

2007-2008
Campus Improvement Plan
for
Cypress Woods High School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: CYPRESS WOODS H S
CAMPUS NUMBER: 101907011

Campus Rating: Academically Acceptable
Grade Span: 09 - 10

Analysis groups used to determine ratings are marked with an 'X'.
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2007 | | | | 2006 | | | Required Improvement | | | |
|-----------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|----------------------|---------|----|---------|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? |
| Reading/ELA (65%) | | | | | | | | | | | |
| X All Students | 1,920 | 1,980 | 97% | 100% | - | - | - | - | - | - | - |
| X African Amer | 163 | 176 | 93% | 9% | - | - | - | - | - | - | - |
| X Hispanic | 265 | 282 | 94% | 14% | - | - | - | - | - | - | - |
| X White | 1,381 | 1,409 | 98% | 71% | - | - | - | - | - | - | - |
| X Econ Disadv | 122 | 138 | 88% | 7% | - | - | - | - | - | - | - |
| Writing (65%) | | | | | | | | | | | |
| All Students | 0 | 0 | - | 0% | - | - | - | - | - | - | - |
| African Amer | 0 | 0 | - | 0% | - | - | - | - | - | - | - |
| Hispanic | 0 | 0 | - | 0% | - | - | - | - | - | - | - |
| White | 0 | 0 | - | 0% | - | - | - | - | - | - | - |
| Econ Disadv | 0 | 0 | - | 0% | - | - | - | - | - | - | - |
| Social Studies (65%) | | | | | | | | | | | |
| X All Students | 832 | 853 | 98% | 100% | - | - | - | - | - | - | - |
| X African Amer | 69 | 75 | 92% | 9% | - | - | - | No | - | - | - |
| X Hispanic | 114 | 118 | 97% | 14% | - | - | - | - | - | - | - |
| X White | 601 | 611 | 98% | 72% | - | - | - | - | - | - | - |
| X Econ Disadv | 51 | 53 | 96% | 6% | - | - | - | - | - | - | - |
| Mathematics (45%) | | | | | | | | | | | |
| X All Students | 1,722 | 1,973 | 87% | 100% | - | - | - | - | - | - | - |
| X African Amer | 123 | 173 | 71% | 9% | - | - | - | No | - | - | - |
| X Hispanic | 214 | 279 | 77% | 14% | - | - | - | - | - | - | - |
| X White | 1,283 | 1,408 | 91% | 71% | - | - | - | - | - | - | - |
| X Econ Disadv | 85 | 135 | 63% | 7% | - | - | - | No | - | - | - |
| Science (40%) | | | | | | | | | | | |
| X All Students | 724 | 858 | 84% | 100% | - | - | - | - | - | - | - |
| X African Amer | 51 | 76 | 67% | 9% | - | - | - | No | - | - | - |
| X Hispanic | 80 | 117 | 68% | 14% | - | - | - | No | - | - | - |
| X White | 552 | 615 | 90% | 72% | - | - | - | - | - | - | - |
| X Econ Disadv | 29 | 53 | 55% | 6% | - | - | - | No | - | - | - |

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

| SDAA II Results (50%) | 2007 | | | | 2006 | | | Required Improvement | | | |
|-----------------------|-----------------|---------|-------------|-----------|-----------------|---------|-------------|----------------------|---------|----|---------|
| | # Tests Met ARD | # Tests | Pct Met ARD | Stu Grp % | # Tests Met ARD | # Tests | Pct Met ARD | Met Min Size | Act Chg | RI | Met RI? |
| X All Students | 79 | 93 | 85% | 100% | - | - | - | - | - | - | - |

EXCEPTIONS TABLE

| Number Evaluated | Mrs Allowed | Number Needed | Floor(s) Met? | Msr(s) used in 2006? | Exceptions Applied |
|------------------|-------------|---------------|---------------|----------------------|--------------------|
| 21 | N/A | N/A | N/A | N/A | N/A |

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: CYPRESS WOODS H S Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 101907011 Grade Span: 09 - 10

Analysis groups used to determine ratings are marked with an 'X'.
 Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%) District data for Class of 2006 used.

| | ----- Class of 2006 ----- | | | | | ---- Class of 2005 ---- | | | Required Improvement ----- | | | |
|----------------|---------------------------|---------------|---------------|--------------|-----------------|-------------------------|---------------|--------------|----------------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| X All Students | 4,938 | 110 | 5,100 | 96.8% | 100% | - | - | - | - | - | - | - |
| X African Amer | 608 | 21 | 635 | 95.7% | 12% | - | - | - | - | - | - | - |
| X Hispanic | 1,251 | 53 | 1,313 | 95.3% | 26% | - | - | - | - | - | - | - |
| X White | 2,614 | 31 | 2,682 | 97.5% | 53% | - | - | - | - | - | - | - |
| X Econ Disadv | 874 | 51 | 932 | 93.8% | 18% | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

| | ----- 2005-06 ----- | | | |
|--------------|---------------------|------------------|-----------------|-----------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % |
| All Students | - | - | - | - |
| African Amer | - | - | - | - |
| Hispanic | - | - | - | - |
| White | - | - | - | - |
| Econ Disadv | - | - | - | - |

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.
 Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

CIP PART I: DATA SUPPLEMENT

| | | | | 2007 | | | | | | | 2006 | | | | |
|-------------|-----------------|-------|----------|----------|-----------|-----------|--------------|-----------|--------|--------|----------|-----------|-----------|--------|--------|
| Content | Campus | Grade | Group | Tested # | Met Std # | Met Std % | 3 Yr. Target | Goal 2008 | Comm # | Comm % | Tested # | Met Std # | Met Std % | Comm # | Comm % |
| Reading/ELA | CYPRESS WOODS H | 9 | All | 1151 | 1122 | 97 | 100 | 98 | 563 | 49 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 9 | AA | 106 | 100 | 94 | 100 | 96 | 38 | 36 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 9 | Hispanic | 171 | 161 | 94 | 100 | 96 | 61 | 36 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 9 | White | 809 | 797 | 99 | 100 | 99 | 428 | 53 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 9 | Eco.Dis. | 92 | 81 | 88 | 90 | 89 | 25 | 27 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 9 | Spec.Ed. | 46 | 40 | 87 | 90 | 88 | 5 | 11 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 9 | LEP | 18 | 12 | 67 | 90 | 75 | 0 | 0 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 9 | LEP M1 | 4 | --- | --- | --- | --- | --- | --- | | | | | |
| Reading/ELA | CYPRESS WOODS H | 9 | LEP M2 | 3 | --- | --- | --- | --- | --- | --- | | | | | |
| Reading/ELA | CYPRESS WOODS H | 10 | All | 890 | 856 | 96 | 100 | 97 | 253 | 28 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 10 | AA | 79 | 72 | 91 | 100 | 94 | 5 | 6 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 10 | Hispanic | 124 | 116 | 94 | 100 | 96 | 18 | 15 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 10 | White | 635 | 617 | 97 | 100 | 98 | 212 | 33 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 10 | Eco.Dis. | 53 | 48 | 91 | 100 | 94 | 3 | 6 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 10 | Spec.Ed. | 35 | 27 | 77 | 90 | 81 | 1 | 3 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 10 | LEP | 3 | --- | --- | --- | --- | --- | --- | | | | | |
| Reading/ELA | CYPRESS WOODS H | 10 | LEP M1 | 8 | 6 | 75 | 90 | 80 | 0 | 0 | | | | | |
| Reading/ELA | CYPRESS WOODS H | 10 | LEP M2 | 3 | --- | --- | --- | --- | --- | --- | | | | | |

