

2008-09
Campus Improvement Plan
for
Cypress Woods High School

Cypress-Fairbanks Independent School District

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Exemplary performance on the 9 th , 10 th , 11 th , Rdg/ELA TAKS	TAKS Results
		Writing	Exemplary performance on the TAKS test	TAKS Results
		Math	42% Commended performance on TAKS	TAKS Results
		Science	31% Commended performance on TAKS	TAKS Results
		Social Studies	Exemplary performance in all grade levels on the TAKS test	TAKS Results
		Other	Outstanding 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 all Social Studies TAKS	TAKS Results
		LEP	Exemplary on 11 th Social Studies TAKS	TAKS Results
		SE	Exemplary on Social Studies TAKS	TAKS Results
Social/ Emotional	Discipline	Lowest total of reported Discipline Infractions of CFISD HS	Cy-Fair MS Disc. Data	
	Extracurricular	Creation of a variety of clubs and organizations	Creation of 55 clubs	
	Other	Creation of College Bound Culture	Student Performance	
Teachers	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	99% of Teachers are Highly Qualified	NCLB Report	
	New Staff	Creation of an exciting culture of a brand new campus	Student performance	
Retention	Loss of 25 teachers (2- Retired, 4- Promotions, 6- Relocation 3 Transfers, 10 Excess List)	Campus Data		
Parents			Tremendous parent involvement	250 Active Volunteers
			Community development	200,000 Volunteer Hours

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Area of Focus: Student Safety

District Priority:

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

Campus Objective:

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For 2008 – 2009, discipline referrals for drugs, alcohol, and tobacco will be reduced by **5 %** from the previous year with the addition of another grade level
 For 2008 – 2009, 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 & M. Munster	November 2008
	2	Commitment to a School Culture of Relationship	SD VP	All	Teachers & Admin	Professional Models	August 2008
	3	Participation in the Power of the Red Week	SD VP	All	Students, Teachers & Admin	Walter Kase	Fall 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
	5	AnComm- Web based electronic messaging service that improves school safety through an early warning system that addresses safety issues and identifies solutions	VP	All	Students, Teachers & Admin	Talk About It Rep. Catherine Toohey	Throughout year
	6	Participation in Random Drug Testing – including all students with Parking Stickers	VP	All	Admin	Nancy Rose SDFS	Throughout year
Teachers	1	Engagement in Building Better Relationships Training	SD VP	New Teach	Campus Admin	District Training	August 2008
	2	Participation in Building Better Relationships Review	SD VP	All Teach	Campus Admin	BBR	August 2008
	3	Building a School Culture based on Relationships	SD VP	All Teach	Campus Admin	Professional	All year (especially Aug)

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	4	Implementation of Supervision Duty Stations	VP	All Teach	Teachers & Campus Admin	Teachers	Throughout year
	5	Prevention Advocate – share information, materials, resources, with students, staff, and parents regarding safe and drug free schools	SD VP	Admin	Students, Teachers & Admin	Nancy Rose SDFS	Throughout year
Parents	1	Proactive parent communication	PI	Parent	Teacher & Admin		Throughout year

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Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	# For 2008 – 2009, the ADA student attendance will be at or above 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 Court Warning Letter for three unexcused absences	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 Class Talks by AP's to student body	AR	Stud	Assistant Principals		September 2008
	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 2008
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

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Area of Focus: Science

Group	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	66	90	80	90	83	--	--	87	90	88
All	84	90	91	100	94	--	--	95	100	97
Eco.Dis.	55	90	80	90	83	--	--	87	90	88
Hispanic	67	90	81	90	84	--	--	90	100	93
LEP	--	--	62	90	75	--	--	--	--	--
LEP M1	38	75	50	90	75	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	86	90	87
Spec.Ed.	53	75	45	90	75	--	--	57	90	75
White	90	90	94	100	96	--	--	97	100	98

District Priority:

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

Campus Objective:

By May 2009, at least 90% of African-American, Hispanic and Economically Disadvantaged students will meet the standard on the Science Texas Assessment of Knowledge and Skills

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

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	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 2008
	9	Junior students who did not meet the standard on Science TAKS test will take Environmental Science. Seniors who did not meet the standard on Science TAKS test will take Aquatic Science.	AR	Identified Students	Lead Team, Department Chair, Teachers	State curriculum and teacher curriculum development	Ongoing
	10	Sophomore and Junior students will participate in a two week rotational TAKS objective review, prior to the testing date. This review will include two days per objective and be primarily hands-on activities	AR	Identified Students	Lead Team, Department Chair, AAS & Teachers	Curriculum, SFA's Gradebook	Two weeks before testing
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

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	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 2008
	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, airliners, 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 2008
	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

