

**2009-2010
Campus Improvement Plan
for
Cypress Woods High School**

Cypress-Fairbanks Independent School District

Mission Statements

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Cypress Woods High School Mission Statement

Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards. 100% of students will pass TAKS with a score of 2100 or higher. At least 50% will receive "commended performance" on TAKS with a score of 2400 or higher in all TAKS tested areas.

Cypress Woods High School
2009-10 Comprehensive Needs Assessment Summary

The staff at Cypress Woods High School includes 192 teachers, 40 paraprofessionals, and 22 administrators. The student population is 63% White, 10% African American, 20% Hispanic, 7% Asian, and .4% Native American. Thirteen percent of students who attend Cypress Woods High School qualify for free or reduced lunch. The mobility rate for Cypress Woods High School students is 8%.

In accordance with Texas state legislative requirements, the staff at Cypress Woods High School conducted a comprehensive needs assessment for the 2009-10 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2009 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2009-10 school year including: African American students in 10th grade Science (72%), Economically Disadvantaged students in 10th grade Science (62%) and 10th grade Math (71%), and Special Education students in 10th grade Science (40%), 11th grade Science (70%), 10th grade Math (33%), 11th grade Math (35%), and 10th grade ELA (52%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Cypress Woods High School staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (94.9%), Hispanic (94.5%), White (95.1%), and students who are economically disadvantaged (93.5%). Efforts will also be made to increase teacher retention at Cypress Woods High School.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	9 th : 97% met standards& 42% commended/10 th grade: 95%met and 37%commended/ 11 th grade: 98% met standard/53%commended	TAKS Scores
		Writing	N/A	
		Math	9 th grade: 91%met/48%CP. 10 th grade 87%/32%, and 11 th 95%/50%CP	TAKS Scores
		Science	10 th grade: 97% met standard/33% CP and 11 th grade: 97%/36% CP	TAKS Scores
		Social Studies	10 th grade: 97% met standard/69%CP and 11 th grade: 100%/78% CP	TAKS Scores
		Other	Outstanding performances In Electives and Extra Curricular 40 National Merit Students	Competitive Awards Awards & Scholarships
	Subgroups	All	See data above	TAKS Scores
		AA	Science: 11 th 92% , Math: 9 th 80%, ELA: 9 th 96%, 10 th 91%, 11 th 99% SS: 10 th 93%, 11 th 100%	TAKS Scores
		H	Science: 11 th 96%, Math: 10 th 92%, ELA: 9 th 91%, 10 th 93%, 11 th 98% SS: 10 th 99%, 11 th 100%	TAKS Scores
		W	Science: 11 th 98%, Math 9 th 94%, ELA: 9 th 99%, 10 th 95%, 11 th 99% SS: 10 th 99%, 11 th 100%	TAKS Scores
		ED	Science: 11 th 93%, Math 11 th 93%, ELA: 9 th 92%, 11 th 94%, SS: 10 th 95%,11 th 99%	TAKS Scores
		LEP	Science: 11 th 80%, Math: 11 th 80%, ELA: 10 th 89%, SS: 10 th 88%, 11: 100%	TAKS Scores
		SE	ELA: 9 th 81%, 11 th 85%, SS: 10 th 86%, 11 th 98%	TAKS Scores
	Social/ Emotional	Discipline	Lowest total of reported Discipline Infractions of CFISD HS with 4 grades	Cy-Fair MS Disc. Data
		Extracurricular	Athletics – District Champions in all Areas Fine Arts – VASE 40 winners Performing Arts: Choir, Band, Orchestra = all UIL 1’s & sweepstakes and individual state winners	Championships
		Other	Creation of College Bound Culture	College Acceptance Rate
	Teachers	Professional Development	Rigor in the Woods – AP Strategies for all Teachers	AP enrollment
EXCEL Model – Chris Maple			Student Referrals	
TAKS Analysis Day by Departments			TAKS Scores	
Power of the Red Week – Culture of Relationships			Staff/Student Behavior	
Qualifications		100% of our teachers are Highly Qualified	District Information	
New Staff	24 new teachers for the year 2009-2010	Campus Roster		
Retention	26 teachers left the campus: 10 teachers to reduction; 5 for family reasons, 5 transfers, 2 promotions, 4 out of district	Campus Roster		
Parents	Parent Involvement	Volunteers in Public Schools (VIPS)	Active Volunteers = 226 Total Hours – 5, 725	
	Communication	Access to Schoolwires via Internet	Subscription Numbers	

Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

#1 Cypress Woods is an educational community dedicated to producing successful, engaged learners who are fully prepared for and committed to the post-secondary educational endeavors needed to succeed in today's society.