CIP PART I: DATA SUPPLEMENT

| | | | | 2007 | | | | | | | 2006 | | | | |
|---------|-----------------|-------|----------|----------|-----------|-----------|--------------|-----------|--------|--------|----------|-----------|-----------|--------|--------|
| Content | Campus | Grade | Group | Tested # | Met Std # | Met Std % | 3 Yr. Target | Goal 2008 | Comm # | Comm % | Tested # | Met Std # | Met Std % | Comm # | Comm % |
| Math | CYPRESS WOODS H | 9 | All | 1148 | 993 | 86 | 90 | 87 | 421 | 37 | | | | | |
| Math | CYPRESS WOODS H | 9 | AA | 102 | 73 | 72 | 90 | 78 | 14 | 14 | | | | | |
| Math | CYPRESS WOODS H | 9 | Hispanic | 170 | 130 | 76 | 90 | 81 | 35 | 21 | | | | | |
| Math | CYPRESS WOODS H | 9 | White | 810 | 731 | 90 | 100 | 93 | 340 | 42 | | | | | |
| Math | CYPRESS WOODS H | 9 | Eco.Dis. | 89 | 54 | 61 | 90 | 75 | 15 | 17 | | | | | |
| Math | CYPRESS WOODS H | 9 | Spec.Ed. | 39 | 18 | 46 | 90 | 75 | 0 | 0 | | | | | |
| Math | CYPRESS WOODS H | 9 | LEP | 18 | 5 | 28 | 90 | 75 | 1 | 6 | | | | | |
| Math | CYPRESS WOODS H | 9 | LEP M1 | 4 | --- | --- | --- | --- | --- | --- | | | | | |
| Math | CYPRESS WOODS H | 9 | LEP M2 | 3 | --- | --- | --- | --- | --- | --- | | | | | |
| Math | CYPRESS WOODS H | 10 | All | 887 | 765 | 86 | 90 | 87 | 281 | 32 | | | | | |
| Math | CYPRESS WOODS H | 10 | AA | 80 | 54 | 68 | 90 | 75 | 8 | 10 | | | | | |
| Math | CYPRESS WOODS H | 10 | Hispanic | 123 | 93 | 76 | 90 | 81 | 23 | 19 | | | | | |
| Math | CYPRESS WOODS H | 10 | White | 633 | 572 | 90 | 100 | 93 | 226 | 36 | | | | | |
| Math | CYPRESS WOODS H | 10 | Eco.Dis. | 53 | 33 | 62 | 90 | 75 | 8 | 15 | | | | | |
| Math | CYPRESS WOODS H | 10 | Spec.Ed. | 34 | 18 | 53 | 90 | 75 | 3 | 9 | | | | | |
| Math | CYPRESS WOODS H | 10 | LEP | 3 | --- | --- | --- | --- | --- | --- | | | | | |
| Math | CYPRESS WOODS H | 10 | LEP M1 | 8 | 3 | 38 | 90 | 75 | 1 | 13 | | | | | |
| Math | CYPRESS WOODS H | 10 | LEP M2 | 3 | --- | --- | --- | --- | --- | --- | | | | | |

CIP PART I: DATA SUPPLEMENT

| | | | | 2007 | | | | | | | 2006 | | | | |
|----------------|-----------------|-------|----------|----------|-----------|-----------|--------------|-----------|--------|--------|----------|-----------|-----------|--------|--------|
| Content | Campus | Grade | Group | Tested # | Met Std # | Met Std % | 3 Yr. Target | Goal 2008 | Comm # | Comm % | Tested # | Met Std # | Met Std % | Comm # | Comm % |
| Social Studies | CYPRESS WOODS H | 9 | All | | | | | | | | | | | | |
| Social Studies | CYPRESS WOODS H | 9 | AA | | | | | | | | | | | | |
| Social Studies | CYPRESS WOODS H | 9 | Hispanic | | | | | | | | | | | | |
| Social Studies | CYPRESS WOODS H | 9 | White | | | | | | | | | | | | |
| Social Studies | CYPRESS WOODS H | 9 | Eco.Dis. | | | | | | | | | | | | |
| Social Studies | CYPRESS WOODS H | 9 | Spec.Ed. | | | | | | | | | | | | |
| Social Studies | CYPRESS WOODS H | 9 | LEP | | | | | | | | | | | | |
| Social Studies | CYPRESS WOODS H | 9 | LEP M1 | | | | | | | | | | | | |
| Social Studies | CYPRESS WOODS H | 9 | LEP M2 | | | | | | | | | | | | |
| Social Studies | CYPRESS WOODS H | 10 | All | 875 | 853 | 97 | 100 | 98 | 535 | 61 | | | | | |
| Social Studies | CYPRESS WOODS H | 10 | AA | 76 | 70 | 92 | 100 | 95 | 30 | 39 | | | | | |
| Social Studies | CYPRESS WOODS H | 10 | Hispanic | 123 | 118 | 96 | 100 | 97 | 54 | 44 | | | | | |
| Social Studies | CYPRESS WOODS H | 10 | White | 625 | 615 | 98 | 100 | 99 | 419 | 67 | | | | | |
| Social Studies | CYPRESS WOODS H | 10 | Eco.Dis. | 53 | 51 | 96 | 100 | 97 | 17 | 32 | | | | | |
| Social Studies | CYPRESS WOODS H | 10 | Spec.Ed. | 29 | 26 | 90 | 100 | 93 | 9 | 31 | | | | | |
| Social Studies | CYPRESS WOODS H | 10 | LEP | 3 | --- | --- | --- | --- | --- | --- | | | | | |
| Social Studies | CYPRESS WOODS H | 10 | LEP M1 | 8 | 7 | 88 | 90 | 89 | 0 | 0 | | | | | |
| Social Studies | CYPRESS WOODS H | 10 | LEP M2 | 3 | --- | --- | --- | --- | --- | --- | | | | | |

