

**2007-2008
Campus Improvement Plan
for
Jersey Village High School**

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: JERSEY VILLAGE H S
CAMPUS NUMBER: 101907003

Campus Rating: Academically Acceptable
Grade Span: 09 - 12

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 | 1,941 | 2,133 | 91% | 100% | 1,895 | 2,125 | 89% | | 2 | | |
| X African Amer | 203 | 234 | 87% | 11% | 194 | 229 | 85% | | 2 | | |
| X Hispanic | 647 | 761 | 85% | 36% | 585 | 709 | 83% | | 2 | | |
| X White | 854 | 889 | 96% | 42% | 890 | 950 | 94% | | 2 | | |
| X Econ Disadv | 474 | 562 | 84% | 26% | 402 | 506 | 79% | | 5 | | |
| Writing (65%) | | | | | | | | | | | |
| All Students | 0 | 0 | - | 0% | 0 | 0 | - | | - | | |
| African Amer | 0 | 0 | - | 0% | 0 | 0 | - | | - | | |
| Hispanic | 0 | 0 | - | 0% | 0 | 0 | - | | - | | |
| White | 0 | 0 | - | 0% | 0 | 0 | - | | - | | |
| Econ Disadv | 0 | 0 | - | 0% | 0 | 0 | - | | - | | |
| Social Studies (65%) | | | | | | | | | | | |
| X All Students | 1,298 | 1,354 | 96% | 100% | 1,267 | 1,320 | 96% | | 0 | | |
| X African Amer | 143 | 150 | 95% | 11% | 137 | 144 | 95% | | 0 | | |
| X Hispanic | 401 | 433 | 93% | 32% | 376 | 411 | 91% | | 2 | | |
| X White | 585 | 596 | 98% | 44% | 611 | 619 | 99% | | -1 | | |
| X Econ Disadv | 296 | 325 | 91% | 24% | 268 | 297 | 90% | | 1 | | |
| Mathematics (45%) | | | | | | | | | | | |
| X All Students | 1,595 | 2,128 | 75% | 100% | 1,539 | 2,102 | 73% | | 2 | | |
| X African Amer | 139 | 233 | 60% | 11% | 128 | 223 | 57% | Yes | 3 | ** | No |
| X Hispanic | 473 | 755 | 63% | 35% | 415 | 694 | 60% | Yes | 3 | ** | No |
| X White | 757 | 891 | 85% | 42% | 783 | 944 | 83% | | 2 | | |
| X Econ Disadv | 346 | 554 | 62% | 26% | 291 | 493 | 59% | Yes | 3 | ** | No |
| Science (40%) | | | | | | | | | | | |
| X All Students | 1,051 | 1,358 | 77% | 100% | 1,041 | 1,329 | 78% | | -1 | | |
| X African Amer | 98 | 151 | 65% | 11% | 87 | 144 | 60% | Yes | 5 | ** | No |
| X Hispanic | 268 | 435 | 62% | 32% | 267 | 416 | 64% | Yes | -2 | ** | No |
| X White | 531 | 598 | 89% | 44% | 562 | 623 | 90% | | -1 | | |
| X Econ Disadv | 201 | 328 | 61% | 24% | 177 | 301 | 59% | Yes | 2 | ** | No |

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

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 | 59 | 88 | 67% | 100% | 65 | 87 | 75% | Yes | -8 | -3 | No |

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number 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: JERSEY VILLAGE H S
CAMPUS NUMBER: 101907003

Campus Rating: Academically Acceptable
Grade Span: 09 - 12

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%)

| | ----- 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 | 633 | 6 | 645 | 98.1% | 100% | 691 | 713 | 96.9% | | 1.2 | | |
| African Amer | 72 | 1 | 74 | 97.3% | 11% | 63 | 64 | 98.4% | | -1.1 | | |
| Hispanic | 174 | 4 | 180 | 96.7% | 28% | 166 | 174 | 95.4% | | 1.3 | | |
| White | 306 | 1 | 310 | 98.7% | 48% | 378 | 391 | 96.7% | | 2.0 | | |
| Econ Disadv | 111 | 4 | 116 | 95.7% | 18% | 115 | 122 | 94.3% | | 1.4 | | |

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 | JERSEY VILLAGE | 9 | All | 794 | 714 | 90 | 100 | 93 | 267 | 34 | 822 | 752 | 91 | 211 | 26 |
| Reading/ELA | JERSEY VILLAGE | 9 | AA | 91 | 80 | 88 | 90 | 89 | 21 | 23 | 95 | 78 | 82 | 7 | 7 |
| Reading/ELA | JERSEY VILLAGE | 9 | Hispanic | 330 | 275 | 83 | 90 | 85 | 73 | 22 | 305 | 264 | 87 | 50 | 16 |
| Reading/ELA | JERSEY VILLAGE | 9 | White | 293 | 283 | 97 | 100 | 98 | 136 | 46 | 328 | 318 | 97 | 116 | 35 |
| Reading/ELA | JERSEY VILLAGE | 9 | Eco.Dis. | 234 | 201 | 86 | 90 | 87 | 37 | 16 | 222 | 180 | 81 | 30 | 14 |
| Reading/ELA | JERSEY VILLAGE | 9 | Spec.Ed. | 28 | 21 | 75 | 90 | 80 | 5 | 18 | 35 | 26 | 74 | 3 | 9 |
| Reading/ELA | JERSEY VILLAGE | 9 | LEP | 38 | 16 | 42 | 90 | 75 | 0 | 0 | 40 | 17 | 43 | 0 | 0 |
| Reading/ELA | JERSEY VILLAGE | 9 | LEP M1 | 16 | 11 | 69 | 90 | 76 | 2 | 13 | 10 | 10 | 100 | 1 | 10 |
| Reading/ELA | JERSEY VILLAGE | 9 | LEP M2 | 6 | 5 | 83 | 90 | 85 | 1 | 17 | 4 | 3 | 75 | 0 | 0 |
| Reading/ELA | JERSEY VILLAGE | 10 | All | 759 | 670 | 88 | 90 | 89 | 106 | 14 | 691 | 577 | 84 | 111 | 16 |
| Reading/ELA | JERSEY VILLAGE | 10 | AA | 84 | 66 | 79 | 90 | 83 | 3 | 4 | 86 | 68 | 79 | 9 | 10 |
| Reading/ELA | JERSEY VILLAGE | 10 | Hispanic | 254 | 211 | 83 | 90 | 85 | 18 | 7 | 226 | 168 | 74 | 16 | 7 |
| Reading/ELA | JERSEY VILLAGE | 10 | White | 328 | 304 | 93 | 100 | 95 | 62 | 19 | 306 | 273 | 89 | 69 | 23 |
| Reading/ELA | JERSEY VILLAGE | 10 | Eco.Dis. | 180 | 144 | 80 | 90 | 83 | 9 | 5 | 182 | 134 | 74 | 14 | 8 |
| Reading/ELA | JERSEY VILLAGE | 10 | Spec.Ed. | 29 | 15 | 52 | 90 | 75 | 0 | 0 | 31 | 9 | 29 | 2 | 6 |
| Reading/ELA | JERSEY VILLAGE | 10 | LEP | 18 | 1 | 6 | 90 | 75 | 0 | 0 | 28 | 10 | 36 | 0 | 0 |
| Reading/ELA | JERSEY VILLAGE | 10 | LEP M1 | 12 | 9 | 75 | 90 | 80 | 1 | 8 | 14 | 12 | 86 | 1 | 7 |
| Reading/ELA | JERSEY VILLAGE | 10 | LEP M2 | 7 | 7 | 100 | 100 | 100 | 0 | 0 | 11 | 6 | 55 | 0 | 0 |
| Reading/ELA | JERSEY VILLAGE | 11 | All | 650 | 607 | 93 | 100 | 95 | 234 | 36 | 709 | 638 | 90 | 207 | 29 |
| Reading/ELA | JERSEY VILLAGE | 11 | AA | 81 | 72 | 89 | 90 | 89 | 18 | 22 | 82 | 68 | 83 | 11 | 13 |
| Reading/ELA | JERSEY VILLAGE | 11 | Hispanic | 202 | 179 | 89 | 90 | 89 | 43 | 21 | 210 | 177 | 84 | 40 | 19 |
| Reading/ELA | JERSEY VILLAGE | 11 | White | 290 | 283 | 98 | 100 | 99 | 144 | 50 | 339 | 319 | 94 | 123 | 36 |
| Reading/ELA | JERSEY VILLAGE | 11 | Eco.Dis. | 166 | 144 | 87 | 90 | 88 | 30 | 18 | 144 | 114 | 79 | 23 | 16 |
| Reading/ELA | JERSEY VILLAGE | 11 | Spec.Ed. | 25 | 13 | 52 | 90 | 75 | 0 | 0 | 17 | 9 | 53 | 2 | 12 |
| Reading/ELA | JERSEY VILLAGE | 11 | LEP | 17 | 8 | 47 | 90 | 75 | 0 | 0 | 22 | 12 | 55 | 0 | 0 |
| Reading/ELA | JERSEY VILLAGE | 11 | LEP M1 | 9 | 7 | 78 | 90 | 82 | 0 | 0 | 7 | 6 | 86 | 1 | 14 |
| Reading/ELA | JERSEY VILLAGE | 11 | LEP M2 | 14 | 12 | 86 | 90 | 87 | 3 | 21 | 3 | 3 | 100 | 0 | 0 |