Formative Evaluation:

Surveys, College & Career Center data

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Rigorous curriculum, relevant content and positive relationships among staff and students will accelerate all students' academic and behavioral achievements.	Students	Faculty and Staff	Lesson Plans, AP strategies, and referrals	Ongoing
	2	Students are encouraged to build relationships with teachers and staff members and have a voice at school by being active in clubs, organizations, and through open communication with staff	Staff	Faculty, Staff, and Students	Club sponsors	Ongoing
Teachers	1	At-Risk students' opportunities for success will increase by forming trusting relationships with school personnel	AR	Staff	Grades, Completion Rate	Ongoing
	2	Administration supports teachers continually and works with them on issues in order to maintain and retain a positive staff.	Staff	Administration	Open Communication Model	Ongoing
	3	Teachers and administrators look at the failures, SFA's and teacher made tests each six weeks to analyze effectiveness of instruction. Teachers will work collaboratively in teams to implement effective strategies for engaged classrooms based on data.	Students	Staff	SFA data, Grade distributions, teacher made tests.	Ongoing
Parents	1	Parents will be provided opportunities to be involved in the school system to garner greater success for their children through the VIPS program and participation in Open House	Parents	Staff	VIPS forms, Callouts, Written invitations, website	Ongoing
	2	Parents will be provided the opportunity to stay in touch with upcoming classroom assignments and events through the Schoolwires website and PIV	Parents	Staff	Schoolwires Website, PIV	Ongoing

Area of Focus: Student Safety

District Priority:

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

Campus Performance Objective:

2

For 2009-2010, discipline referrals for drugs, alcohol, and tobacco will be reduced by 5 % from the previous year .
For 2009-2010, the discipline referrals for fighting will be reduced by 5% from the previous school year .

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Application of the EXCEL Model of Teacher-Student Interaction	SD VP	All	Teachers & Admin	Professional Models & C. Maple	Begin in the Fall – continue all year
	2 Commitment to a School Culture of Relationships	SD VP	All	Teachers & Admin	Professional Models	August 2009
	3 Participation in the Power of the Red Week	SD VP	All	Students, Teachers & Admin	Walter Kase	Spring 2009
	4 Continue to use technology to support campus security needs (i.e., security cameras, radios, metal detectors, V-soft.)	T VP	All	Assistant Principals	Security	Entire School Year
	5 View a presentation on the dangers of dating violence	VP	All	Counselors	District Recourses	Spring 2010
	6 Mediation- Assistant Principal's will mediate conflicts between students. The mediation can be initiated by students, teachers or administration	VP	All	Students, Teachers & Admin	Professional Models	Throughout year
Teachers	1 Engagement in Building Better Relationships Training	SD VP	New Teachers	Campus Admin	District Training	August 2009
	2 Participation in Building Better Relationships Review	SD VP	All Teachers	Campus Admin	BBR	Fall 2009
	3 Review, update, implement, and provide training for the district and campus crisis plans and Homeland Security Alert Program.	VP SD	Student body; Staff	Assistant Principals	Crisis Plans	Begin in Fall and Continue all year

	4	All staff members will model active supervision of students in the commons, hallways, restrooms, and classrooms to ensure that CWHS remains safe- Implementation of Supervision Stations	VP	Staff	Campus Admin & Staff	Supervision Stations	Ongoing
	5	Counselors will discuss the importance of suicide prevention	VP AR	All Teachers	Campus Staff	Counselors	Ongoing
	6	Prevention Advocate – share information, materials, resources, with students, staff, and parents regarding safe and drug free schools	SD VP	Admin	Students, Teachers & Admin	Nancy Rose SDFS	Throughout year
	7	Building a School Culture based on Relationships	SD VP	All Teachers	Campus Admin	Professional Dev. Activities	All year (especially August)
Parents	1	Proactive parent communication	PI	Parent	Teacher & Admin	Website Schoolwires	Throughout year
	2	Discuss the Code of Conduct with their student(s) to ensure that each student returns a signed acknowledgement form.	VP PI	Students	Admin and Teachers	Code of Conduct	August

Area of Focus: Attendance

District Priority:

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

Campus Performance Objective:

3

For 2009-2010, the ADA student attendance will be at or above **97%**.