CIP PART I: DATA SUPPLEMENT

| Cypress-Fairbanks ISD | | | |
|------------------------------|-----------|-----------------------|-----------------------|
| Campus | Ethnicity | Attendance Rate 05-06 | Attendance Rate 06-07 |
| Cy-Woods | AA | 0 | 96.4 |
| Cy-Woods | H | 0 | 96.5 |
| Cy-Woods | W | 0 | 96.3 |
| Cy-Woods | NATIVE | 0 | 96.2 |
| Cy-Woods | ASIAN | 0 | 97.6 |
| Cy-Woods | MALE | 0 | 96.3 |
| Cy-Woods | FEMALE | 0 | 96.5 |
| Cy-Woods | SPED | 0 | 93.9 |
| Cy-Woods | ECD | 0 | 95.6 |
| Cy-Woods | LEP | 0 | 96.7 |
| Cy-Woods | AT RISK | 0 | 95.3 |
| Cy-Woods | GT | 0 | 97.4 |
| Cy-Woods | MIGRANT | 0 | 0 |

Gold Performance Acknowledgment
 Attendance rates
 District >= 96.0%
 High School >= 95.0%

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

| STP | Area | Indicator | Description of Activity | Evidence of Success |
|-----------|---|---|---|------------------------|
| Students | Subjects | Reading/ELA | Exemplary performance on the 10 th Reading TAKS test | TAKS Results |
| | | Writing | Exemplary performance on the TAKS test | TAKS Results |
| | | Math | 35% Commended performance on TAKS | TAKS Results |
| | | Science | 27% Commended performance on TAKS | TAKS Results |
| | | Social Studies | Exemplary performance on the TAKS test | TAKS Results |
| | | Other | Recognized performances in Electives and Extra-curricular | Competitive Awards |
| | Subgroups | All | Exemplary and Recognized performance on all TAKS | TAKS Results |
| | | AA | Exemplary on all Reading & Social Studies TAKS | TAKS Results |
| | | H | Exemplary on all Reading & Social Studies TAKS | TAKS Results |
| | | W | Exemplary performance on all TAKS | TAKS Results |
| | | ED | Exemplary on 10 th Reading & Social Studies TAKS | TAKS Results |
| | | LEP | Exemplary on 10 th Reading & Social Studies TAKS | TAKS Results |
| | | SE | Exemplary on Social Studies TAKS | TAKS Results |
| | Social/ Emotional | Discipline | Lowest total of reported Discipline Infraction of CFISD HS | Cy-Fair MS Disc. Data |
| | | Extracurricular | Creation of a variety of clubs and organizations | Creation of 51 Clubs |
| Other | | Creation of Career Pathways and College Bound Culture | Advisory Curriculum | |
| Teacher | Professional Development | | TAKS Analysis Day by Department | TAKS Scores |
| | | | Culture of Relationships – Power of the Red Week | Staff/Student behavior |
| | | | Teacher empowerment of Classroom Management Process | Cy-Fair MS Disc. Data |
| | Qualifications | 98% of Teachers are Highly Qualified | NCLB Report | |
| | New Staff | Creation of an exciting culture of a brand new campus | Student performance | |
| Retention | Loss of only 14 teachers (2- Retired, 2- Promotions, 5- Relocation) | Campus Data | | |
| Parent | | Tremendous parent involvement | 235 Active Volunteers | |
| | | Community development | 127,000 Volunteer Hours | |

Areas to Improve

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Area of Focus:

Student Safety

Campus Objective: #

For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by **5 %** from the previous year with the addition of another grade level

For 2007 – 2008, the discipline referrals for fighting will be reduced by **5%** from the previous school year with the addition of another grade level.

Formative Evaluation:

District-developed Reports

| STP | Strategies | | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|------------|--|----------|--------------|----------------------------|---------------------|---------------------------|
| Students | 1 | Application of the EXCEL Model of Teacher-Student Interaction | SD VP | All | Teachers & Admin | Professional Models | August 2007 |
| | 2 | Commitment to a School Culture of Relationship | SD VP | All | Teachers & Admin | Professional Models | August 2007 |
| | 3 | Participation in the Power of the Red Week | SD VP | All | Students, Teachers & Admin | Walter Kase | Spring 2008 |
| | 4 | Mediation- Assistant Principal's will mediate conflicts between students. The mediation can be initiated by students, teachers or administration | VP | All | Students, Teachers & Admin | Professional Models | Throughout year |
| Teachers | 1 | Engagement in Building Better Relationships Training | SD VP | New Teach | Campus Admin | District Training | August 2007 |
| | 2 | Participation in Building Better Relationships Review | SD VP | All Teach | Campus Admin | BBR | August 2007 |
| | 3 | Building a School Culture based on Relationships | SD VP | All Teach | Campus Admin | Professional | All year (especially Aug) |
| | 4 | Implementation of Supervision Duty Stations | VP | All Teach | Teachers & Campus Admin | Teachers | Throughout year |
| Parents | 1 | Proactive parent communication | PI | Parent | Teacher & Admin | | Throughout year |

| | | | | | | | |
|--|---|---|----|--------------|--------------------------|---------------|-----------|
| | 2 | Book Study- "How to Deal with Difficult Parents"- This book provides strategies on how to work in these sometimes difficult circumstances that arise in schools | SD | Asst. Princ. | Assoc. & Asst Principals | Todd Whitaker | Fall 2007 |
|--|---|---|----|--------------|--------------------------|---------------|-----------|

Areas to Improve

District Priority:

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

Area of Focus:

Attendance

Campus Objective: #

For 2007 – 2008, the ADA student attendance will be at or above **97%**.

Formative/Summative Evaluation:

Formative Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month

Summative The year end ADA will be reviewed to determine if the annual attendance objective was met

Strategy Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

| STP | Strategies | | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|------------|--|--------|--------------|---------------------------|-----------|-----------------|
| Students | 1 | Participation in "Stay in School Program" by Court System | AR | Stud | Attendance & Asst. Princ. | | Throughout year |
| | 2 | Use of automated attendance phone system | AR | Stud | Attendance | | Throughout year |
| | 3 | Attendance communication at Wildcat Express and Code of Conduct Student Conference | AR | Stud | Assistant Principals | | September 2007 |
| | 4 | Monitoring of Attendance and Tardies | AR | Stud | Attendance & Asst. Princ. | | Throughout year |
| | 5 | Communication of the Exemption Policy for final exam which has an attendance component | AR | Stud | Counselors & Teachers | | September 2007 |
| Teachers | 1 | Creating a culture based on relationships | SD | Stud | Teachers | | Throughout year |
| | 2 | Accurate attendance documentation | T | Stud | Teachers | | Throughout year |

| | | | | | | | |
|---------|---|---|---------|------|-------------------------|--------------|-----------------|
| | 3 | Tutorials for make up work to help students catch up and feel that they can be prepared | AR | Stud | Teachers | | Throughout year |
| Parents | 1 | Automated attendance phone system | T PI | Stud | Attendance | Phone System | Daily |
| | 2 | Proactive communication on attendance issues | PI | Stud | Teachers & Asst. Princ. | | Throughout year |

