tom Dohoney	Teacher 8: IPC Team Leader
Bill Clarkson	Teacher 9: Social Studies Teacher (non-voting member)
Chris Lyndrup	Teacher 10: College Algebra/Pre-Cal Teacher (non-voting member)
Charlotte Godsey	Teacher 11: Business Teacher (non-voting member)
C. J. Laird	Teacher 12: Social Studies Teacher (non-voting member)
Carol Urbani	Teacher 13: Social Studies Department Chair
Mary Blaschke	Non-teaching professional 1: Lead Counselor
Grace Littlefield	Non-teaching professional 2: Head Librarian
Clay Smith	Non-teaching professional 3: Assistant Principal
Jean Silaski	Non-teaching professional 4: DI
Laurence Binder	Superintendent of Curriculum and Instruction
Racquel Williams	Parent 1
Edgar Ayala	Parent 2
Dirk Goldsmith	Community resident 1: CATE Director in Katie ISD
	Community resident 2:

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CIP PART II: ASSURANCE ADDENDUM

	Business representative 1:
	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 30, 2008	6:30-8:00 p.m.	Cypress Springs High School, Principal's Conference Room
2	December 1, 2008	6:30-8:00 p.m.	Cypress Springs High School, Principal's Conference Room
3	January 20, 2009	6:30-8:00 p.m.	Cypress Springs High School, Principal's Conference Room
4	March 31, 2009	6:30-8:00 p.m.	Cypress Springs High School, Principal's Conference Room
5	May 14, 2009	6:30-8:00 p.m.	Cypress Springs High School, 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.

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CIP PART II: ASSURANCE ADDENDUM

Section C

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

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

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CIP PART II: ASSURANCE ADDENDUM

			possession.	use or possession.	
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 15% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tardies .	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 80% ..	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 5% or less with no student group exceeding 10% .	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.

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X	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above 90% .	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.
X	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above 25% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above 20% .	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 60% .	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.

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CIP PART II: ASSURANCE ADDENDUM

X	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) 75% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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CIP PART II: ASSURANCE ADDENDUM

Section D

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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CIP PART II: ASSURANCE ADDENDUM

Cypress Springs 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	Data Digs
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader	Principal and DI	The Most Important Things
14-Aug-15	New Staff Orientation	District Staff	Orientation to CFISD and Content Information
18-Aug	All Staff	Campus	Organizational Health I.
19-Aug	All Staff	Campus	Staff Development
20-Aug	All Staff	Campus	Staff Development
21-Aug	Elementary/Secondary	District Staff	Content Meetings/Staff Development
22-Aug	All Staff	Campus	School Procedures/Staff Development
13-Oct	Secondary Staff	District Staff	Content Staff Development
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	Staff Development
16-Feb	All Staff	Campus	Staff Development
13-April *	All Staff	Campus	CTE Day
4-June	All Staff	Campus	Grades/Close down school

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