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 | JERSEY VILLAGE | 9 | All | 796 | 564 | 71 | 90 | 77 | 205 | 26 | 833 | 546 | 66 | 150 | 18 |
| Math | JERSEY VILLAGE | 9 | AA | 93 | 46 | 49 | 90 | 75 | 8 | 9 | 97 | 49 | 51 | 4 | 4 |
| Math | JERSEY VILLAGE | 9 | Hispanic | 330 | 196 | 59 | 90 | 75 | 43 | 13 | 302 | 150 | 50 | 25 | 8 |
| Math | JERSEY VILLAGE | 9 | White | 295 | 253 | 86 | 90 | 87 | 108 | 37 | 336 | 259 | 77 | 82 | 24 |
| Math | JERSEY VILLAGE | 9 | Eco.Dis. | 229 | 132 | 58 | 90 | 75 | 24 | 10 | 219 | 112 | 51 | 26 | 12 |
| Math | JERSEY VILLAGE | 9 | Spec.Ed. | 27 | 8 | 30 | 90 | 75 | 2 | 7 | 40 | 14 | 35 | 2 | 5 |
| Math | JERSEY VILLAGE | 9 | LEP | 37 | 6 | 16 | 90 | 75 | 1 | 3 | 38 | 11 | 29 | 1 | 3 |
| Math | JERSEY VILLAGE | 9 | LEP M1 | 15 | 9 | 60 | 90 | 75 | 1 | 7 | 9 | 6 | 67 | 0 | 0 |
| Math | JERSEY VILLAGE | 9 | LEP M2 | 6 | 4 | 67 | 90 | 75 | 2 | 33 | 5 | 2 | 40 | 1 | 20 |
| Math | JERSEY VILLAGE | 10 | All | 755 | 524 | 69 | 90 | 76 | 141 | 19 | 677 | 459 | 68 | 123 | 18 |
| Math | JERSEY VILLAGE | 10 | AA | 83 | 43 | 52 | 90 | 75 | 3 | 4 | 83 | 41 | 49 | 2 | 2 |
| Math | JERSEY VILLAGE | 10 | Hispanic | 253 | 140 | 55 | 90 | 75 | 18 | 7 | 216 | 114 | 53 | 21 | 10 |
| Math | JERSEY VILLAGE | 10 | White | 324 | 258 | 80 | 90 | 83 | 80 | 25 | 304 | 241 | 79 | 78 | 26 |
| Math | JERSEY VILLAGE | 10 | Eco.Dis. | 180 | 102 | 57 | 90 | 75 | 14 | 8 | 176 | 92 | 52 | 13 | 7 |
| Math | JERSEY VILLAGE | 10 | Spec.Ed. | 28 | 6 | 21 | 90 | 75 | 0 | 0 | 27 | 7 | 26 | 1 | 4 |
| Math | JERSEY VILLAGE | 10 | LEP | 25 | 2 | 8 | 90 | 75 | 0 | 0 | 26 | 10 | 38 | 1 | 4 |
| Math | JERSEY VILLAGE | 10 | LEP M1 | 11 | 6 | 55 | 90 | 75 | 1 | 9 | 14 | 8 | 57 | 2 | 14 |
| Math | JERSEY VILLAGE | 10 | LEP M2 | 7 | 4 | 57 | 90 | 75 | 0 | 0 | 11 | 5 | 45 | 1 | 9 |
| Math | JERSEY VILLAGE | 11 | All | 654 | 541 | 83 | 90 | 85 | 166 | 25 | 699 | 574 | 82 | 172 | 25 |
| Math | JERSEY VILLAGE | 11 | AA | 82 | 58 | 71 | 90 | 77 | 7 | 9 | 80 | 47 | 59 | 4 | 5 |
| Math | JERSEY VILLAGE | 11 | Hispanic | 201 | 148 | 74 | 90 | 79 | 31 | 15 | 211 | 161 | 76 | 30 | 14 |
| Math | JERSEY VILLAGE | 11 | White | 293 | 261 | 89 | 90 | 89 | 94 | 32 | 330 | 296 | 90 | 100 | 30 |
| Math | JERSEY VILLAGE | 11 | Eco.Dis. | 163 | 120 | 74 | 90 | 79 | 20 | 12 | 144 | 102 | 71 | 16 | 11 |
| Math | JERSEY VILLAGE | 11 | Spec.Ed. | 23 | 10 | 43 | 90 | 75 | 0 | 0 | 13 | 7 | 54 | 2 | 15 |
| Math | JERSEY VILLAGE | 11 | LEP | 15 | 8 | 53 | 90 | 75 | 0 | 0 | 21 | 13 | 62 | 1 | 5 |
| Math | JERSEY VILLAGE | 11 | LEP M1 | 9 | 7 | 78 | 90 | 82 | 2 | 22 | 7 | 5 | 71 | 2 | 29 |
| Math | JERSEY VILLAGE | 11 | LEP M2 | 13 | 8 | 62 | 90 | 75 | 3 | 23 | 3 | 2 | 67 | 0 | 0 |

