

**2008-09  
Campus Improvement Plan  
for  
Jersey Village High School**

**Cypress-Fairbanks Independent School District**

## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Increase in number of All Students scoring commended in 9 <sup>th</sup> grade (+6%), and 10 <sup>th</sup> grade (+4%).	TAKS data
		Writing		
		Math	Increase in number of all students scoring commended in 9 <sup>th</sup> grade (+3%), and 10 <sup>th</sup> grade (+6%).	TAKS data
		Science		
	Subgroups	All		TAKS data
		AA		TAKS data
		H	Mastery increased on 10 <sup>th</sup> Math (+13%), 10 <sup>th</sup> Science (+13%), and 11 <sup>th</sup> Science (+11%).	
		W		
		ED	Mastery increased on all 10 <sup>th</sup> and 11 <sup>th</sup> tests	
		LEP		
SE				

## Area of Focus: Campus Culture

<b>District Priority:</b>		The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
<b>Campus Objective:</b>	#	During 2008-09 school year, Jersey Village will implement and function in small learning communities.
<b>Formative Evaluation:</b>		Academic surveys, discipline referrals, student and teacher surveys.

STP		Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	JV is reorganizing into small learning communities in order to provide a more personalized learning environment which promotes healthy relationships among all members of the community.	All students	Faculty and Staff	Student schedules Master schedule	Ongoing
	2	In this environment, JV will continually strive to increase the academic achievement of all students and to narrow the achievement gap among student groups.	All students	Faculty and Staff	Report cards SFA data TAKS data	Ongoing
	3	Rigorous curriculum, relevant content, and positive relationship among staff and students will accelerate all students' academic and behavioral achievements.	All students	Faculty and Staff	Lesson plans Teacher referrals	Ongoing
Teachers	1	Campus faculty and staff will be divided into small learning communities.	Faculty and Staff	Administration Counselors	Academic Department Coordinators and Assistant Principal meetings	Ongoing
	2	Administrators, teachers and staff will participate in small learning community meetings in order to review student academic and behavioral progress	Faculty and Staff	Faculty and Staff	Academic Department Coordinators and Assistant Principal meetings	Ongoing
Parents	1					
	2					

## Focus: Student Safety

<b>District Priority:</b>	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
<b>Campus Objective:</b>	For 2008 – 2009, discipline referrals for drugs, alcohol, and tobacco will be reduced by 15% from the previous year.
<b>#</b>	For 2008 – 2009, the top four reoccurring incidents resulting in discipline referrals for <u>1) skipping &amp; 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.
<b>Formative Evaluation:</b>	District-developed Reports

STP		Strategies	Code s*	Target Group	Person(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	August 25-September 5
	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	Brenda Brown	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	On-Going
	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

## Area of Focus: Attendance

**District Priority:**

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

**Campus Objective:  
Formative/Summative  
Evaluation:**

# For 2008 – 2009, the ADA student attendance will be at or above **95%**.  
District-locally Developed Reports and AEIS

STP	Strategies	Codes *	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, Brock, AP's	TX Ed Code CFISD Law consultants	August 18-22
	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, Brock, AP's	Administrators	August 18-22
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 25th
	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

## 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	51	75	43	90	75	77	81	68	90	75
All	70	77	74	90	79	84	86	86	90	87
Eco.Dis.	50	75	59	90	75	73	79	74	90	79
Hispanic	53	75	64	90	75	71	77	80	90	83
LEP	0	75	29	90	75	47	75	39	90	75
LEP M1	36	75	13	90	75	67	75	--	--	--
LEP M2	57	75	75	90	80	69	76	64	90	75
Spec.Ed.	42	75	20	90	75	61	75	39	90	75
White	84	86	90	100	93	94	96	93	100	95

**District Priority:**

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

**Campus Objective:**

# By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS by the amounts noted below or greater.

**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 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. Teachers will use TAKS-content assessments (SFA and unit tests) to develop re-teaching activities followed by re-assessment for areas of student weakness. Re-grouping activities will be incorporated for remediation when student remediation involves heterogeneous areas to be targeted.	AR CE	All Students	R. Funk G. Brock 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 G. Brock 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 G. Brock 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 25th. 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 G. Brock A. Williams D. Salinas All Core Teachers	TAKS prep materials	Saturday prior to state TAKS testing
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 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 G. Brock A. Williams D. Salinas Counselors All teachers	TAKS prep materials	Fall and early spring semesters
6	SSI classes will be used for LEP students struggling in science. These classes will be kept as small as possible and will be taught by experienced science teachers.	AR CE	LEP students	S. Wicke L. Keeble N. Dickson	ESL data Master schedule	On-going
7	Various methods of instruction (enhancing context, collaborative learning, questioning strategies) will be used for vocabulary instruction in order to close gaps in knowledge and understanding of the science concepts.	AR CE	All students	Science teachers	TAKS data SFA data Unit assessments	On-going