Areas to Improve

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

Area of Focus: **Science**

By May 2008, at least 90% of African-American, Hispanic and Economically Disadvantaged students will meet the standard on the Science Texas Assessment of Knowledge and Skills

Campus Objective: #

| 10th Science 2007 TAKS | % Met Standard | # students not meeting standard | % Increase Needed |
|-------------------------------|----------------|------------------------------------|----------------------|
| All | 84% | 141 | 6% |
| African American | 66% | 26 | 24% |
| Hispanic | 67% | 40 | 23% |
| White | 90% | 66 | Build & Maintain |
| Economically Disadvantaged | 55% | 24 | 35% |

**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 | Check rosters to ensure that each struggling student has been identified and assigned to a teacher who has a proven track record of accelerating students' science achievement. | AR, CE | Identified students | DI, Principal, Counselors | Class Rosters; TAKs Data | Prior to first day of school |

| | | | | | | |
|---|---|----|---------------------|---|---|----------------------------|
| 2 | Design and present lessons that follow research-proven teaching strategies such as Marzano, CRISS, BBR | AR | All Students | Teachers | <i>Classroom instruction that really works;</i> Science Helping Teachers | Ongoing |
| 3 | Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses). Discussion of science content should occur; student ↔ teacher and student ↔ student. | AR | All students | Teachers | Science Helping teacher; DI, TL | Ongoing |
| 4 | Utilize data from teacher made tests and district SFAs to guide the instructional path (re-teach when data indicates that students lack a sufficient understanding of critical concepts). | AR | All students | Teachers | Gradebook; Test Data | Every 2/3 weeks or 6 weeks |
| 5 | Monitor student progress and performance to identify struggling students and require mandatory tutorials. | AR | Identified Students | Teachers | Gradebook; Academic Achievement Specialist ; Academic Wednesday | Weekly |
| 6 | Research skills, use of data bases and district resources | AR | All students | Teachers | Library resources, Media Specialists | Ongoing |
| 7 | Academic Wednesdays (All extra-curricular areas shut down from 2:35-3:15)- tutorial times | AR | All students | Teachers | Administration | Ongoing |
| 8 | Identification of TAKS failures by placing "T" by student names | AR | Identified Students | Sue McGown, Kim Sempe, Donna Lester | Class rosters, AMS data | Summer |
| 9 | Students who did not meet the standard on Science TAKS test will take Environmental Science | AR | Identified Students | Lead Team, Department Chair, Teachers | State curriculum and teacher curriculum development | Ongoing |

| | | | | | | | |
|----------|---|--|---------|--------------------------------|--|--|--|
| Teachers | 1 | Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum | SD | Content Teams | Department Chair, Team Leaders & Teachers | DI, Curriculum Coordinator; TL; DC | Bio & IPC Daily; all other teams Bi-weekly |
| | 2 | Attend district professional development to enhance teachers understanding of content and teaching strategies | SD | Teachers | Teachers | Curriculum Coordinator; DI | Ongoing |
| | 3 | TAKS pullout day and research focus- teachers will actually take a released TAKS test, identify vocabulary, analyze data and create a plan of intervention | SD | Teachers | Department Chair | DI, Academic Achievement Helping Teacher | Fall 2007 |
| | 4 | Participation in Cross Curriculum Team (especially with Math Department) to share information, especially vocabulary terms which can be reinforced in all subject areas | SD | Teachers | DI, Department Chairs, Teachers | Research | Ongoing |
| | 5 | Technology Implementation by using higher levels of technology (SMART boards, airlines, etc.) | SD T | Teacher | Teachers | Media Specialists | Ongoing |
| | 6 | Participation in College Board's Advancement Placement Training | SD | Teacher | Department Chairs, Teachers | College Board | Summer 2007 |
| | 7 | Identification of key vocabulary terms and best strategies/practices to help student interpret the terms | SD | Teacher | Teachers | District Curriculum Coordinators | Ongoing |
| | 8 | Analysis of SFA's which will include the following: A) Reviewing SFA results and questions with students and re-teaching where necessary B) Incorporating objectives in need of improvement into current curriculum using spiraling activities and/or warm-ups | SD | Teacher | District Curriculum Coordinators, Helping Teachers and Campus Teachers | SFA | Ongoing |
| Parents | 1 | Keep parents up-to-date on their child's progress by making phone calls, sending e-mails, parent viewer and science website. | PI | Parents of identified students | Teachers | Samples of student work | Weekly |

Areas to Improve

District Priority: 1A

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

Area of Focus:

Mathematics

By May 2008, at least 90% of African-American, Hispanic and Economically Disadvantaged students will meet the standard on the Math Texas Assessment of Knowledge and Skills

Campus Objective: #

| 9 th Math 2007 TAKS | % Met Standard | # students not meeting standard | % Increase Needed |
|-----------------------------------|----------------|------------------------------------|----------------------|
| All | 86% | 155 | 4% |
| African American | 72% | 29 | 18% |
| Hispanic | 76% | 40 | 14% |
| White | 90% | 79 | Build & Maintain |
| Economically Disadvantaged | 61% | 35 | 29% |

| 10 th Math 2007 TAKS | %Met Standard | # students not meeting standard | % Increase Needed |
|------------------------------------|---------------|------------------------------------|----------------------|
| All | 86% | 122 | 4% |
| African American | 68% | 26 | 22% |
| Hispanic | 76% | 30 | 14% |
| White | 90% | 61 | Build & Maintain |
| Economically Disadvantaged | 62% | 20 | 28% |