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 | JERSEY VILLAGE | 9 | All | | | | | | | | | | | | |
| Social Studies | JERSEY VILLAGE | 9 | AA | | | | | | | | | | | | |
| Social Studies | JERSEY VILLAGE | 9 | Hispanic | | | | | | | | | | | | |
| Social Studies | JERSEY VILLAGE | 9 | White | | | | | | | | | | | | |
| Social Studies | JERSEY VILLAGE | 9 | Eco.Dis. | | | | | | | | | | | | |
| Social Studies | JERSEY VILLAGE | 9 | Spec.Ed. | | | | | | | | | | | | |
| Social Studies | JERSEY VILLAGE | 9 | LEP | | | | | | | | | | | | |
| Social Studies | JERSEY VILLAGE | 9 | LEP M1 | | | | | | | | | | | | |
| Social Studies | JERSEY VILLAGE | 9 | LEP M2 | | | | | | | | | | | | |
| Social Studies | JERSEY VILLAGE | 10 | All | 744 | 702 | 94 | 100 | 96 | 380 | 51 | 667 | 624 | 94 | 315 | 47 |
| Social Studies | JERSEY VILLAGE | 10 | AA | 80 | 73 | 91 | 100 | 94 | 17 | 21 | 81 | 75 | 93 | 25 | 31 |
| Social Studies | JERSEY VILLAGE | 10 | Hispanic | 249 | 226 | 91 | 100 | 94 | 86 | 35 | 214 | 188 | 88 | 67 | 31 |
| Social Studies | JERSEY VILLAGE | 10 | White | 320 | 313 | 98 | 100 | 99 | 217 | 68 | 298 | 290 | 97 | 182 | 61 |
| Social Studies | JERSEY VILLAGE | 10 | Eco.Dis. | 176 | 158 | 90 | 100 | 93 | 54 | 31 | 176 | 152 | 86 | 50 | 28 |
| Social Studies | JERSEY VILLAGE | 10 | Spec.Ed. | 24 | 19 | 79 | 90 | 83 | 6 | 25 | 26 | 19 | 73 | 4 | 15 |
| Social Studies | JERSEY VILLAGE | 10 | LEP | 24 | 9 | 38 | 90 | 75 | 0 | 0 | 25 | 13 | 52 | 1 | 4 |
| Social Studies | JERSEY VILLAGE | 10 | LEP M1 | 11 | 10 | 91 | 100 | 94 | 2 | 18 | 14 | 12 | 86 | 3 | 21 |
| Social Studies | JERSEY VILLAGE | 10 | LEP M2 | 7 | 7 | 100 | 100 | 100 | 2 | 29 | 11 | 7 | 64 | 1 | 9 |
| Social Studies | JERSEY VILLAGE | 11 | All | 651 | 633 | 97 | 100 | 98 | 352 | 54 | 700 | 683 | 98 | 357 | 51 |
| Social Studies | JERSEY VILLAGE | 11 | AA | 83 | 82 | 99 | 100 | 99 | 32 | 39 | 81 | 76 | 94 | 24 | 30 |
| Social Studies | JERSEY VILLAGE | 11 | Hispanic | 197 | 185 | 94 | 100 | 96 | 77 | 39 | 208 | 197 | 95 | 78 | 38 |
| Social Studies | JERSEY VILLAGE | 11 | White | 292 | 288 | 99 | 100 | 99 | 198 | 68 | 333 | 333 | 100 | 212 | 64 |
| Social Studies | JERSEY VILLAGE | 11 | Eco.Dis. | 162 | 150 | 93 | 100 | 95 | 59 | 36 | 143 | 134 | 94 | 37 | 26 |
| Social Studies | JERSEY VILLAGE | 11 | Spec.Ed. | 23 | 21 | 91 | 100 | 94 | 6 | 26 | 15 | 15 | 100 | 4 | 27 |
| Social Studies | JERSEY VILLAGE | 11 | LEP | 15 | 10 | 67 | 90 | 75 | 1 | 7 | 20 | 17 | 85 | 4 | 20 |
| Social Studies | JERSEY VILLAGE | 11 | LEP M1 | 9 | 7 | 78 | 90 | 82 | 2 | 22 | 7 | 6 | 86 | 3 | 43 |
| Social Studies | JERSEY VILLAGE | 11 | LEP M2 | 13 | 13 | 100 | 100 | 100 | 3 | 23 | 3 | 3 | 100 | 0 | 0 |

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 % |
| Science | JERSEY VILLAGE | 9 | All | | | | | | | | | | | | |
| Science | JERSEY VILLAGE | 9 | AA | | | | | | | | | | | | |
| Science | JERSEY VILLAGE | 9 | Hispanic | | | | | | | | | | | | |
| Science | JERSEY VILLAGE | 9 | White | | | | | | | | | | | | |
| Science | JERSEY VILLAGE | 9 | Eco.Dis. | | | | | | | | | | | | |
| Science | JERSEY VILLAGE | 9 | Spec.Ed. | | | | | | | | | | | | |
| Science | JERSEY VILLAGE | 9 | LEP | | | | | | | | | | | | |
| Science | JERSEY VILLAGE | 9 | LEP M1 | | | | | | | | | | | | |
| Science | JERSEY VILLAGE | 9 | LEP M2 | | | | | | | | | | | | |
| Science | JERSEY VILLAGE | 10 | All | 745 | 523 | 70 | 90 | 77 | 143 | 19 | 677 | 492 | 73 | 126 | 19 |
| Science | JERSEY VILLAGE | 10 | AA | 81 | 41 | 51 | 90 | 75 | 3 | 4 | 82 | 47 | 57 | 3 | 4 |
| Science | JERSEY VILLAGE | 10 | Hispanic | 249 | 131 | 53 | 90 | 75 | 20 | 8 | 218 | 122 | 56 | 21 | 10 |
| Science | JERSEY VILLAGE | 10 | White | 321 | 269 | 84 | 90 | 86 | 86 | 27 | 303 | 263 | 87 | 81 | 27 |
| Science | JERSEY VILLAGE | 10 | Eco.Dis. | 177 | 89 | 50 | 90 | 75 | 17 | 10 | 179 | 94 | 53 | 13 | 7 |
| Science | JERSEY VILLAGE | 10 | Spec.Ed. | 24 | 10 | 42 | 90 | 75 | 2 | 8 | 27 | 11 | 41 | 2 | 7 |
| Science | JERSEY VILLAGE | 10 | LEP | 21 | | | | | 0 | 0 | 25 | 9 | 36 | 0 | 0 |
| Science | JERSEY VILLAGE | 10 | LEP M1 | 11 | 4 | --- | --- | --- | 0 | 0 | 13 | 7 | 54 | 2 | 15 |
| Science | JERSEY VILLAGE | 10 | LEP M2 | 7 | 4 | 57 | 90 | 75 | 0 | 0 | 11 | 3 | 27 | 0 | 0 |
| Science | JERSEY VILLAGE | 11 | All | 654 | 551 | 84 | 90 | 86 | 127 | 19 | 699 | 570 | 82 | 106 | 15 |
| Science | JERSEY VILLAGE | 11 | AA | 83 | 64 | 77 | 90 | 81 | 5 | 6 | 79 | 43 | 54 | 1 | 1 |
| Science | JERSEY VILLAGE | 11 | Hispanic | 199 | 142 | 71 | 90 | 77 | 21 | 11 | 209 | 151 | 72 | 15 | 7 |
| Science | JERSEY VILLAGE | 11 | White | 293 | 274 | 94 | 100 | 96 | 80 | 27 | 333 | 306 | 92 | 68 | 20 |
| Science | JERSEY VILLAGE | 11 | Eco.Dis. | 164 | 119 | 73 | 90 | 79 | 11 | 7 | 144 | 92 | 64 | 6 | 4 |
| Science | JERSEY VILLAGE | 11 | Spec.Ed. | 23 | 14 | 61 | 90 | 75 | 1 | 4 | 12 | 8 | 67 | 2 | 17 |
| Science | JERSEY VILLAGE | 11 | LEP | 15 | 7 | 47 | 90 | 75 | 0 | 0 | 20 | 6 | 30 | 0 | 0 |
| Science | JERSEY VILLAGE | 11 | LEP M1 | 9 | 6 | 67 | 90 | 75 | 0 | 0 | 7 | 4 | 57 | 1 | 14 |
| Science | JERSEY VILLAGE | 11 | LEP M2 | 13 | 9 | 69 | 90 | 76 | 4 | 31 | 3 | 1 | 33 | 0 | 0 |