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
	5	Teachers will use various methods of instruction and assessment to engage students in the learning process. Students will be encouraged to work collaboratively, problem solve, develop explanations/constructs, and apply concepts to daily life in order to raise the level of engagement and understanding of the material and concepts.	SD	Science teachers	Science teachers	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 students	Teachers	Samples of student work	Weekly

## 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	49	75	54	90	75	52	75	54	90	75	71	77	74	90	79
All	71	77	67	90	75	69	76	74	90	79	83	85	83	90	85
Eco.Dis.	58	75	53	90	75	57	75	61	90	75	74	79	71	90	77
Hispanic	59	75	54	90	75	55	75	66	90	75	74	79	73	90	79
LEP	16	75	25	90	75	8	75	27	90	75	53	75	39	90	75
LEP M1	60	75	33	90	75	55	75	38	90	75	78	82	--	--	--
LEP M2	67	75	43	90	75	57	75	75	90	80	62	75	82	90	85
Spec.Ed.	30	75	18	90	75	21	75	13	90	75	43	75	31	90	75
White	86	87	83	90	85	80	83	83	90	85	89	89	90	100	93

**District Priority:**

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

**Campus Objective:**

# By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS by the amounts noted below or greater.

**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 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 G. Brock Counselors Math teachers	SFA data Gradebook	Every 3 and 6 weeks

2	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 G. Brock Math Teachers	TAKS prep materials	Fall semester
3	TAKS Fair: All students in grades 9 – 12 will be given the opportunity to sign up to attend TAKS Fair on Saturday, April 25th. 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 G. Brock All Core Teachers	TAKS prep materials	Saturday prior to state TAKS testing
4	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 G. Brock L. Keeble Math Teachers	TAKS prep materials	Ongoing
5	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 G. Brock Math Teachers	Math Helping Teachers Quantum Learning Strategies	Fall Semester
6	At the beginning of the 5 <sup>th</sup> 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 <sup>th</sup> six weeks grading period

	7	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 G. Brock A. Williams D. Salinas Counselors All teachers	TAKS prep materials	Fall and early spring semesters
	8	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
	9	Incorporate Alternative Assessments two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple formats.	AR CE	All students	Math Teachers Math Helping Teachers	Math Teachers Math Helping Teachers	Ongoing
	10	Ensure that classroom instruction provides all students the opportunity to be engaged cognitively in the learning of mathematics, use manipulatives when appropriate, use technology (Explore Learning, Agile Mind, SmartBoard, etc.), work collaboratively (discuss strategies and argue points), and ask and respond to questions at a high-level of cognitive rigor.	AR CE	All students	Math Teachers Math Helping Teachers	Math Teachers Math Helping Teachers	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 2008
	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 2008

	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 2008
	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
	5	Utilize common department/team planning to meet daily with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum.	SD	Math teachers	G. Brock D. Fitzgerald Team Leaders Math teachers	TAKS data SFA data Lesson plans Math helping teachers	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

## 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	88	89	89	90	89	79	83	78	90	82	89	89	87	90	88
All	90	93	87	90	88	88	89	88	90	89	93	95	92	100	95
Eco.Dis.	86	87	81	90	84	80	83	80	90	83	87	88	86	90	87
Hispanic	83	85	80	90	83	83	85	85	90	87	89	89	88	90	89
LEP	42	75	58	90	75	6	75	43	90	75	47	75	16	90	75
LEP M1	69	76	71	90	77	75	80	50	90	75	78	82	--	--	--
LEP M2	83	85	100	100	100	100	100	88	90	89	86	87	73	90	79
Spec.Ed.	75	80	40	90	75	52	75	33	90	75	52	75	37	90	75
White	97	98	91	100	94	93	95	93	100	95	98	99	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, we will increase the percentage of students demonstrating proficiency on TAKS by the amounts noted below or greater.