**Formative/Summative
Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

| STP | Strategies | | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|------------|--|----------|------------------------|---|---|----------------------|
| Students | 1 | Students communicate about mathematics (student-student, student-teacher, teacher-students) | AR CE | All | Teachers, Instructional Specialists | DANA Center | Ongoing |
| | 2 | Students work collaboratively on problems that require strategies of problem solving | AR | All | Teacher | Textbook | Ongoing |
| | 3 | Students use technology (graphing calculator, Explore Learning, TI Interactive) | T AR | All | Teacher | GIZMOS Calculator | Ongoing |
| | 4 | Students use manipulatives as a resources to enrich the content into an experiential activity to increase student understating and retention | AR CE | All | Teacher, Instructional Specialists | Variety of Manipulatives | When Appropriates |
| | 5 | Students will be provided extended learning time during tutorials | AR | All | Teacher | Textbook, Supplemental Material | Ongoing |
| | 6 | Students will use research skills, data bases and district resource to enhance understanding of TEKS | AR | All students | Teachers | Library resources, Media Specialists | Ongoing |
| | 7 | Students will participate in Academic Wednesdays (All extra-curricular areas shut down from 2:35-3:15)- tutorial times | AR | All students | Teachers | Administration | Ongoing |
| | 8 | Students who did not meet the standard on Math TAKS will take Math Models Application as a part of their schedule | AR | Identified Students | Lead Team, Department Chair, Teachers | State curriculum and teacher curriculum development | Ongoing |
| | 9 | Identification of TAKS failures by placing "T" on the course number on the students' schedules | AR | Identified Students | Sue McGown, Kim Sempe, Donna Lester | Class rosters, AMS data | Summer |

| | | | | | | | |
|----------|----|--|----------|----------|--|---|---|
| Teachers | 1 | Teachers provide activities/lessons which engage students on mathematics | AR CE | Teachers | Teacher, Instructional Specialists | DANA Center | Ongoing |
| | 2 | Teachers provide feedback on homework, class assignments and tests | AR CE | Teachers | Teacher | Gradebook | Ongoing |
| | 3 | TAKS pullout day and research focus- teachers will actually take a released TAKS test, identify vocabulary, analyze data and create a plan of intervention | SD | Teachers | Department Chair | DI, Academic Achievement Helping Teacher | Fall 2007 |
| | 4 | Lessons will be modified using research based questioning strategies and help from math/technology helping teachers | CE | Teachers | Teacher, Instructional Specialists | Coordinator | Ongoing |
| | 5 | Participation in Cross Curriculum Team (especially with Science Department) to share information, especially vocabulary terms which can be reinforced in all subject areas | SD | Teachers | DI, Department Chairs, Teachers | Research | Ongoing |
| | 6 | Technology Implementation by using higher levels of technology (SMART boards, airlines, etc.) | SD T | Teacher | Teachers | Media Specialists | Ongoing |
| | 7 | Participation in College Board's Advancement Placement Training | SD | Teacher | Department Chairs, Teachers | College Board | Summer 2007 |
| | 8 | Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum | SD | Teacher | Department Chairs, Team Leaders | Master Schedulers (Kim Sempe) | Ongoing- Algebra I meets daily, all others meet at least bi- weekly |
| | 9 | Identification of key vocabulary terms and use best teaching strategies to communicate with students | SD | Teacher | Teachers | District Curriculum Coordinators | Ongoing |
| | 10 | Teachers will analyze SFA results and do the following: A) Teachers will review SFA results with students during class and identify areas of concern B) These areas of concern will be re-taught by spiraling them throughout the next unit of study and through the use of daily warm-ups | SD | Teacher | District Curriculum Coordinator, Helping Teachers, DC, TL | SFA Data | Ongoing |

| | | | | | | | |
|---------|----|--|----------------|---------|--------------------------------|-----------------------------------|---------|
| | 11 | Administration and Teacher Leaders are actively monitoring and providing feedback to insure that high quality activities and lessons are being delivered to students in a manner in which students are engaged in learning | SD | Teacher | Admin, DC, TL, Teacher Mentors | CFPDAS, Planning Periods, Teaming | Ongoing |
| | 12 | Geometry teachers will incorporate Algebra concepts into their lessons throughout the year by embedding them in their lesson plans | SD | Teacher | DC, TL and Teachers | Department vertical teaming | Ongoing |
| Parents | 1 | Keep parents up-to-date on progress of students by making phone calls and sending emails | PI AR CE | All | Teacher, Parent | | Weekly |
| | 2 | Keep parents informed by recording grades in a timely manner for Parent Internet Viewer (PIV) | PI AR CE | All | Teacher, Parent | PIV | Weekley |

Areas to Improve

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

Area of Focus: **Reading/English Language Arts**

By May 2008, 100% of all students will meet the standard on the Reading/ELA Texas Assessment of Knowledge and Skills

Campus Objective: #

| 9th Reading 2007 TAKS | % Met Standard | # students not meeting standard | % Increase Needed |
|-------------------------------|----------------|------------------------------------|----------------------|
| All | 97% | 29 | 3% |
| African American | 94% | 6 | 6% |
| Hispanic | 94% | 10 | 6% |
| White | 99% | 12 | 1% |
| Economically Disadvantaged | 88% | 11 | 12% |

| 10th Reading 2007 TAKS | % Met Standard | # students not meeting standard | % Increase Needed |
|-------------------------------|----------------|------------------------------------|----------------------|
| All | 96% | 34 | 4% |
| African American | 91% | 7 | 9% |
| Hispanic | 94% | 8 | 6% |
| White | 97% | 18 | 3% |
| Economically Disadvantaged | 91% | 5 | 9% |

**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 | Identification of TAKS failures by placing "T" by the course number on students' schedules | AR | Identified Students | Sue McGown, Kim Sempe, Donna Lester | Class rosters, AMS data | Summer |
| | 2 | Create lists of weak students; students scoring 2100-2200 on TAKS | AR | Special Groups | Teachers | AMC data, Gradebook | 1 st 6 Weeks |
| | 3 | Organize TAKS Thursdays, after-school tutorials 2:40-3:30 weekly. Teachers will work in Teams | AR | Special Groups | Teachers | TAKS Practice Booklets | 2 nd & 3 rd 6 Weeks, weekly |
| | 4 | Organize TAKS Pull-out schedules; teachers will tutor identified students during planning periods | AR | Identified Students | Kim Sempe | TAKS Material | 4 th 6 Weeks |
| | 5 | Work on core vocabulary from other disciplines; incorporate into lessons | AR | L Classes | Math, Science, SS Teachers | Curriculum Coordinator Vocab. List | Ongoing |
| | 6 | Student use of research skills, use of data bases and district resources | AR | All students | Teachers | Library resources, Media Specialists | Ongoing |
| | 7 | Student participation in Academic Wednesdays (All extra-curricular areas shut down from 2:35-3:15)- tutorial times | AR | All students | Teachers | Administration | Ongoing |
| Teachers | 1 | Keep confidential list of identified students and organize tutorials; identify gaps via SFA's | AR | Identified Students | Teachers | Crystal Reports | 1 st 6 Weeks |
| | 2 | Participation in TAKS pullout day and research focus-teachers will actually take a released TAKS test, identify vocabulary, analyze data and create a plan of intervention | SD | Teachers | Department Chair | DI, Academic Achievement Helping Teacher | Fall 2007 |
| | 3 | Contact parents regarding mandatory tutorials; strive for one-on-one support to students | PI AR | Identified Students | Teachers | TAKS Packets | 1 st 6 Weeks |
| | 4 | Teachers attend TAKS Training per B. Parsons; English Department TAKS Training Campus Day | AR | Identified Students | Teachers | Released TAKS | 1 st 6 Weeks |

