

2008-09  
**Campus Improvement Plan**  
for  
**Windfern 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
<b>Students</b>	<b>Subjects</b>	<b>ELA</b>	Students in the English classes have developed more technologically advanced projects in meeting level 4 of LoTi.	Level of difficulty of projects and implementation of technology
		<b>Writing</b>	Windfern HS students have demonstrated better command of the written language in classroom assignments and in graduation speech auditions.	Teachers' observations, Graduation speeches
		<b>Math</b>	The number of students in advanced level math classes has increased, i.e. Algebra II, Pre-Cal, College Algebra	The addition of College Algebra has increased the number of students in Algebra II in an effort to earn dual college credit
		<b>Science</b>	Students in Environmental Systems involved the entire student body to participate in environmental awareness activities.	Funds were raised to purchase two trees to plant outside the building
		<b>Social Studies</b>	Students participating in the EPIC (Early College) classes were successful in an accelerated curriculum format.	Approximately 40 were enrolled in <u>two</u> sessions in Fall 2007 and Spring 2008
		<b>Other</b>	Windfern High School piloted a credit recovery program using a web-based curriculum, PLATO.	Nearly 100 students earned over 200 half-credits during the 2007-2008 school year. Program has been expanded district-wide
			Windfern High School excelled in the number of certifications earned in the Microsoft Business Office Certification program. These successes are celebrated on a hallway display with each student's picture and earned certification noted.	Higher number of certifications than other traditional high schools, as well as more certifications per student
	Students are dedicated to learning and understanding the necessary requirements to achieving goals.		Self-monitoring of GPA, selecting college-bound courses	
	<b>Subgroups</b>	<b>All</b>	Windfern High School expanded its TAKS Prep program to include students who have failed 2 or more sections of TAKS.	Number of students enrolled in TAKS Prep is increased
		<b>ED</b>	Windfern High School implemented a shuttle bus program for students in need of transportation.	Number of students without personal transportation who ultimately graduate

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		<b>LEP</b>	Windfern High School modified the ESL immersion program for over-aged students. This half-day program developed practical every day language acquisition through a variety of teaching mediums.	Increase in the number of students involved with the program and moving on to HCC or GED program
<b>Social/ Emotional</b>		<b>Discipline</b>	Students have demonstrated an increase in self-discipline and personal responsibility. Staff encourages a sense of family and a sense of belonging with the students.	Self-determined graduation plans Earning of over 200 half-credits via PLATO High number of certifications earned through BCIS classes
			The Teen Leadership class offers opportunities for students to become more involved in school activities, such as school beautification and staff appreciation efforts.	Demonstration of pride in school, resulting in an increase in referrals to other students by Windfern students
		<b>Extracurricular</b>	The Lighting the Way Luncheon has evolved into a school tradition that brings people together, from the community and district, to share in the successes of Windfern students.	High level of district faculty, and student involvement
			Students are actively lobbying to be chosen for the Superintendent's Student Leadership Committee, which offers a variety of students the opportunity to participate in district-wide activities.	Greater number of students participating
			Child Care is available after 2:30 to facilitate student-parent late afternoon tutorials and classes.	Increased need
		<b>Other</b>	Students' post-graduation plans are reflected on "What's My Future?" display.	Increased numbers
			Superintendent's Student Leadership Committee instituted a "Student of the Week" program. Students are recommended by staff, announced to the entire student body, and awarded recognition rewards.	Increased number of nominations
			Students are recognized at the end of each grading period for outstanding academic accomplishments.	Increased numbers

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<b>Teacher</b>	<b>Professional Development</b>	Several teachers are trained in Quantum Learning and are actively implementing activities that reflect training.	Use of techniques in class
		LoTi teachers have embraced the training and are exploring varied ways of using technology in classroom activities.	English department increased from Level 4 to 5 Math, science and social studies increased from Level 3 to 4 ELA team selected as LoTi team of the year All teachers maintained quality and increased quantity of technological opportunities
		Teachers are learning how to help students be more successful on the COMPASS test.	Improved scores on COMPASS test
	<b>Qualifications</b>	Average veterancy of 20+ years in education.	Service Record
	<b>New Staff</b>	Staff from in-district and out-of-district brings new and innovative techniques that rejuvenate content-area colleagues.	Team planning resulted in shared ideas
	<b>Retention</b>	Windfern High School consistently reflects high staff retention. New hires are due to natural attrition (promotions, retirements) and growth.	Evidence of high morale
<b>Parent</b>	<b>Involvement</b>	Parents show appreciation for the extra effort put forth by the staff for their child.	Donations (t-shirts for graduating seniors, donut shop donations, day care item donations – wipes, diapers, etc.), letters and emails of appreciation
		Parents have a better awareness of grades and assignments.	Parent Internet Viewer
	<b>Communication</b>	Teachers have increased communication via email.	Increased numbers from previous year