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Area of Focus: Mathematics

Group	Gr9 07 Score	Gr9 08 Target	Gr9 08 Score	Gr9 3 Yr Target	Gr9 09 Target	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	72	78	64	90	75	68	75	74	90	79	--	--	86	90	87
All	86	87	85	90	87	86	87	87	90	88	--	--	94	100	96
Eco.Dis.	61	75	60	90	75	62	75	71	90	77	--	--	88	90	89
Hispanic	76	81	77	90	81	76	81	76	90	81	--	--	92	100	95
LEP	28	75	33	90	75	--	--	46	90	75	--	--	--	--	--
LEP M1	--	--	--	--	--	38	75	67	90	75	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	86	90	87
Spec.Ed.	46	75	31	90	75	53	75	33	90	75	--	--	54	90	75
White	90	93	90	100	93	90	93	91	100	94	--	--	96	100	97

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#	By May 2009, at least 90% of African-American, Hispanic and Economically Disadvantaged students will meet the standard on the Math Texas Assessment of Knowledge and Skills
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

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	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 Appropriate
	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 2:40-3:15)- 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. Algebra Lab is offered as an additional support for students who did not pass TAKS.	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 2008
Teachers	1	Teachers provide activities/lessons which engage students in 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 2008
	4	Lessons will be modified using research based questioning strategies and help from math/technology helping teachers	CE	Teachers	Teacher, Instructional Specialists	Coordinator	Ongoing

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	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, airliners, 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 2008
	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	Weekly

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Area of Focus: Reading/English Language Arts

Group	Gr9 07 Score	Gr9 08 Target	Gr9 08 Score	Gr9 3 Yr Target	Gr9 09 Target	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	94	96	90	100	93	91	94	87	90	88	--	--	92	100	95
All	97	98	96	100	97	96	97	95	100	97	--	--	98	100	99
Eco.Dis.	88	89	85	90	87	91	94	86	90	87	--	--	95	100	97
Hispanic	94	96	93	100	95	94	96	94	100	96	--	--	97	100	98
LEP	67	75	58	90	75	--	--	80	90	83	--	--	--	--	--
LEP M1	--	--	--	--	--	75	80	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	86	90	87
Spec.Ed.	87	88	67	90	75	77	81	64	90	75	--	--	78	90	82
White	99	99	98	100	99	97	98	95	100	97	--	--	99	100	99

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#	By May 2009, 100% of all students will meet the standard on the Reading/ELA Texas Assessment of Knowledge and Skills
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 2008
	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 to cover objectives	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 AAS	TAKS Material	4 th 6 Weeks

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	5	Work on core vocabulary from other disciplines; incorporate into lessons for study hall tutorial sessions.	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 2008
	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, airliners, 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 2008
	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

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	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

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Area of Focus: Social Studies

Group	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	92	95	94	100	96	--	--	99	100	99
All	97	98	98	100	99	--	--	99	100	99
Eco.Dis.	96	97	94	100	96	--	--	98	100	99
Hispanic	96	97	95	100	97	--	--	98	100	99
LEP	--	--	83	90	85	--	--	--	--	--
LEP M1	88	89	67	90	75	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100
Spec.Ed.	90	93	67	90	75	--	--	92	100	95
White	98	99	98	100	99	--	--	100	100	100

District Priority:

1A

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

Campus Objective:

#

By May 2009, at 100% of ALL students will meet the standard on the Social Studies Texas Assessment of Knowledge and Skills.

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

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	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 various classes	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 2008
	4	Participation in Cross Curriculum Team to share information, especially vocabulary terms which can to reinforced in all subject areas	SD	Teachers	DI, Department Chairs, Teachers	Research	Ongoing
	5	Technology Implementation by using higher levels of technology (SMART boards, airliners, 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 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	7	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
	8	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
	9	The Junior team will conduct a rotation review of TAKS where students will move from teacher to teacher receiving instruction in a specific TAKS objectives	SD	Students	Teachers TL, DC	9 th grade team	2 weeks before the TAKS test
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

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Area of Focus: Electives and Non-TAKS Tested Curriculum

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school. By May 2009, all student groups will have a passing rate of 95% or better in Non-TAKS tested subject areas.
Campus Objective:	# By May 2009, 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, airliners, 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

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	6	Use of End of Course Analysis of 2007-2008 to goal set for the 2008-2009 year	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						

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Area of Focus: Completion Rate

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	# For 2008-2009, the completion rate will be 98%
Formative/Summative Evaluation:	Locally Developed Reports and AEIS

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Utilize Building Better Relationships skills to strengthen relationships with students.	SD	All Students	Staff	BBR Professional Development	Ongoing
	2 Strive to involve students in extracurricular clubs and activities to foster a sense of belonging to CyWoods HS		All Students	Staff	Announcements Club info	Ongoing
	3 Assist struggling students and help them reach grade-level standards by providing special programs such as the following: <ul style="list-style-type: none"> - Plato - SSL classes for secondary ESL students - One-on-One Mentoring - Pull-out sessions for teachers to work with individuals and small groups 	AR	At Risk students	Administrators/ AAS/ Teachers	District Helping teachers	Ongoing
	4 Utilize the AAS to target students who are academically at risk, transient, or considering dropping out of school.	AR	At Risk students	AAS		Ongoing
Teachers	1 Nominate students for school-wide mentoring program	AR	At Risk students	Staff	AAS	Fall 2008
	2 Complete AIP forms and submit to AAS	AR	At Risk students	Staff	AAS	Ongoing
Parents	1 Continue updating and providing students and parents with guidance publications for use in developing 4-year plans and planning college and careers	PI	Students: Parents	Counselors	College publications	Ongoing