CIP PART I: DATA SUPPLEMENT

| Cypress-Fairbanks ISD | | | |
|------------------------------|-----------|-----------------------|-----------------------|
| Campus | Ethnicity | Attendance Rate 05-06 | Attendance Rate 06-07 |
| Jersery Village | AA | 94.9 | 93.3 |
| Jersery Village | H | 94.1 | 92.8 |
| Jersery Village | W | 95 | 94.2 |
| Jersery Village | NATIVE | 96.4 | 94.1 |
| Jersery Village | ASIAN | 97 | 95.9 |
| Jersery Village | MALE | 94.9 | 93.7 |
| Jersery Village | FEMALE | 94.9 | 93.8 |
| Jersery Village | SPED | 92.9 | 90.4 |
| Jersery Village | ECD | 94.4 | 93.4 |
| Jersery Village | LEP | 94.7 | 93.7 |
| Jersery Village | AT RISK | 93.9 | 92.3 |
| Jersery Village | GT | 96.8 | 96.3 |
| Jersery Village | MIGRANT | 0 | 0 |

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

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 15% from the previous year. |
| # | For 2007 – 2008, the top four reoccurring incidents resulting in discipline referrals for <u>1) skipping & truancy</u> <u>2) ex talk out/clssrm disrptn</u> <u>3) tardies,</u> <u>4) language/refusing</u> will be reduced by 20% from the previous school year. |
| Formative Evaluation: | District-developed Reports |

| STP | Code s* | Strategies | Target Group | Peron(s) Responsible | Resources | Timeline | |
|----------|---------|---|--------------|----------------------|---|---|----------------------|
| Students | 1 | Students in grades 9-12 will attend receive a Student Code of Conduct review from a designated administrator during the first two weeks of the school year to discuss changes, modifications, and expectations of behavior. | VP | All Students | S. Wicke N. Ortiz J. Roth D. Salinas | CFISD student handbook JV SCC | |
| | 2 | Students in grades 9-12 that do not arrive to class on time will be relocated to JV "tardy sweep" for the class period. If a student receives 5 tardies an assistant principal conferences with the student and assigns a Saturday detention. 7 or more tardies and the student is suspended from school for the day. | AR VP | All Students | S. Wicke All Assistant Principals | Discipline data | On-Going |
| | 3 | Students in grades 9-12 participate in Red Ribbon Week to provide awareness and discourage student drug & alcohol use. | VP | All Students | Ralph Funk S. Wicke All Assistant Principals Student Council | Region IV Safe & Drug-Free schools | Last Week in October |
| | 4 | Students participating in various extracurricular activities are included in the random student drug testing program which involves approximately 50% of our student population. | VP | Target students | S. Wicke Asst. Principals | Nancy Rose Roy Garcia Deborah Stewart | On-Going |

| | | | | | | | |
|----------|---|---|----------|--------------|-------------------------------|--|----------|
| | 5 | Through service projects of various student organizations, a climate of high expectations and tolerance of student's multicultural differences is celebrated and extended among all student population groups. | VP | All Students | R. Funk S. Wicke Sponsors | Wicke Administrators Club Sponsors | On-Going |
| | 6 | Promote district wide collaboration of students through the superintendent's high school leadership conference and the JVHS president's club. | VP | All Students | Angela Williams | Teen Summit Superintendent Stu Ldrshp Conference Ropes | On-Going |
| Teachers | 1 | Monitor school attendance and punctuality of students. Follow up concerns with parent contact or AP. | AR | All Students | Attendance clerks Teachers | Attendance & Tardy reports | |
| | 2 | Consistently enforce SCC rules and policies. Including continued parent contact for all level 1 & level 2 offenses. | AR VP | All Students | All Staff | Code of Conduct CFISD Handbook | On-Going |
| | 3 | In order to provide relevant instruction, teachers must establish relationships of trust and understanding with all students. This provides and promotes a classroom environment of respect and trust which allows students to take risks in contributing personal experiences relevant to the subject matter. This allows for life-lessons to be taught among the diverse group of students. | AR VP | All students | Teachers | BBR DI Quantum Learning Multicultural awareness training | On-going |
| Parents | 1 | Keep parents informed on student's attendance by phone calls and emails. AP's will consistently communicate with parents behavioral issues that are negatively impacting academic performance. | PI | All Students | Administrators Teachers | Attendance Data | On-going |
| | 2 | Provide relevant information regarding student performance for parents to access. | PI | All Students | Administrators Teachers | PIV Newsletters Grading Reports Website | On-going |

| | | | | | | | |
|--|---|--|----|--------------|----------------------------|---------------------------------|----------|
| | 3 | Counselors mediate parent concerns and facilitate meetings with teachers regarding both academic and behavioral issues prior to administrative intervention. | PI | All Students | Administrators Teachers | Grading Reports Student Data | On-going |
|--|---|--|----|--------------|----------------------------|---------------------------------|----------|