| | | | | | | | |
|---------|----|--|----------|------------------------|--|--|-------------------------|
| | 5 | Participation in Cross Curriculum Team (especially with Social Studies Department)) to share information, especially vocabulary terms which can to reinforced in all subject areas | SD | Teachers | DI, Department Chairs, Teachers | Research | Ongoing |
| | 6 | Technology Implementation by using higher levels of technology (SMART boards, airlines, etc.) | SD T | Teacher | Teachers | Media Specialists | Ongoing |
| | 7 | Participation in College Board's Advancement Placement Training | SD | Teacher | Department Chairs, Teachers | College Board | Summer 2007 |
| | 8 | Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum | SD | Teacher | Department Chairs, Team Leaders | Master Schedulers (Kim Sempe) | Ongoing |
| | 9 | Identification of key vocabulary terms and use best teaching strategies/practice to help students to understand and retain the material | SD | Teacher | Teachers | District Curriculum Coordinators | Ongoing |
| | 10 | Analysis of SFA's which will include the following: A) Reviewing SFA results and questions with students and re-teaching where necessary B) Incorporating objectives in need of improvement into current curriculum using spiraling activities and/or warm-ups | SD | Teacher | District Curriculum Coordinators, Helping Teachers and Campus Teachers | SFA Data | Ongoing |
| Parents | 1 | VIPS help distribute student incentives | PI AR | Identified Students | Leonor Cruz | Treats | 5 th 6 Weeks |
| | 2 | Teacher contact parents about attendance/progress | PI AR | Identified Students | Teachers | Student Work | Ongoing |

Areas to Improve

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

Area of Focus: **Social Studies**

By May 2008, at 100% of ALL students will meet the standard on the Social Studies Texas Assessment of Knowledge and Skills

Campus Objective: #

| 10th S.S. 2007 TAKS | % Met Standard | # students not meeting standard | % Increase Needed |
|-------------------------------|----------------|------------------------------------|-------------------|
| All | 97% | 22 | 3% |
| African American | 92% | 6 | 8% |
| Hispanic | 96% | 5 | 4% |
| White | 98% | 10 | 2% |
| Economically Disadvantaged | 96% | 2 | 4% |

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 | Check rosters to identify at-risk students in social studies. This includes examining 10 th grade TAKS results (Social Studies and Reading) for current 11 th graders, 9 th grade Reading results and 8 th grade Social Studies results for current 10 th graders, and 8 th grade Social Studies results for current 9 th graders. | AR, T | Identified students | Teachers | Class Rosters, Infoserv | By the end of the 1 st 6 weeks |
| | 2 | Monitor each student's progress in learning the critical TEKS by examining results of team made tests and district benchmarks. | AR, T | All students | Teachers | SFA's, team tests | Ongoing |
| | 3 | Design and present lessons that follow research proven teaching strategies such as the ones described in <i>Marzano's Classroom Instruction That Works</i> as well as UbD. | SD | All students | Teachers | <i>Marzano's Classroom Instruction That Works</i> | Ongoing |
| | 4 | Maximize classroom instruction time and provide afternoon TAKS tutorials. | AR | All students | Teachers | Tutorial packets | Ongoing |
| | 5 | Identify gaps in students' background knowledge with specific attention paid to 8 th grade United States History. | AR | All students | 10 th and 11 th Grade teachers | 8 th Grade U.S. History TEKS | Ongoing; 1 st three weeks in 11 th grade |
| | 6 | Student use of research skills, use of data bases and district resources | AR | All students | Teachers | Library resources, Media Specialists | Ongoing |
| | 7 | Participation in Academic Wednesdays (All extra-curricular areas shut down from 2:35-3:15)- tutorial times | AR | All students | Teachers | Administration | Ongoing |
| | 8 | Use of online discussion blog in US History Course with Department Chair | AR | All students | George Villamagna | Wikispaces.com | Ongoing |
| Teachers | 1 | Analyze SFA results each six weeks: <ul style="list-style-type: none"> - Identify objectives that need to be re-taught - Teach these objectives in a new manner to help students understand the concept | AR, T | All students | Teachers | SFA's | Every 6 weeks |

| | | | | | | | |
|---------|---|--|---------|----------------------|---------------------------------|--|-----------------------------|
| | 2 | Enroll new teachers in Advanced Placement Institutes | SD | Social Studies Dept. | Teachers | College Board Rice AP Institute | Summer 2008 |
| | 3 | Participate in TAKS pullout day and research focus- - teachers will actually take a released TAKS test, identify vocabulary, analyze data and create a plan of intervention | SD | Teachers | Department Chair | DI, Academic Achievement Helping Teacher | Fall 2007 |
| | 4 | Enroll new teachers in CRISS training which provide excellent strategies to present curriculum in a clear manner that helps with student understanding and retention of the material | SD | Social Studies Dept. | Teachers | District Training | Summer 2008 |
| | 5 | Participation in Cross Curriculum Team (especially with Social Studies Department)) to share information, especially vocabulary terms which can to reinforced in all subject areas | SD | Teachers | DI, Department Chairs, Teachers | Research | Ongoing |
| | 6 | Technology Implementation by using higher levels of technology (SMART boards, airlines, etc.) | SD T | Teacher | Teachers | Media Specialists | Ongoing |
| | 7 | Participation in College Board's Advancement Placement Training | SD | Teacher | Department Chairs, Teachers | College Board | Summer 2007 |
| | 8 | Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum | SD | Teacher | Department Chairs, Team Leaders | Master Schedulers (Kim Sempe) | Ongoing |
| | 9 | Identification of key vocabulary terms and use best teaching strategies/practice to help students to understand and retain the material | SD | Teacher | Teachers | District Curriculum Coordinators | Ongoing |
| Parents | 1 | Utilize team created websites to communicate information to both parents and students. | PI, T | All parents | Teachers | Wikispaces.com | 1 st three weeks |
| | 2 | Continue to make phone calls, appropriate emails, and set up conferences to enlist parental support throughout the school year. | PI, T | All parents | Teachers | | Ongoing |

Areas to Improve

District Priority:

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

Area of Focus:

Electives and Non-TAKS Tested Curriculum

By May 2008, all student groups will have a passing rate of 95% or better in Non-TAKS tested subject areas.

Campus Objective: #

By May 2008, all students will have a passing rate of 95% or better on the TEKS test in the Non-TAKS tested subject areas.