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* **Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

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CIP PART II: ASSURANCE ADDENDUM

Cypress Woods High School

Sue McGown

2008 – 2009

Campus Improvement Plan

Cypress-Fairbanks Independent School District

Section A

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

X	Cypress Woods has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Sue McGown	Principal
Candace Tannous	Teacher 1: English Department Chair
Olivia Allen	Teacher 2: Math Department Chair
Stephen Edwards	Teacher 3: Science Department Chair
George Villamagna	Teacher 4: Social Studies Department Chair
Charlotte Stuart	Teacher 5: Visual Arts Department Chair
Marsha Robinson	Teacher 6: Performing Arts Department Chair
Roddy Parrisher	Teacher 7: CATE Department Chair
Tom Fox	Teacher 8: Special Education Department Chair
Roya McArthur	Teacher 9: Foreign Language Department Chair
Curtis Neill	Teacher 10: PE Department Chair
Stacey Armstrong	Teacher 11: Technology Department Chair
Pam Wells	Non-teaching professional 1: Assoc. Superintendent for General Administration
Kim Sempe	Non-teaching professional 2: Associate Principal
Kelly Ellis	Non-teaching professional 3: Director of Instruction
Donna Lester	Non-teaching professional 4: Lead Counselor
Gail Drago	Non-teaching professional 5: Media Specialist
Barbara Lesselyong	Non-teaching professional 6: Testing Coordinator
Clariza Rath	Parent 1
Cheryl Hultquist	Parent 2
Cynthia Gill	Parent 3
Leonor Cruz	Para-professional 1
Barbara Whitley	Para-professional 2

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Myrna Hartwig	Para-professional 3
Laura Stivers	Para-professional 4
Ana Reiner	Community resident 1
Kay Bily	Community resident 2
Judson Mark, Newk's Café	Business representative 1
Lisa Geagan ,McAlister's Deli	Business representative 2

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 23, 2008	3:15 p.m.	Cypress Woods High School - Principal's Conference Room
2	November 11, 2008	9:00 a.m.	Cypress Woods High School – Teaching Theatre (Public Hearing)
3	December 1, 2008	3:15 p.m.	Cypress Woods High School - Principal's Conference Room
4	February 9, 2009	3:15 p.m.	Cypress Woods High School - Principal's Conference Room
5	May 11, 2009	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.

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Section C

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

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

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			other drug use or possession.	alcohol, and other drug use or possession.	
x	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for each teacher .	Implement and monitor the school-wide safety and security plan.
x	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
x	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
x	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be .07% or less with no student group exceeding .07%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
x	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High	For 2008-2009, the	Each semester, prepare a	At the end of the school	Inform parents and

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X	School Program	percent of students who graduate with RHSP will be at or above 80% .	list of students who have opted out of the RHSP program by grade level.	year, calculate the percent of students who graduated with the RHSP.	students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above 25% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above 15% .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above 70% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) 90% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-

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					tested areas.
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CIP PART II: ASSURANCE ADDENDUM

Section D

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

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CIP PART II: ASSURANCE ADDENDUM

Cypress Woods High School Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
1- August	Cypress Woods Leadership	Campus Administration	Leadership Training
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	District Vision and Goals
4-Aug (P.M.)	GLT/AMS	Secondary	Data Analysis & CIP Review
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Safety Initiatives
12-Aug	Department Chair and Team Leader	District Administrative Staff	Leadership Training
14-Aug-15	New Staff Orientation	District Staff	Building Better Relationships, New Staff District Information
18-Aug	All Staff	Campus	Rigor, Relevance, & Relationships
19-Aug	All Staff	Campus	Vision and Mission of 2008-2009
20-Aug	All Staff	Campus	Informative Rotations and Department Teaming
21-Aug	Elementary/Secondary	District Staff	Content Curriculum Areas
22-Aug	All Staff	Campus	Building Procedures Curriculum Planning
13-Oct	Secondary Staff	District Staff	Content Curriculum Area
4- Nov	Elementary/Secondary	District Staff	BBR or Content Area Training
5- Jan	Secondary Staff	Campus	Vision & Mission Revisited
16-Feb	All Staff	Campus	Time Equivalency Day Technology Training and Implementation
13-April	All Staff	Campus	Time Equivalency Day Team Building and Curriculum Development
4-June	All Staff	Campus	Evaluation & Data Analysis of School Year 2008-2009

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