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## Area of 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 use will be reduced by <b>10%</b> from the previous year. For 2008 – 2009, the discipline referrals for <u>drug possession</u> will be reduced by <b>10%</b> from the previous school year.
<b>Formative Evaluation:</b>	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Provide information to students regarding the use and benefits of the Crime Stoppers Safe School Program.	AR VP	Students	AP	Crime Stoppers brochures, stickers, etc.	Ongoing
	2 Educate students and assist implementation of an emergency management plan by conducting fire drills, bus evacuations, lock-downs, severe weather drills, safety audits, metal detector searches, etc.	VP	Students, Staff	Administrators, Counselors	Information from Security Dept.	Ongoing
	3 Foster students' physical and emotional fitness by <ul style="list-style-type: none"> <li>• encouraging them to form good habits and adopt healthful practices,</li> <li>• instilling in students the importance of being drug-free by providing effective and appropriate instruction about the hazards of substance abuse.</li> </ul>	VP	Students	Administrators, Safe and Drug-Free Advocate, Teachers, Staff, Nurse	Safe and Drug-Free Program information and speakers, Health Curriculum, BCIS workplace safety unit	Ongoing
	4 Provide CPR training for Health and Parenting students.	AR	Students	Nurse, Health Teacher, Parenting Ed. Teacher	CPR Curriculum Certification, AED equipment	Ongoing

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	5	<p>Improve monitoring of school environment by</p> <ul style="list-style-type: none"> <li>• establishing a reception desk in the foyer equipped with a camera view of entrances,</li> <li>• locking all exterior doors except the foyer doors at 8:15 a.m.,</li> <li>• locking all classroom doors,</li> <li>• assisting students who arrive late to minimize travel time from reception desk to classroom,</li> <li>• screening all visitors including GED examinees with V-soft software, and</li> <li>• raising awareness among staff members of the need to stop and question unidentified visitors.</li> </ul>	VP T	Windfern Visitors	Receptionist, Staff, Custodians	V-Soft	Ongoing
Teachers	1	Provide faculty and staff with picture/name badges for identification purposes and ensure daily use of them.	VP T	Staff	Administrators	Lifetouch	Ongoing
	2	Provide crisis drill and emergency training, including lock-down drills, severe weather drills, fire drills, and metal detector drills.	VP SD	Staff	Administrators		Ongoing
	3	Provide CPR and AED training for staff members.	SD	Staff	Nurse		Staff Development Day
	4	Increase teacher awareness and understanding of the <i>Student Code of Conduct</i> and alternative discipline strategies to improve student behavior through <i>Building Better Relationships</i> and <i>Teachscape</i> .	VP SD	Students, Staff	Assistant Principal, BBR Representative and Teachers		Ongoing
	5	Provide awareness training of the physical signs of drug abuse and related behaviors.	VP SD	Students	Staff	Safe & Drug-Free Schools Coordinator	Staff Development Day
Parents	1	Encourage parent involvement to support Windfern High School's efforts to maintain a safe and disciplined environment. The <i>Student Code of Conduct</i> , the <i>Windfern High School Creed</i> , and conversations during the student admissions interview, reinforce expectations for student behavior.	VP T	Parents	Administrators, Counselors	Newsletters, Phone Master, Phone Conference	Ongoing

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## Area of Focus: Attendance