Formative/Summative Evaluation:

Locally Developed Reports

| STP | Strategies | | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|------------|--|---------|--------------|---------------------------------|----------------------------------|----------|
| Students | 1 | Participation in Academic Wednesdays (All extra-curricular areas shut down from 2:35-3:15)- tutorial times | AR | All students | Teachers | Administration | Ongoing |
| | 2 | Use of research based strategies to deliver curriculum to engage students in the learning process | AR | All students | Teachers | District Curriculum Coordinators | Ongoing |
| | 3 | Student participation through school-wide communication opportunities (Clubs, electives) | AR | All students | Teachers | Teachers | Ongoing |
| Teachers | 1 | Participation in Professional Organizations specific to area of specification | SD | | | | |
| | 2 | Technology Implementation by using higher levels of technology (SMART boards, airlines, etc.) in specific content area | SD T | Teacher | Teachers | Media Specialists | Ongoing |
| | 3 | Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum | SD | Teacher | Department Chairs, Team Leaders | Master Schedulers (Kim Sempe) | Ongoing |
| | 4 | Identification of key vocabulary terms and use best teaching practices/strategies to help students understand and retain information | SD | Teacher | Teachers | District Curriculum Coordinators | Ongoing |

| | | | | | | | |
|---------|---|--|----|-----------------|--|---|----------------------------|
| | 5 | Participation in Cross Curriculum Team to share skills and strategies that are utilized throughout multiple curriculum areas | SD | Teachers | DI, Department Chairs, Teachers | Research | Ongoing |
| | 6 | Use of End of Course Analysis of 2006-2007 to goal set for the 2007-2008 years | SD | Teacher | Teachers | End of Course Analysis | 1 st 6 weeks |
| Parents | 1 | Electives fair for clubs, organizations, extra-curricular activities, UIL activities | PI | All students | Sponsors & Coaches | Wildcat Express, Lunch Electives Fair, Morning Announcements | Ongoing |
| | 2 | | | | | | |

*** 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. |

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Cypress Woods High School
Sue McGown
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Cypress Woods 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])
- (2) The Cypress Woods High School CPOC has
 - (a) completed a needs assessment which serves as the basis for the CIP.
 - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, 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.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
 - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
 - (f) included strategies for dropout prevention and reduction. (middle school and high school)
 - (g) included strategies for improving student attendance.
 - (h) included strategies for improving the campus's completion rate. (high school)
 - (i) provided for a program to encourage parental and community involvement at the campus.
 - (j) included goals and methods for violence prevention and intervention on campus.
 - (k) 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).
- (3) 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.
- (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for 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 III: ASSURANCE ADDENDUM

Section B

| Membership Composition of the Campus Performance Objectives Council | |
|---|--|
| Name of CPOC Member | Position |
| Roddy Parrisher | Teacher 1 CATE Department Chair |
| LeManda Singletary | Teacher 2 Special Education Department Chair |
| Roya McArthur | Teacher 3 Foreign Language Department Chair |
| Candy Tannous | Teacher 4 English Department Chair |
| Curtis Neill | Teacher 5 PE Department Chair |
| Dr. Olivia Allen | Teacher 6 Math Department Chair |
| George Villamagna | Teacher 7 Social Studies Department Chair |
| Charlotte Stuart | Teacher 8 Visual Arts Department Chair |
| Marsha Robinson | Teacher 9 Performing Arts Department Chair |
| Wendy Johnson | Teacher 10 Science Department Chair |
| Rayyan Amine, Senior Director of Program Evaluation & Research | Non-teaching professional 1 |
| Sue McGown, Principal | Non-teaching professional 2 |
| Kim Sempe, Associate Principal | Non-teaching professional 3 |
| Chris Hecker, Director of Instruction | Non-teaching professional 4 |
| Donna Lester, Lead Counselor | Non-teaching professional 5 |
| Gail Drago, Media Specialist | Non-teaching professional 6 |
| Barbara Lesselyong, Media Specialist | Non-teaching professional 7 |
| Barbara Whitely | Para-professional 1 |
| Laura Stivers | Para-professional 2 |
| Myrna Hartwig | Para-professional 3 |
| Leonor Cruz | Para-professional 4 |
| Cynthia Gill | Parent 1 |
| Cheryl Hultquist | Parent 2 |

CIP PART III: ASSURANCE ADDENDUM

| | |
|--------------------------|---------------------------|
| Clariza Rath | Parent 3 |
| Ana Reiner | Community resident 1 |
| Kay Bily | Community resident 2 |
| Colleen Gilbert | Community resident 3 |
| Traci Taylor, JC Penny | Business representative 1 |
| Judson Mark, Newk's Cafe | Business representative 2 |

| CPOC Meetings* for '07-'08 | | | |
|----------------------------|--------------------|-----------|--|
| # | Date | Time | Location |
| 1 | September 24, 2007 | 3:15 p.m. | Cypress Woods High School- Principal's Conference Room |
| 2 | November 8, 2007 | 9:00 a.m. | Cypress Woods High School- Principal's Conference Room |
| 3 | December 3, 2007 | 3:15 p.m. | Cypress Woods High School- Principal's Conference Room |
| 4 | February 25, 2008 | 3:15 p.m. | Cypress Woods High School- Principal's Conference Room |
| 5 | May 12, 2008 | 3:15 p.m. | Cypress Woods 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.

CIP PART III: ASSURANCE ADDENDUM

Section C

| | |
|--|--|
| <input checked="" type="checkbox"/> (1) | Texas Assessment of Knowledge and Skills Exemplary Goal |
| For 2007-2008, 90% of the students will meet the TAKS standard in all subject areas (This objective is for all student groups not specifically identified in Part II.) | |
| Formative | After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels. |
| Summative | TAKS results will be reviewed to determine if targets were met. |
| Strategy | Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts. |

| | |
|---|--|
| <input checked="" type="checkbox"/> (2) | Texas Assessment of Knowledge and Skills Commended Performance Goal |
| For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I. | |
| Formative | After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels. |
| Summative | TAKS results will be reviewed to determine if targets were met. |
| Strategy | Teachers will use research-proven strategies to promote students' deep understanding of content and concepts. |

Other Legal Requirements

| | |
|--|--|
| <input checked="" type="checkbox"/> (3) | Parent and Community Involvement Goal |
| For 2007 – 2008, the percent of parents and community members attending VIPS meetings will increase by 5%. | |
| Formative | At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress. |
| Summative | 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. |
| Strategy | Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events. |

CIP PART III: ASSURANCE ADDENDUM

(4)

| Violence Prevention and Intervention Goal | |
|---|--|
| For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 5% from the previous year with the addition of an entire grade level. | |
| Formative | Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession. |
| Summative | 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. |
| Strategy | Implement and monitor the school wide safety and security plan. |