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 95% . |
| Formative/Summative Evaluation: | District-locally Developed Reports and AEIS |

| STP | | Strategies | Code s* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|---|--|------------|-----------------|--|--|--------------|
| Students | 1 | Students in grades 9-12 are contacted by their assistant principal to discuss potential loss of credit due to excessive absences. Students are given opportunities to earn back lost hours in order to prevent loss of credit. | AR | All Students | Assistant Principals CFISD Police Officers | Attendance Records Discipline Data Truancy Officer | On-Going |
| | 2 | Teachers, counselors, attendance office, and administrators practice open lines of communication regarding student attendance issues. Students and parents are contacted on a regular basis regarding student absences. | AR | All Students | Assistant Principals, Teachers, Counselors, Attendance Office | Attendance Records Discipline Data | On-Going |
| | | | | | | | |
| Teachers | 1 | Teachers will attend professional development training updating their knowledge of the most current laws surrounding compulsory education. | PD | All Students | Funk, Wicke, Kiener, AP's | TX Ed Code CFISD Law consultants | August 17-24 |
| | 2 | Teachers will attend professional development training to provide engaging, relevant, and meaningful classroom instruction and the relationship this practice has on student attendance. | PD AR | All Students | Funk, Wicke, Kiener, AP's | Administrators | August 17-24 |
| | | | | | | | |

| | | | | | | | |
|---------|---|--|----|-----------------------|--------------------------------|--------------------|-------------|
| Parents | 1 | JV will provide every parent with an updated copy of the SCC outlining state and district expectations of compulsory attendance. | PI | All Parents | Administration | CFISD | August 27th |
| | 2 | Parents will receive automated phone calls notifying them of student absences. | PI | Parents of Identified | Attendance office support team | CFISD phone system | On-Going |

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, we will increase the percentage of students demonstrating proficiency on TAKS by the amounts noted below or greater.

| Campus Objective: # | <u>10th</u> | <u>11th</u> |
|----------------------------|------------------------|------------------------|
| All Students | + 7 | + 2 |
| AA | +24 | + 4 |
| H | +22 | + 6 |
| W | + 2 | + 2 |
| Eco Dis | +25 | + 6 |
| SpEd | +33 | +14 |
| LEP | ----- | +28 |

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

| STP | | Strategies | Code s* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|---|---|------------|------------------------|---|---|------------------------|
| Students | 1 | Monitor student progress in mastering TEKS in biology, IPC, Chemistry, physics, aquatic, and environmental science courses by examining data result of district SFA's and teacher assessments. | AR CE | All Students | R. Funk A. Kiener Counselors Science teachers | SFA data Gradebook | Every 3 and 6 weeks |
| | 2 | Students in grades 10-12 are selected to attend based upon TAKS scores, discipline, subpopulations, etc. The sessions are focused on Quantum Learning and/ or TAKS strategies for Science and are held at the Berry Center. | AR CE | Identified students | R. Funk A. Kiener B. Brown Science Teachers | Science Helping Teachers Quantum Learning Strategies | Fall Semester |

| | | | | | | |
|---|--|----------|---------------------|---|---------------------|--|
| 3 | Students in grades 9 – 12 who failed TAKS the previous year, with an emphasis on ESL students, are invited to attend the after school TAKS tutorials. Students and teachers meet one day per week. Max = 16 and Students in grades 9 – 12 are selected based upon the Title III grant requirements, which basically focuses on ESL/At-Risk students. The students will attend tutorials 1 - 2 times per week. Max: 11 | AR CE | Identified students | R. Funk A. Kiener L. Keeble B. Brown Science Teachers | TAKS prep materials | Ongoing |
| 4 | TAKS Fair: All students in grades 9 – 12 will be given the opportunity to sign up to attend the TAKS Fair on Saturday, April 26th. Math, science, and social studies teachers hold scheduled 2 hour tutorials with approximately 15 – 20 students per class. Math will run from 10-12, science 8-10, lunch is served from 12 - 12:30, and social studies runs from 12:30 – 2:30. Student Council and National Honor Society students assist. Max: 1 per subject | AR CE | Identified students | R. Funk A. Kiener B. Brown All Core Teachers | TAKS prep materials | Saturday prior to state TAKS testing |
| 5 | Students in grades 9 – 12 (eighty per grade) will be recommended based on previous TAKS scores (bubble), teacher recommendation, and parent permission. Students attended 3 – 5 day sessions during their advisory period for each subject and grade level. The student rosters changes according to the criteria above for each subject. Parent notification/permission letters are sent home to notify them of the “mandatory” section of the tutorials. Parents are given the option to “opt” out for their students. Any student who misses a tutorial is called in by their AP and reminded of the “mandatory” clause for the tutorials. If a student misses again, they are given a Saturday d-hall. Maximum number of sessions available varies as follows: 10th grade 3 sessions and Exit Level 4 sessions | AR CE | Identified students | R. Funk A. Kiener B. Brown AP’s Science Teachers | TAKS prep materials | Advisory period, fall and early spring semesters |
| 6 | Mission Mentors: Students in grades 9 – 12 who are identified as “bubble” TAKS participants are paired with a faculty mentor. Mentors meet every Monday with their students, send words of encouragement to them the day of testing, etc. PIE Community Mentors: Students in grades 9 – 12 who are recommended or had previously been a part of the program receive mentors from the community. Mentors meet weekly with their students on campus at a predetermined time. | AR CE | Identified students | R. Funk A. Kiener B. Brown Counselors All teachers | TAKS prep materials | Fall and early spring semesters |

| | | | | | | | |
|----------|---|---|----|-----------------------|--|--|----------|
| Teachers | 1 | Attend district professional development to enhance teachers' understanding of content and pedagogy. | SD | Science teachers | N. Dickson Team Leaders Science teachers | ISC Science Support staff | On-Going |
| | 2 | Attend training for teachers to increase the level of complexity of questioning/ assessment strategies. | SD | Science teachers | N. Dickson Team Leaders Science teachers | ISC Science Support Staff | On-Going |
| | 3 | Science team leaders will direct planning meetings emphasizing district initiatives regarding teaching strategies, data analysis, and important TEKS concepts. | SD | Science teachers | N. Dickson Team Leaders Science teachers | SFA & TAKS Data ISC Science Support Staff | On-Going |
| | 4 | Provide team-level staff development on the incorporation of technology into science lessons. Implement with support and assistance of district helping teachers. | SD | Science teachers | N. Dickson Team Leaders Science teachers | Phyllis Roberts ISC Science Support staff | On-Going |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails. | PI | Parents of identified | 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, we will increase the percentage of students demonstrating proficiency on TAKS by the amounts noted below or greater.

| Campus Objective: | # | | <u>9th</u> | <u>10th</u> | <u>11th</u> |
|--------------------------|---|--------------|-----------------------|------------------------|------------------------|
| | | All Students | + 6 | + 7 | + 2 |
| | | AA | +26 | +23 | + 6 |
| | | H | +16 | +20 | + 5 |
| | | W | + 1 | + 3 | + 1 |
| | | Eco Dis | +17 | +18 | + 5 |
| | | SpEd | +45 | +54 | +32 |
| | | LEP | +59 | +67 | +22 |