<b>District Priority:</b>	Ensure that students understand the importance of attending school regularly and completing high school.
<b>Campus Objective:</b>	For 2008 – 2009, the ADA student attendance will be at or above <b>90%</b> .
<b>Formative/Summative Evaluation:</b>	District-locally Developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Promote improved student attendance by fine-tuning strategies such as flexible scheduling for chronically tardy students, incentive plans including Windfern Bucks, etc.	AR	Students	Administrators, Counselors, Teachers	Windfern Buck Incentives	Ongoing
	2	During the first fifteen minutes of first period, students who are absent are contacted to urge them to come to school by the next class period.	AR	Students	Teachers	Phone	Ongoing
	3	Provide more flexible scheduling for students who are chronically tardy or absent from early morning classes.	AR	Students	Administrators, Counselors		Ongoing
	4	Offer incentives for students to attend class on days of high absenteeism – double Windfern Bucks on Monday and Friday.	AR	Students	Administrators	Windfern Bucks	Ongoing
	5	Students will receive a certificate notifying them of how much is in their Windfern Buck account.	AR	Students	Receptionist	Windfern Bucks	Ongoing
Teachers	1	Increase student attendance by <ul style="list-style-type: none"> <li>• motivating students to attend school daily by exploring new ways of creating an engaging and supportive learning environment,</li> <li>• studying the causes of absenteeism – analyze semester “Excessive Absences” reports.</li> </ul>	AR	Students	Administrators, Counselors, Teachers	Attendance Manager, Excessive Absences Report	Ongoing
	2	Provide incentives for perfect attendance including gift cards, drawings, etc.	AR	Students	Administrators, VIPS Coordinator, Businesses	PIE Liaison, VIPS Liaison, Community Businesses	Ongoing

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	3	Explore interventions and problem-solving strategies to encourage students to stay in school. When conferencing with students whose attendance/tardy records and personal circumstances place them at-risk of dropping out, survey students regarding incentives that would motivate them to improve their attendance.	AR	Students	Administrators, Counselors, Teachers, Nurse		Graduation
	4	Continuously discuss/remind students of the attendance component in the exemption policy.	AR	Students	Administrators, Counselors, Teachers	Incentives	Ongoing
Parents	1	Further develop an awareness of Parent Internet Viewer (PIV) to view attendance records.	PI	Students	Parents	PIV Training	Ongoing
	2	Urge parents to reinforce Windfern High School's standards of attendance with their students.	AR	Parents	Administrators, Counselors	Newsletters, Phone Conference	Ongoing

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## Area of Focus: Science

**District Priority:**

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 Exit-Level TAKS science to 75% and science courses (Environmental Systems, Biology) to 90%.

**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	Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.	AR	Students	Science Teachers		Ongoing
	2	Design content lessons to encourage student-centered classrooms that focus on collaborative learning.	AR	Students	Science Teachers		Ongoing
	3	Incorporate effective questioning strategies into lessons which encourage discussion of science content between student and teacher and among students with students generating questions of their own.	AR	Students	Science Teachers		Ongoing
	4	Incorporate activities in which students manipulate physical objects (laboratory activities) as a means of promoting engaged learning and higher level thinking.	AR	Students	Science Teachers	Lab Equipment and Materials	Ongoing
	5	Utilize "Activity Before Content" (ABC) lessons to help students make connections to real-world applications.	AR	Students	Science Teachers		Ongoing
	6	Build student's content-area vocabulary to facilitate comprehension by focusing on vocabulary embedded in units studied.	AR	Students	Science Teachers		Ongoing
	7	Continue to integrate technology at a LoTi Level 3 to engage students and increase the depth of students' understanding of science content.	AR T	Students	Science Teachers	Smartboard, Projectors, LoTi Training	Ongoing
	8	Pair students during classroom activities to provide peer assistance for students with weaker science skills.	AR	Students	Science Teachers		Ongoing
	9	Provide timely feedback to students upon completion of assignments and/or assessments.	AR	Students	Science Teachers		Ongoing
	10	Utilize data from teacher-made tests and district SFAs to guide the instructional path.	AR	Students	Science Teachers		Ongoing

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	11	Provide CPR classes for students in Health classes.	AR SD	Students	Nurse	CPR Curriculum Certification	Jan. to May
	12	Provide tutoring tailored to each student's academic needs during lunch and after school.	AR	Students	Science Teachers	Snacks, Incentives	Ongoing
	13	Provide individualized assistance with mastery of TAKS Science by focusing only on non-mastered objectives.	AR T	Students	PLATO Lab teachers	PLATO TAKS Prep	Aug. to Oct. Jan. to March
	14	Encourage the use of individualized instruction for credit recovery through PLATO.	AR T	Students	STAR Lab teachers	PLATO	Ongoing
Teachers	1	Monitor each student's progress in learning the critical TEKS in science by examining SFA results, teacher-made assessments and district benchmarks to develop reteaching activities followed by reassessment.	AR	Students	Director of Instruction, Teachers	SFA Results, Grade books	Ongoing
	2	Attend training to increase LoTi level in science instruction from 2 to 3/4.	SD T	Teachers Students	Science Teachers, G. Sidenblad	Smartboard Projectors, LoTi Training	August - May
	3	Attend science district professional development to enhance teacher's understanding of content and pedagogy.	SD	Science Teachers	Director of Instruction, Curriculum Coordinators, Science Teachers		As needed
Parents	1	Provide volunteers to serve as guest speakers, lab assistance, tutoring, etc.	PI	Students	Parents, ISC Staff, Community Members	Science Resource Center	Ongoing
	2	Develop an awareness of Parent Internet Viewer (PIV) to view grades and assignments.	PI T	Parents, Students	Administrators Parent	PIV Training	Ongoing

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## Area of Focus: Mathematics

**District Priority:**

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 Exit-Level TAKS math to 75% and math courses (MMA, Geometry, Algebra II, College Algebra and Pre-Calculus) to 90%.