(5)

| Violence Prevention Goal | |
|---|--|
| For 2007 – 2008, the discipline referrals for offenses will be reduced by 5% from the previous school year with the addition of an entire grade level. | |
| Formative | Each grading period the discipline referrals will be reviewed to determine the percent of referrals. |
| Summative | At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for each teacher. |
| Strategy | Implement and monitor the school-wide safety and security plan. |

(6)

| Special Education Goal | |
|--|---|
| For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 90% . | |
| Formative | Each grading period, students' progress on TEKS will be monitored and reviewed. |
| Summative | Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met. |
| Strategy | Provide differentiated instruction to address learning needs of identified special needs students. |

CIP PART III: ASSURANCE ADDENDUM

(7)

| Highly Qualified Teacher Goal | |
|---|--|
| For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at 100% . | |
| Formative | 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. |
| Summative | 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. |
| Strategy | Confer with teachers to implement a plan to ensure that they meet highly qualified standards. |

(8)

| Secondary Drop – out Prevention Goal | |
|---|--|
| For 2007 – 2008, the dropout rate will be $\leq 0.7\%$ or less with no student group exceeding $\leq 0.7\%$. | |
| Formative | Each grading period, the documentation will be reviewed for students who have checked out of school. |
| Summative | The 2007 – 2008 drop-out data will be reviewed. |
| Strategy | Monitor school leavers bi-weekly, contact parents, and implement intervention plans. |

(9)

| High School AEIS Goal – Ninth Graders | |
|--|--|
| The percent of 2007 – 2008 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95% . | |
| Formative | After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed. |
| Summative | 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. |
| Strategy | Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs. |

CIP PART III: ASSURANCE ADDENDUM

(10)

| Recommended High School Program | |
|--|---|
| For 2007 – 2008, the percent of graduates who graduate with RHSP will be at or above ≥80% . | |
| Formative | Each semester, prepare a list of students who have opted out of the RHSP program by grade level. |
| Summative | At the end of the school year, calculate the percent of students who graduated with the RHSP. |
| Strategy | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |

N/A-
No
Senior
Class

(11)

| High School AEIS Goal – Advanced Courses and Dual Credit | |
|--|---|
| For 2007 – 2008, the percent of students who have completed at least one advanced course will be at or above ≥25.0% . | |
| Formative | Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed. |
| Summative | 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. |
| Strategy | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |

(12)

| High School AEIS Goal – Advanced Placement Exams | |
|--|---|
| For 2007 – 2008, the percent of students who take an AP exam will be at or above ≥15.0% taking 1+ AP exam and ≥50.0% scoring 3 or better for Gold Performance. | |
| Formative | 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. |
| Summative | 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. |
| Strategy | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |

CIP PART III: ASSURANCE ADDENDUM

| | | |
|-------------------------------|---|---|
| <input type="checkbox"/> (13) | High School AEIS Goal – SAT/ACT Exams | |
| N/A- No Senior Class | For 2007 – 2008, the percent of graduates who take SAT/ACT exams will be at or above ≥70.0% participating and ≥40.0% scoring either 1110 on SAT or 24 on ACT for Gold Performance. | |
| | Formative | After the first semester, the number of students taking the SAT-1 at least once will be reviewed. |
| | Summative | 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. |
| | Strategy | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |

| | | |
|--|--|---|
| <input checked="" type="checkbox"/> (14) | High School CTE Goal | |
| | For 2007 – 2008, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) 90%. | |
| | Formative | After each SFA, the staff will review the results to determine progress in meeting established performance level. |
| | Summative | TAKS results will be reviewed to determine if targets were met. |
| | Strategy | 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 III: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

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 infosrvweb 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 III: ASSURANCE ADDENDUM

| Cypress Woods High School Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008 | | | |
|--|----------------------------------|----------------------------------|---|
| Date | Audience | Responsible for Planning | Purpose/Content |
| Summer 2007 | Teachers | Department Chairs & Team Leaders | Team Building and Curriculum Development |
| 2-Aug | Leadership Conference | District Administrative Staff | Data Analysis/District and Campus Expectations for Success |
| 3-Aug | GLT/AMS | Secondary - P.M. | Data Analysis/CIP Review |
| 7-Aug | Legal Conference | District Administrative Staff | Legal Conference |
| 14-Aug | Department Chair and Team Leader | District & Campus Staff | Summarizing and Note Taking |
| 16-Aug. AM | New Staff | District Administration | Building Better Relationships, New Staff District Information |
| 16-Aug PM | New Staff | District Administration | Welcome to Cypress Woods, New Staff Campus Information, Substitute System, Key Distribution |
| 16-Aug PM | Department Chairs | Campus Administration | Vision & Mission of 2007-2008 |
| 17-Aug | New Staff | District Administration | New Staff District Information |
| 20-Aug | All Staff | Campus Administration & Staff | Vision & Mission 2007-2008, Team Building, Department Goals |
| 21-Aug | All Staff | Campus Administration & Staff | Department Curriculum Planning, Co-Teacher & Regular Ed Teaming, |

CIP PART III: ASSURANCE ADDENDUM

| | | | |
|-----------|--|-------------------------------|--|
| | | | Discipline Process, Academic Support Team, Counselor Process, Implementation of Technology |
| 22-Aug | All Staff | Campus Administration & Staff | Campus Data Analysis, Special Education Implementation, Library Resources Presentation, Coaches' Meeting, Teacher Mentor-Mentee Meeting, Elective & Club Meeting |
| 23-Aug | Secondary | District & Campus Staff | Marzano's Notetaking & Summarization |
| 24-Aug | All Staff | Campus | Team Curriculum Planning, Grade 2 Training, Opening Day Procedures, Horizon's Meeting |
| Fall 2007 | Lead Team (Principal, Associate Principal, Director of Instruction, Lead Counselor) | Campus Administration | Book Study: "Flip Side" by Flip Flippin |
| Fall 2007 | Administration Team | Campus Administration | Book Study: "How to Deal with Difficult Parents" by Todd Whitaker |
| Fall 2007 | Teachers | Campus Administration | Book Study: "What Great Teachers Do Differently" by Todd Whitaker |
| 8-Oct | Secondary Staff | District & Campus Staff | Content Area Professional Development |
| 3-Jan | All Staff | Campus Staff | Time Equivalency Day Team Building and Curriculum Development |
| 4-Jan | All Staff | Campus | Vision & Mission 2007-2008 Evaluation, Data Analysis |

CIP PART III: ASSURANCE ADDENDUM

| | | | |
|-------------|-----------------------|-----------------------|--|
| Spring 2007 | Campus Administration | Campus Administration | Book Study: "What Great Principals Do Differently" by Todd Whitaker |
| 18 - Feb | All Staff | Campus | Time Equivalency Day Technology Training and Implementation and Data Analysis |
| 30-May | All Staff | Campus | Vision & Mission 2007-2008 Evaluation, Data Analysis |