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

| STP | Strategies | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|-----|---|----------|--------------|---|-----------------------|---------------------|
| 1 | Monitor student progress in mastering TEKS in Alg I, Geometry, Alg II, Pre-Cal, MMA, Calc, and Stats. courses by examining data result of district SFA's and teacher assessments. Course teams will analyze and desegregate SFA data results collaboratively using indicators to help guide planning. Re-assessment of skills re-taught based on SFA results will be included on subsequent quizzes. Team members also analyze the number of questions missed and discuss these with classes. Teachers discuss distracters with students and how to recognize these "pitfalls". | AR CE | All Students | R. Funk A. Kiener Counselors Math teachers | SFA data Gradebook | Every 3 and 6 weeks |

| | | | | | | | |
|----------|---|---|----------|------------------------------|---|---------------------|--|
| Students | 2 | Students in grades 9 – 12 (eighty per grade) will be recommended based on previous TAKS scores (bubble), teacher recommendation, and parent permission. Students attend 3 – 5 day sessions during their advisory period for each subject and grade level. The student rosters change according to the criteria above for each subject. Parent notification/permission letters will be sent home to notify them of the “mandatory” section of the tutorials. Parents are given the option to “opt” out for their students. Any student who misses tutorials will be called in by their AP and reminded of the “mandatory” clause for the tutorials. If a student misses again, they will be assigned a Saturday d-hall. Maximum number of sessions available varies as follows: 9th and 10th grade, 3 sessions each; Exit level 4 sessions and Retester's Math Tutorials: every student who is classified as a "retester" for the math Exit Level TAKS is given the opportunity to attend 4th period advisory tutorials starting in September. The tutorials are held three days a week and lasted through the final testing in April, except for school holidays and the breaks between the tests and the results. The maximum number of sessions varies, depending upon the number of times a student has to retest. Max: 20 | AR CE | Identified Students | R. Funk A.Kiener B. Brown AP's Math Teachers | TAKS prep materials | Advisory period, fall and early spring semesters |
| | 3 | Final Retester's Math Tutorials: Students who are retesters and have not passed the math section of the Exit Level TAKS are pulled from their 4th and 6th period math class or an elective for tutorials with a MMA teacher and our district helping teacher. Max: 3 | AR CE | 12 grade TAKS failures | R. Funk A.Kiener B. Brown Math Teachers | TAKS prep materials | Fall semester |
| | 4 | TAKS Fair: All students in grades 9 – 12 will be given the opportunity to sign up to attend TAKS Fair on Saturday, April 26th. Math, science, and social studies teachers hold scheduled 2 hour tutorials with approximately 15 – 20 students per class. Math runs from 10-12, science 8-10, lunch is served from 12 - 12:30, and social studies runs from 12:30 – 2:30. Student Council and National Honor Society students assist. Max: 1 per subject | AR CE | Identified students | R. Funk A. Kiener B. Brown All Core Teachers | TAKS prep materials | Saturday prior to state TAKS testing |

| | | | | | | | |
|--|---|--|----------|---------------------|--|--|--|
| | 5 | Students in grades 9 – 12 who failed TAKS the previous year, with and emphasis on ESL students, will be invited to attend the after school TAKS tutorials. Students and teachers meet one day per week, according to the subject, English, math, or science; Max: 16. Students in grades 9 – 12 are selected based upon the Title III grant requirements, which basically focus on ESL/At-Risk students. The students attend tutorials 1 - 2 times per week in math, science, English, or reading. Max: 11 | AR CE | Identified students | R. Funk A. Kiener L. Keeble B. Brown Math Teachers | TAKS prep materials | Ongoing |
| | 6 | Students in grades 10-12 are selected to attend based upon TAKS scores, discipline, subpopulations, etc. The sessions focus on Quantum Learning and/ or TAKS strategies for Math and are held at the Berry Center. | AR CE | Identified students | R. Funk A. Kiener B. Brown Math Teachers | Math Helping Teachers Quantum Learning Strategies | Fall Semester |
| | 7 | At the beginning of the 5 th six weeks Alg. I, Geometry, Alg. II, & MMA math teachers will utilize previously collected data to “regroup” their assigned students into similar needs groups. Teachers then focus on the deficits of their students specifically in conjunction with the required course’s TEKS. | AR CE | All students | Math Teachers Math Helping Teachers | TAKS prep materials Math Helping Teachers | Spring semester 5 th six weeks grading period |
| | 8 | Mission Mentors: Students in grades 9 – 12 who are identified as “bubble” TAKS participants will be paired with a faculty mentor. Mentors meet every Monday with their students, send words of encouragement to the student the day of testing, etc. PIE Community Mentors: Students in grades 9 – 12 who are recommended or have previously been a part of the program receive mentors from the community. Mentors meet weekly with their students on campus at a predetermined time. | AR CE | Identified students | R. Funk A. Kiener B. Brown Counselors All teachers | TAKS prep materials | Fall and early spring semesters |
| | 9 | Geometry teachers include Algebra concepts that can be integrated with the Geometry curriculum. This includes setting up and solving equations, graphing lines and reviewing slopes of lines, setting up systems of equations, using formulas, finding “rules” for linear and quadratic patterns, and transformations of linear and quadratic functions. Geometry teachers spiral these Algebra concepts in daily assignments and weekly assessments. | AR CE | Geometry Students | Geometry team | Geometry and Algebra materials | Ongoing |

| | | | | | | | |
|----------|---|---|----|-----------------------|--|--|--------------------------|
| Teachers | 1 | Attend Quantum Learning for teachers and follow-up implementation sessions. | SD | Math teachers | D. Fitzgerald Team Leaders Math teachers | ISC Math Support staff Quantum Learning Strategies | Summer & Fall of 2007 |
| | 2 | Attend technology modules campus specific provided by district math helping support team. | SD | Math teachers | D. Fitzgerald Team Leaders Math teachers | ISC Math Support staff | Fall 2007 |
| | 3 | Attend district level professional development on the Marzano's strategies on summarizing and note-taking | SD | Math teachers | D. Fitzgerald Team Leaders Math teachers | ISC Support staff and math helping teachers | Fall 2007 |
| | 4 | Math teachers will work in collaboration with Math helping teachers to develop strategies related to content and TAKS concepts. | SD | Math teachers | D. Fitzgerald Team Leaders Math teachers | ISC Math Support staff | On-Going |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails. | PI | Parents of identified | Teachers | Samples of student work | Weekly |
| | 2 | | | | | | |

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, we will increase the percentage of students demonstrating proficiency on TAKS by the amounts noted below or greater.