**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	Provide activities that engage students in exploration, discovery, and real-world applications of math concepts.	AR	Students	Math Teachers	District Lessons	Ongoing
	2	Provide opportunities for students to work collaboratively on problems that require the use of problem-solving strategies.	AR	Students	Math Teachers		Ongoing
	3	Ensure that students have opportunities to communicate about mathematics content student to student, student to teacher, and teacher to student.	AR	Students	Math Teachers		Ongoing
	4	Continue to integrate technology at LoTi Level 3/4 to engage students in mathematics and increase the depth of students' understanding.	AR T	Students	Math Teachers, G. Sidenblad	Graphing Calculators, Smartboard, Projectors, LoTi Training	Ongoing
	5	Build vocabulary to facilitate understanding of word problems by focusing on math terms used in each unit.	AR	Students	Math Teachers		Ongoing
	6	Provide feedback on tests, homework and class assignments.	AR	Students	Math Teachers		Ongoing
	7	Use flexible regrouping to provide additional time for students who are struggling with concepts.	AR	Students	Math Teachers		Ongoing
	8	Pair students during classroom activities to provide peer assistance for students with weaker math skills.	AR T	Students	Math Teachers		Ongoing
	9	Provide tutoring tailored to each student's academic needs during lunch and after school.	AR	Students	Math Teachers	Snacks, Incentives	Ongoing

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	10	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	Students	Math Teachers		Ongoing
Teachers	1	Monitor each student's progress in learning the critical TEKS in mathematics by examining results of teacher-made tests and district benchmarks.	AR	Students	Director of Instruction, Teachers	SFA Results, Grade Distributions	Ongoing
	2	Use Quantum Learning techniques to solidify skills and attend follow-up implementation sessions.	SD	Students	Math Teachers		Ongoing
	3	Use technology and ancillary materials to supplement curriculum and attend technology modules provided by the district math support team.	SD AR T	Students	Math Teachers		Ongoing
	4	Meet daily with course content team to discuss effective teaching strategies and design questions that promote thinking at a high cognitive level, and determine the implementation of these strategies.	SD	Math Teachers	Math Teachers		Ongoing
	5	Attend training to increase LoTi level from 2 to 3/4.	SD T	Math Teachers Students	Math Teachers, G. Sidenblad	Graphing Calculators, Smartboard, Projectors, LoTi Training	August to May
	6	Analyze SFA data and unit test data to make adjustments to lessons and/or provide interventions for struggling students.	SD	Math Teachers	Math Teachers		Ongoing
Parents	1	Provide math tutors as requested by parents.	PI AR	Students	Parents, ISC Staff, Community Members		Ongoing
	2	Develop an awareness of Parent Internet Viewer (PIV) to view grades and assignments.	PI T	Parents, Students	Administrators, Counselors, Parent	PIV Training	Ongoing

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## Area of Focus: Reading/English Language Arts

**District Priority:**

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

**Campus Objective:**

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By May 2009, we will increase the percentage of students demonstrating proficiency on Exit-Level TAKS ELA to 99% and language arts courses (English III, English IV) 97%.

**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	Provide instructional opportunities for students to support their responses (both verbal and written) to literature with text evidence to strengthen their short-answer skills as well as longer essays.	AR	Students	ELA Teachers		Ongoing
	2	Integrate technology at a LoTi Level 3/4 in lessons as a means of improving a higher level of thinking and communication skills, both written and oral.	AR T	Students	ELA Teachers, G. Sidenblad	Smartboard, Projectors, LoTi Training	Ongoing
	3	Provide opportunities for students to develop better reading and note-taking skills by teaching highlighting and margin annotating.	AR	Students	ELA Teachers		Ongoing
	4	Build students' vocabulary to facilitate understanding by focusing on vocabulary embedded in literature studied.	AR	Students	ELA teachers		Ongoing
	5	Pair students during classroom activities to provide peer assistance for students with weaker reading and writing skills.	AR	Students	ELA Teachers, Students		Ongoing
	6	Provide opportunities for students to differentiate in selection of website validity.	AR T	Students	ELA Teachers		Ongoing
	7	Allow "freedom of choice" with selected assignments.	AR	Students	ELA Teachers		Ongoing
	8	Provide diverse opportunities for students to practice paraphrasing and summarizing.	AR	Students	ELA Teachers		Ongoing
	9	Provide tutoring tailored to each student's academic needs during lunch and after school.	AR	Students	ELA Teachers	Snacks, Incentives	Ongoing
	10	Encourage the use of individualized instruction for credit recovery – PLATO, etc.	AR T	Students	ELA Teachers	PLATO	Ongoing