**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	Monitor student progress in mastering TEKS in English I, II, III, & IV courses by examining data result of district SFA's and teacher assessments.	AR CE	All Students	R. Funk G. Brock Counselors English teachers	SFA data Gradebook	Every 3 and 6 weeks
	2	Provide research proven strategies to improve writing fluency skills and enhancing the thinking process necessary to read critically	CE AR	Identified Students	R. Funk G. Brock Team Leaders English teachers	6 Traits ISC E/LA Support Staff Baker's Dozen SFA data	On-Going
	3	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 G. Brock L. Keeble E/LA Teachers	TAKS prep materials	Ongoing
	4	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 G. Brock Counselors All teachers	TAKS prep materials	Fall and early spring semesters
	5	Students who have failed TAKS, are first-time TAKS takers, or are GPC students will take READ 180.	AR	Targeted students	R. Funk S. Wicke G. Brock Assistant Principals Counselors	TAKS data	On-going
	6	Students will complete the Scholastic Reading Inventory (SRI) to measure current Lexile scores. The SRI will be give four times per year to track student progress.	AR	Targeted student	READ180 teachers	SRI data	On-going

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	M. Parham Team Leaders English teachers	ISC E/LA Support staff	On-Going
	2	Continue to implement Marzano's strategies on summarizing and note-taking.	SD	English teachers	M. Parham Team Leaders English teachers	ISC E/LA Support staff	On-Going
	3	Continue to implement the Six Traits of Writing and implement strategies in the classroom.	SD	English teachers	M. Parham Team Leaders English teachers	ISC E/LA Support staff	On-Going
	4	Continue to use Understanding by Design for high school English teachers to focus lesson design and classroom instruction on critical TEKS.	SD	English teachers	M. Parham Team Leaders English teachers	ISC E/LA Support staff UbD documents	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	M. Parham Team Leaders English teachers	ISC E/LA Support staff	On-Going
	6	Use the Scholastic Reading Inventory (SRI) data to identify Lexile levels and provide reading opportunities at those levels to increase students' reading ability.	AR PI	Targeted student	READ180 teachers Counselors	SRI data Reading helping teachers	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	Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and READ 180 progress.	AR	All students	R. Funk G. Brock Counselors READ180 teachers	Student demographic data TAKS data SRI data	On-going

## 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	91	94	82	90	85	99	99	94	100	96
All	94	96	94	100	96	97	98	97	100	98
Eco.Dis.	90	93	89	90	89	93	95	93	100	95
Hispanic	91	94	92	100	95	94	96	96	100	97
LEP	38	75	62	90	75	67	75	74	90	79
LEP M1	91	94	71	90	77	78	82	--	--	--
LEP M2	100	100	100	100	100	100	100	91	100	94
Spec.Ed.	79	83	48	90	75	91	94	73	90	79
White	98	99	98	100	99	99	99	99	100	99

**District Priority:**

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

**Campus Objective:**

# By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS by the amounts noted below or greater.

**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 G. Brock L. Keeble 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 25th. 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 G. Brock 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 G. Brock A. Williams D. Salinas 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 G. Brock Counselors Social Studies teachers	SFA data Gradebook	Every 3 and 6 weeks
Teachers	1	Attend technology training and implement integration into curriculum. Focus on participation on Wikispaces for school year.	SD	Social Studies Teachers	G. Brock B. Hawkins Team Leaders Social Studies teachers	ISC Social Studies Support Staff	Fall 2008
	2	Attend district level professional development on the Marzano's strategies on summarizing and note-taking.	SD	Social Studies Teachers	G. Brock B. Hawkins Team Leaders Social Studies teachers	ISC Social Studies Support Staff	Fall 2008
	3	Attend district professional development relative to specific content area and share sessions.	SD	Social Studies Teachers	G. Brock B. Hawkins Team Leaders Social Studies teachers	ISC Social Studies Support Staff	Fall 2008
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 students	Teachers	Samples of student work	Weekly