Campus Objective: #

| | <u>9th</u> | <u>10th</u> | <u>11th</u> |
|--------------|-----------------------|------------------------|------------------------|
| All Students | + 3 | + 1 | + 2 |
| AA | + 1 | + 4 | + 1 |
| H | + 2 | + 2 | + 1 |
| W | + 1 | + 2 | + 1 |
| Eco Dis | + 1 | + 3 | + 1 |
| SpEd | +5 | +23 | +23 |
| LEP | +33 | +69 | +28 |

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

| STP | Strategies | | Code s* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|------------|---|----------|---------------------|---|---|--|
| Students | 1 | <p>Students in grades 9 – 12 (eighty per grade) will be recommended based on previous TAKS scores (bubble), teacher recommendation, and parent permission. Students attend 3 – 5 day sessions during their advisory period for each subject and grade level. The student rosters change according to the criteria above for each subject. Parent notification/permission letters are sent home to notify them of the “mandatory” section of the tutorials. Parents are given the option to “opt” out for their students. Any student who misses a tutorial is called in by their AP and reminded of the “mandatory” clause for the tutorials. If a student misses again, they are given a Saturday d-hall. Maximum number of sessions available varies as follows: 9th and 10th grade, 3 sessions each; Exit level 4 sessions and Retester's E/LA Tutorials: every student who is classified as a "retester" for the E/LA Exit Level TAKS is given the opportunity to attend 4th period advisory tutorials starting in September. The tutorials are held three days a week and last through the final testing in April, except for school holidays and the breaks between the tests and the results. The maximum number of sessions varies, depending upon the number of times a student has to retest. Max: 20</p> | AR CE | Identified Students | R. Funk A.Kiener B. Brown AP's English & Reading Teachers | TAKS prep materials | Advisory period, fall and early spring semesters |
| | 2 | <p>Monitor student progress in mastering TEKS in English I, II, III, & IV courses by examining data result of district SFA's and teacher assessments.</p> | AR CE | All Students | R. Funk A. Kiener Counselors English teachers | SFA data Gradebook | Every 3 and 6 weeks |
| | 3 | <p>Provide research proven strategies to improve writing fluency skills and enhancing the thinking process necessary to read critically</p> | CE AR | Identified Students | R. Funk A. Kiener Team Leaders English teachers | 6 Traits ISC E/LA Support Staff Baker's Dozen | On-Going |

| | | | | | | | |
|----------|---|---|----------|-----------------------|--|---------------------------|---------------------------------|
| | 4 | Students in grades 9 – 12 who failed TAKS the previous year, with and emphasis on ESL students, are invited to attend the after school TAKS tutorials. Students and teachers meet one day per week in English; Max: 16. Students in grades 9 – 12 are selected based upon the Title III grant requirements, which basically focuses on ESL/At-Risk students. The students attend tutorials 1 - 2 times per week in English, or reading. Max: 11 | AR CE | Identified students | R. Funk A. Kiener L. Keeble B. Brown E/LA Teachers | TAKS prep materials | Ongoing |
| | 5 | Mission Mentors: Students in grades 9 – 12 who are identified as “bubble” TAKS participants are paired with a faculty mentor. Mentors meet every Monday with their students, send words of encouragement the day of testing, etc. PIE Community Mentors: Students in grades 9 – 12 who are recommended or had previously been a part of the program receive mentors from the community. Mentors meet weekly with their students on campus at a predetermined time. | AR CE | Identified students | R. Funk A. Kiener B. Brown Counselors All teachers | TAKS prep materials | Fall and early spring semesters |
| Teachers | 1 | Participate in district TAKS training (including test format and rubrics for writing and short-answer responses) for all high school English teachers new to CFISD. | SD | English teachers | H. Reinold Team Leaders English teachers | ISC E/LA Support staff | On-Going |
| | 2 | Attend district level professional development on the Marzano's strategies on summarizing and note-taking | SD | English teachers | H. Reinold Team Leaders English teachers | ISC E/LA Support staff | On-Going |
| | 3 | Attend training on the Six Traits of Writing and implement strategies in the classroom. | SD | English teachers | H. Reinold Team Leaders English teachers | ISC E/LA Support staff | On-Going |
| | 4 | Attend training on Understanding by Design for high school English teachers to focus lesson design and classroom instruction on critical TEKS. | SD | English teachers | H. Reinold Team Leaders English teachers | ISC E/LA Support staff | On-Going |
| | 5 | Practice scoring written compositions and short-answer responses to develop consistency of scoring among team members and alignment of scoring with state rubrics. | SD | English teachers | H. Reinold Team Leaders English teachers | ISC E/LA Support staff | On-Going |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails. | PI | Parents of identified | 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: **Social Studies**

By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS by the amounts noted below or greater.

| | | <u>10th</u> | <u>11th</u> |
|----------------------------|--------------|------------------------|------------------------|
| Campus Objective: # | All Students | + 2 | + 1 |
| | AA | + 3 | + 1 |
| | H | + 3 | + 2 |
| | W | + 1 | + 1 |
| | Eco Dis | + 3 | + 2 |
| | SpEd | +4 | +3 |
| | LEP | +37 | +8 |

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

| STP | | Strategies | Code s* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|---|---|----------|---------------------|--|---------------------|--------------------------------------|
| Students | 1 | Students in grades 9 – 12 who failed TAKS the previous year, with and emphasis on ESL students, are invited to attend the after school TAKS tutorials. Students and teachers meet one day per week in English; Max: 16. Students in grades 9 – 12 are selected based upon the Title III grant requirements, which basically focuses on ESL/At-Risk students. The students attend tutorials 1 - 2 times per week in English, or reading. Max: 11 | AR CE | Identified students | R. Funk A. Kiener L. Keeble B. Brown Social Studies Teachers | TAKS prep materials | Ongoing |
| | 2 | TAKS Fair: All students in grades 9 – 12 are given the opportunity to sign up to attend TAKS Fair on Saturday, April 27th. Math, Science, and Social Studies teachers hold scheduled 2 hour tutorials with approximately 15 – 20 students per class. Math runs from 10-12, science 8-10, lunch is served from 12 - 12:30, and social studies runs from 12:30 – 2:30. Student Council and National Honor Society students assist. Max: 1 per subject | AR CE | Identified students | R. Funk A. Kiener B. Brown All Core Teachers | TAKS prep materials | Saturday prior to state TAKS testing |

| | | | | | | | |
|----------|---|---|----------|-------------------------|---|----------------------------------|---------------------------------|
| | 3 | Mission Mentors: Students in grades 9 – 12 who are identified as “bubble” TAKS participants are paired with a faculty mentor. Mentors meet every Monday with their students, send words of encouragement the day of testing, etc. PIE Community Mentors: Students in grades 9 – 12 who are recommended or have previously been a part of the program received mentors from the community. Mentors meet weekly with their students on campus at a predetermined time. | AR CE | Identified students | R. Funk A. Kiener B. Brown Counselors All teachers | TAKS prep materials | Fall and early spring semesters |
| | 4 | Monitor student progress in mastering TEKS in social studies courses by examining data result of district SFA's and teacher assessments. | AR CE | All Students | R. Funk A. Kiener Counselors Social Studies teachers | SFA data Gradebook | Every 3 and 6 weeks |
| | 5 | | | | | | |
| Teachers | 1 | Attend technology training and implement integration into curriculum. Focus on participation on Wikispaces for school year. | SD | Social Studies Teachers | A.Kiener B. Hawkins Team Leaders Social Studies teachers | ISC Social Studies Support Staff | Fall 2007 |
| | 2 | Attend district level professional development on the Marzano's strategies on summarizing and note-taking. | SD | Social Studies Teachers | A.Kiener B. Hawkins Team Leaders Social Studies teachers | ISC Social Studies Support Staff | Fall 2007 |
| | 3 | Attend district professional development relative to specific content area and share sessions. | SD | Social Studies Teachers | A.Kiener B. Hawkins Team Leaders Social Studies teachers | ISC Social Studies Support Staff | Fall 2007 |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails. | PI | Parents of identified | Teachers | Samples of student work | Weekly |
| | 2 | | | | | | |