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	11	Provide READ 180 for students who failed the ELA Exit-Level TAKS or need instructional help to succeed in academic classes. Students will complete the Scholastic Reading Inventory (SRI) to measure current Lexile scores. The SRI will be given four times per year to track student progress.	AR T	Students	READ 180 teacher, District READ 180 staff	SRI scores	Ongoing
Teachers	1	Monitor each student's progress in learning the critical English Language Arts TEKS by examining results of teacher-made assessments and SFAs.	AR	Students	Director of Instruction, ELA Teachers	SFA Results, Grade Distributions	Ongoing
	2	Meet regularly with course content team to discuss effective teaching strategies and implementation of these strategies.	SD	Teachers	Director of Instruction, ELA Teachers		Ongoing
	3	Attend training to increase LoTi level from 3 to 4.	SD T	Teachers , Students	ELA Teachers, G. Sidenblad	Smartboard, Projectors, LoTi Training	August to May
	4	Participate in district TAKS ELA training.	AR SD	Students	ELA Teachers	English Coordinator	As available
	5	Design and implement writing rubrics that are based on the state's TAKS writing rubric.	AR	Students	ELA Teachers		Ongoing
	6	In the READ 180 classroom, use the Scholastic Reading Inventory (SRI) data to identify Lexile levels and provide reading opportunities at those levels to increase students' reading ability.	AR	Students	READ 180 teacher	SRI scores	Ongoing
Parents	1	Develop an awareness of Parent Internet Viewer (PIV) to view grades and assignments.	PI T	Parents, Students	Administrators, Counselors, Parents	PIV Training	Ongoing
	2	Use Scholastic Achievement Monitoring reports to inform parents of students' and students' reading progress on SRI tests and READ 180 progress.	AR PI	Parents, Students	READ 180 teacher	SRI scores	Ongoing

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## Area of Focus: Social Studies

**District Priority:**

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 (by amounts noted at right or greater) of students demonstrating proficiency on Exit-Level TAKS SS to 100% and social studies courses (US History, Government, and Economics) 97%.

**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	AR	Students	SS Teachers		Ongoing
	2	AR	Students	SS Teachers		Ongoing
	3	AR	Students	SS Teachers		Ongoing
	4	AR	Students	SS Teachers		Ongoing
	5	AR	Students	SS Teachers	Snacks, Incentives	Ongoing
	6	AR T	Students	SS Teachers, Counselors, Administrators	PLATO CRC	Ongoing
	7	AR T	Students	SS Teachers	PLATO	Aug. to Oct. Jan. to March
Teachers	1	AR	Students	Director of Instruction, SS Teachers	SFA Results, Grade Distributions	Ongoing
	2	SD T	SS Teachers Students	SS Teachers G. Sidenblad	Smartboard, Projectors, LoTi Training	August - May

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	3	Provide expert guest speakers from the community to supplement curriculum.	SD AR	Students	SS Teachers	Community Members	Ongoing
Parents	1	Develop an awareness of Parent Internet Viewer (PIV) to view grades and assignments.	PI AR T	Parents, Students	Administrators, Counselors, Parents	PIV Training	Ongoing

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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:**

By May 2009, we will increase the percentage of students demonstrating proficiency on Exit-Level TAKS (Math, LA, SS, S) to 85% and graduation requirements to 90%.