## Area of Focus: Completion Rate

**District Priority:**

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

**Campus Objective:**

# By May 2009, we will increase our overall completion rate to 98% or greater in all subpopulations:

**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 small learning communities’ assistant principals and academic department coordinators to ensure student success and assuring graduation. Including- mentors, providing tutorials, staffings, one-one conferences, tracking progress, etc.	AR CE	Target Students	Counselors Administrators Academic Department Coordinators L. Keeble Teachers	Student Data At-Risk Qualifier	On-Going
	3 Targeting Student Assistance program allows teachers to refer students to the small learning communities’ assistant principals and academic department coordinators in an attempt to intervene prior to failure- regardless if concern is academic or behavioral in nature.	AR CE	All Students	Counselors Teachers Administrators Academic Department Coordinators	Student Performance Teacher Observations	On-going
	4 JV will be implementing the PLATO STAR lab. This program is designed for credit recovery in an effort to bring students back up to the appropriate grade level.	AR	Targeted Students	M. Wells G. Brock S. Wicke Counselors Assistant Principals	Student re-classified list Academic and Discipline Data PLATO software	Fall and Spring Semesters

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	Teachers and administrators at JV will participate in the "Reach Out to Dropouts" Walk to reclaim students who have not completed coursework for graduation nor re-enrolled for the current school year.	AR PI	Targeted students	Jeff Roth JV Faculty and Staff	Registration data	September 6
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**

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

## CIP PART II: ASSURANCE ADDENDUM

**Jersey Village High School**  
**Ralph Funk**  
**2008 – 2009**  
**Campus Improvement Plan**  
**Cypress-Fairbanks Independent School District**

### Section A

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

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

## CIP PART II: ASSURANCE ADDENDUM

### Section B

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Ralph Funk	Principal:
Nadine Dickson	Teacher 1:
Cindy Stoker	Teacher 2:
Eunice Baca	Teacher 3:
Debbie Pruitt	Teacher 4:
Becky Hawkins	Teacher 5:
Deborah Crawford	Teacher 6:
Liin Moore	Teacher 7:
Marte Parham	Teacher 8:
Greg Brock	Non-teaching professional 1:
Nina Ortiz	Non-teaching professional 2:
Stacie Wicke	Non-teaching professional 3:
Lih Monteith	Parent 1:
Jerome Reese	Parent 2:
Fred Ziehe	Community resident 1:

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 25, 2008	3:00 p.m.	Jersey Village High School Library
2	October 28, 2008	6:30 p.m.	Jersey Village High School Library
3	December 2, 2008	7:00 p.m.	Jersey Village High School Library
4	January 27, 2009	7:00 p.m.	Jersey Village High School Library
5	March 31, 2009	6:30 p.m.	Jersey Village High School Library
6	June 4, 2009	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 II: ASSURANCE ADDENDUM

### Section C

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

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
<b>X</b>	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>5%</b> .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>15%</b> .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2008-2009, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety

## CIP PART II: ASSURANCE ADDENDUM

<b>X</b>		offenses will be reduced by <b>20%</b> from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for <b>XXX</b> .	and security plan.
<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>75%</b> .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
<b>X</b>	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>2%</b> or less with no student group exceeding <b>4%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
<b>X</b>	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>95%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
<b>X</b>	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>75%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide

## CIP PART II: ASSURANCE ADDENDUM

					students to appropriate testing, classes, and programs.
<b>X</b>	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above <b>40%</b> .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<b>X</b>	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above <b>12%</b> .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<b>X</b>	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above <b>95%</b> .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<b>X</b>	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>80%</b> .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

## CIP PART II: ASSURANCE ADDENDUM

### Section D

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

## CIP PART II: ASSURANCE ADDENDUM

<b>Jersey Village High School                      Cypress-Fairbanks Independent School District                      Staff Development Plans                      2008 – 2009</b>			
<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	District Leadership meeting
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	Data Dig
5-Aug (A.M.)	Safety Conference	District Administrative Staff	School Safety
12-Aug	Department Chair and Team Leader	District Staff	Leadership training
14-Aug-15	New Staff Orientation	District Staff	District/Campus Policies and Procedures
18-Aug	All Staff	Campus	Beginning of school meetings and training
19-Aug	All Staff	Campus	Beginning of school meetings and training
20-Aug	All Staff	Campus	Beginning of school meetings and training
21-Aug	Elementary/Secondary	District Staff	Curriculum Day
22-Aug	All Staff	Campus	Beginning of school meetings and training
13-Oct	Secondary Staff	District Staff	Curriculum Day
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	Beginning of new semester meetings and training
16-Feb	All Staff	Campus	Campus meetings
13-April *	All Staff	Campus	Campus meetings
4-June	All Staff	Campus	Campus meetings