Areas to Improve

District Priority:

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

Area of Focus:

Completion rate

By May 2008, we will increase our overall completion rate to 98% or greater in all subpopulations:

Campus Objective: #

| | | |
|--------------|-------|--------|
| All students | 98.1% | |
| AA | 97.3% | + .7% |
| H | 96.7% | + 1.3% |
| W | 98.7% | |
| Eco Dis | 95.7% | + 2.3% |
| SpEd/LEP | 95.2% | + 2.8% |
| At-Risk | 96% | + 2% |

Formative/Summative Evaluation:

Locally Developed Reports and AEIS

| STP | Strategies | Code s* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|---|----------|-----------------|---|---|-------------------|
| Students | 1 CFISD provides a “drop out/non-completion” list of students from the previous school year to JV. Assistant Principals & Counselors work together to contact students and parents in an attempt to provide TAKS remediation courses, possible re-enrollment in JVHS or other Texas schools. | AR CE | All Students | Administrators Counselors | Student Attendance Data | August- September |
| | 2 Students grades 9-12 who are classified as At- Risk work closely with the academic achievement specialist to ensure student success and assuring graduation. Including- mentors, providing tutorials, staffings, one-one conferences, tracking progress, etc. | AR CE | Target Students | B. Brown Counselors Administrators L. Keeble Teachers | Student Data At-Risk Qualifier | On-Going |
| | 3 Targeting Student Assistance program allows teachers to refer students to the Academic Achievement Specialist in an attempt to intervene prior to failure- regardless if concern is academic or behavioral in nature. | AR CE | All Students | B. Brown Counselors Teachers Administrators | Student Performance Teacher Observations | On-going |

| | | | | | | | |
|----------|---|--|----|--------------|------------------------------|---|---------------|
| | 4 | | | | | | |
| | 5 | | | | | | |
| Teachers | 1 | Build positive student relationships. | SD | All Students | All JV Faculty | Differentiated Instruction BBR | On-Going |
| | 2 | Team leaders assist in the design and planning of unit and daily plans that are aligned to TEKS/TAKS concepts and skills. Teachers implement research based teaching strategies to appeal to various levels and types of learners. | SD | All Students | Teachers | Quantum Learning Marzano's UBD/DI | On-going |
| | 3 | | | | | | |
| Parents | 1 | Maintain Open communication with the school and continue notification of student progress | AR | All Students | Administrators Teachers | Student Data | On-going |
| | 2 | JV hosts grade level parent meetings as a cooperative effort between administrators and counselors as well as a Hispanic parent meeting presented in Spanish which is facilitated by a counselor and AP. | AR | All Students | Administrators Counselors | Student Demographic | Fall Semester |

* 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

Jersey Village High School
Anissa Kiener
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

- (1) Jersey Village 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 Jersey Village 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 |
| Nadine Dickson | Teacher 1 Science Teacher |
| Cindy Stoker | Teacher 2 Fine Arts Teacher |
| Eunice Baca | Teacher 3 Foreign Language Teacher |
| Debbie Pruitt | Teacher 4 Testing Coordinator |
| Becky Hawkins | Teacher 5 Social Studies Teacher |
| Deborah Crawford | Teacher 6 Science Teacher |
| Liin Moore | Teacher 7 Math Teacher |
| Marte Parham | Teacher 8 English Teacher |
| Anissa Kiener | Non-teaching professional 1 |
| Lashelle Nix | Non-teaching professional 2 |
| Nina Ortiz | Non-teaching professional 3 |
| Stacie Wicke | Non-teaching professional 4 |
| Lih Monteith | Parent 1 |
| Jerome Reese | Parent 2 |
| Fred Ziehe | Community/Business resident/representative 1 |

| CPOC Meetings* for '07-'08 | | | |
|----------------------------|--------------------|------------|------------------------------------|
| # | Date | Time | Location |
| 1 | September 27, 2007 | 3:00 p.m. | Jersey Village High School Library |
| 2 | October 30, 2007 | 6:30 p.m. | Jersey Village High School Library |
| 3 | November 27, 2007 | 7:00 p.m. | Jersey Village High School Library |
| 4 | January 29, 2008 | 7:00 p.m. | Jersey Village High School Library |
| 5 | April 1, 2008 | 6:30 p.m. | Jersey Village High School Library |
| 6 | June 5, 2008 | 11:00 a.m. | Jersey Village High School Library |

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART III: ASSURANCE ADDENDUM

Section C

(1)

| Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal | |
|--|--|
| For 2007-2008, 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.) | |
| 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. |

(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

(3)

| Parent and Community Involvement Goal | |
|---|--|
| For 2007 – 2008, the percent of parents and community members attending PTO meetings will increase by 5%. | |
| Formative | At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress. |
| Summative | At the end of the school year, the percent of parents and community members attending PTO 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 15% from the previous year. | |
| 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 our top 4 reoccurring offenses will be reduced by 20% from the previous school year. | |
| 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 2008. |
| 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 75%. | |
| 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 2% or less with no student group exceeding 4% . | |
| 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 75% . | |
| 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. |

(11)

| High School AEIS Goal – Advanced Courses | |
|---|---|
| For 2007 – 2008, the percent of students who have completed at least one advanced course will be at or above 40%. | |
| 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 12% . | |
| 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. |

(14)

| | |
|--|---|
| For 2007 - 2008, the ADA student attendance will be at or above 95% . | |
| 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. |

CIP PART III: ASSURANCE ADDENDUM

(14)

| High School AEIS Goal – SAT/ACT Exams | |
|---|---|
| For 2007 – 2008, the percent of graduates who take SAT/ACT exams will be at or above 80% . | |
| 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. |

(15)

| High School CTE Goal | |
|---|---|
| For 2007 – 2008, the percent of LEP CTE students passing TAKS will be at or above 50% in Reading and 30% in Math. | |
| 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

| Jersey Village High School Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008 | | | |
|---|----------------------------------|-------------------------------|--|
| Date | Audience | Responsible for Planning | Purpose/Content |
| 2-Aug | Leadership Conference | District Administrative Staff | Data Analysis/District and Campus Expectations for Success |
| 3-Aug | GLT/AMS | Elementary – A.M. | |
| | 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 Staff | Summarizing and Note Taking |
| 16-Aug-17 | New Staff Orientation | District Staff | New Staff Information |
| 20-Aug | All Staff | Campus | |
| 21-Aug | All Staff | Campus | |
| 22-Aug | All Staff | Campus | |
| 23-Aug | Elementary/Secondary | District Staff | Content Area Professional Development |
| 24-Aug | All Staff | Campus | |
| 8-Oct | Secondary Staff | District Staff | Content Area Professional Development |
| 3-Jan | Secondary Staff | Campus | TE Day for staff attendance of training on August 15th |
| | All Staff | Campus | |
| 4-Jan | All Staff | Campus | |
| April 28 * | All Staff | Campus | |
| 30-May | | | |