**Formative/Summative Evaluation:**

Locally Developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Teach generic test-taking strategies and those specific to each content area.	AR	Students	Teachers		Ongoing
	2	Develop and implement TAKS-formatted science and math warm-ups to be used at the beginning of each period.	AR	Students	All Teachers	Teacher generated warm-ups	Ongoing
	3	Provide opportunities for students to recover credits lost through Credit Recovery Class (CRC) and PLATO.	AR T	Students	Administrators, CRC Teachers	PLATO CRC	Ongoing
	4	Provide opportunities for students to earn college credit, additional certifications, or be better prepared for college.	AR T	Students	Administrators, Teachers	PLATO MCAS Dual-Credit Courses	Ongoing
Teachers	1	Communicate the significance of graduation at every opportunity.	AR	Students	Staff		Ongoing
	2	Track withdrawals and re-entry dates of each student from each class and school.	AR	Students	Administrators, Counselors, DI/Counselors' Secretary		Ongoing
	3	Give frequent feedback on grades and progress in class as a motivation to improve.	AR PI	Parents, Students	Teachers, Counselors	PIV Training	Ongoing
	4	Encourage and initiate more parent contacts, especially positive ones.	AR PI	Parents, Students	Administrators, Teachers		Ongoing
Parents	1	Encourage more parent involvement in bringing their student's graduation plan to fruition by implementing an all-day open house, Discover Windfern Day.	PI	Parents	Administrators, Teachers	PIV Training	Ongoing

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	2	Develop among parents an awareness of Parent Internet Viewer (PIV) and encourage parents to log-on to view attendance and information on grades and assignments.	PI T	Parents Students	Administrators, Teachers	PIV Training	Ongoing
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## 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.

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## CIP PART II: ASSURANCE ADDENDUM

**Windfern High School**  
**Martha Strother, Principal**  
**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>	Windfern 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.
	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.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<b>NA</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)

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.

## 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>
Martha Strother	Principal: Windfern High School
Toni Seegar	Teacher 1: ESL, Credit Recovery, TAKS remediation
Marla Meehan	Teacher 2: Math/Science Department Chair
Nikki Coslet	Teacher 3: Language Arts Teacher
Debbie Huntsinger	Teacher 4: CTE Department Chair
Kenneth Connelly	Teacher 5: Social Studies Teacher
Kathy Noland	Teacher 6: Special Populations Department Chair
Jill Johnson	Teacher 7: Language Arts and Teen Leadership Teacher
Jessica Nance	Teacher 8: BCIS Teacher and Grade Liaison
Candace Fitzmorris	Teacher 9: Science and Health Teacher
Tony Barcelona	Non-teaching professional 1: Assistant Superintendent, School Services, CFISD
Diane Garland	Non-teaching professional 2: Director of Instruction, Windfern High School
Linda Beetle	Non-teaching professional 3: Office Staff, Windfern High School
Lei Lani Natale	Non-teaching professional 4: Technology Liaison
Norma Henderson	Parent 1:
Pat Granados	Community resident 1:
Pat Hooker	Business representative 1:

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 10, 2008	3:00 pm	Windfern High School Auditorium
2	October 6, 2008	3:00 pm	Windfern High School Auditorium
3	October 15, 2008	8:00-2:30	Windfern High School Auditorium, Public Hearing
4	January 14, 2009	11:45 am	Windfern High School Auditorium
5	April 23, 2009	3:00 pm	Windfern High School Auditorium

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

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## CIP PART II: ASSURANCE ADDENDUM

### Section C

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

	<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 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.
<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <10%.	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.
<b>X</b>	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 2008-2009.	Implement and monitor the school-wide safety and security plan.

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<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 99%.	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 10% or less with no student group exceeding 10%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
<b>NA</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>XX%</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 30%.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<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 5%.	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	Inform parents and students about graduation requirements and college/career readiness skills and programs.

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## CIP PART II: ASSURANCE ADDENDUM

				see if the objective was met.	Guide students to appropriate testing, classes, and programs.
<b>NA</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>XX</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 25%.	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) 85%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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## CIP PART II: ASSURANCE ADDENDUM

### Section D

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

## CIP PART II: ASSURANCE ADDENDUM

<b>Windfern 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	Team Building – Effective Schools
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	Data Analysis
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Safety and Security
12-Aug	Department Chair and Team Leader		Team Building
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	3 R's – Rigor, Relevance, and Relationships
19-Aug	All Staff	Campus	3 R's continued – Rigor and Relevance, LoTi
20-Aug	All Staff	Campus	3 R's continued – Relevance and Relationship
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	3 R's continued - Relationship
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	3 R's continued - Rigor
16-Feb	All Staff	Campus	Time Equivalency – Staff Development provided to meet the objectives of the CIP
13-April *	All Staff	Campus	Time Equivalency – Staff Development provided to meet the objectives of the CIP
4-June	All Staff	Campus	3 R's continued – Year in Perspective Debriefing

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