Formative/Summative Evaluation:

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

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

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Court Warning Letter for three unexcused absences	AR	Stud	Attendance & Asst. Princ.	Court Letters	Throughout year
	2 Use of automated attendance phone system	AR	Stud	Attendance	Phone System	Throughout year
	3 Attendance communication at Wildcat Express and Class Talks by AP's to student body	AR	Stud	Assistant Principals	AP's	September 2009
	4 Monitoring of Attendance with 5-day and 10 day letters and Tardies	AR	Stud	Attendance & Asst. Princ.	Student Plus	Throughout year
	5 Communication of the Exemption Policy for final exams which has an attendance component	AR	Stud	Counselors & Teachers, Admin	Website Announcements	September 2009
Teachers	1 Creating a culture based on relationships	SD	Stud	Teachers	All Staff	Throughout year
	2 Accurate attendance documentation	T	Stud	Teachers	Gradebook Program	Throughout year
	3 Tutorials for make up work to help students catch up and feel that they can be prepared	AR	Stud	Teachers		Throughout year
Parents	1 Automated attendance phone system	T PI	Stud	Attendance	Phone System	Daily
	2 Proactive communication on attendance issues	PI	Stud	Teachers & Asst. Princ.	Attendance Reports	Throughout year

Area of Focus: College and Career Readiness

District Priority:	Help students plan for life beyond graduation (1B-7)
Campus Performance Objective:	# 4 Create a culture that prepares all students for a full-range of post-secondary options (2 or 4-year college, trade or technical school, the military or skilled employment) through structural, motivational, and experiential college and career preparatory opportunities
Formative Evaluation:	Reclassification, AP, Dual Credit, College-ready Graduate, and PGP Completion reports, PSAT, SAT and ACT data

STP		Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Identify students participating in Advanced Placement programs	All Students	Staff and Counselors	AP Potential, Teachers and Counselors	Ongoing
	2	Identify students participating in Scholars and SAT Prep programs	All Students	Staff and Counselors	Counselor Information from PSAT	May and June 2010
	3	Identify students participating in Dual Credit programs	All Students	Staff and Counselors	Counselor Information	Ongoing
	4	Through Guidance Lessons and individual conferences students will have the opportunity to receive college and career information	All Students	Counselors	Counselor Information	Fall
	5	Afforded the opportunity to visit with several colleges during CWHS "College Day in the Woods" and career schools during "Career Day at the Woods"	All Students	Counselors	College Admission Info	Spring 2010

Teachers	1	Teachers will make connections between their content areas and college and careers	Students	Teachers	Lesson Plans	Ongoing
	2	Teachers will promote College Night and Career Day	Students	Teachers	ISC Personnel and Counselors	October 2009
	3	Offered the opportunity to attend the Rice AP Institute	Teachers	Admin	College Board Materials	Summer 2009
	4	English II Teachers will complete a Career Unit with Sophomore students and will use College Board's "Quickstart" and Connect EDU as resources.	10 th grade students	10 th Grade Teachers	District Curriculum Resources/ Quickstart & Connect EDU	March 2010
	5	Use AP potential to target under-represented students	Under-represented students	AP Teachers and Counselors	AP Potential Report	Spring Semester
	6	Senior Economic teachers will teach a unit on Career and Personal Finance.	Economic Students	Economic Teachers	District Curriculum Resources	2 nd h Six Weeks
Parents	1	The campus will inform parents of College Night	All Students	All Staff and Campus Website	ISC Personnel and Schoolwires	October 2009
	2	The campus will inform parents of Financial Aid Night.	All Students	All Staff and Campus Website	ISC Personnel and Schoolwires	October 2009
	3	Parents will have the opportunity to Parent Meetings to learn about Admissions, Financial Aid, and Grants	All Students	Counselors	District Materials	Fall 2009
	4					

Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
10	All	656	86	33	1130	91	33	87
10	AA	79	72	13	109	80	15	78
10	Hispanic	149	75	20	177	81	21	80
10	White	384	92	40	775	94	38	95
10	Eco. Dis.	85	62	13	79	80	14	75
10	SpEd	15	40	--	51	45	2	75
10	LEP	8	--	--	13	62	--	75
10	LEP M1	--	--	--	6	50	--	--
10	LEP M2	--	--	--	--	--	--	--
11	All	1101	97	36	912	95	29	98
11	AA	112	92	18	94	87	6	95
11	Hispanic	181	96	21	132	90	11	97
11	White	738	98	43	631	97	35	99
11	Eco. Dis.	83	93	20	63	87	5	95
11	SpEd	40	70	3	37	57	3	77
11	LEP	15	80	--	--	--	--	83
11	LEP M1	8	88	--	--	--	--	89
11	LEP M2	6	67	--	7	86	--	75

District Priority:

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

Campus Performance Objective:

5 By May 2010, at least 90% of African-American, Hispanic and Economically Disadvantaged students will meet the standard on the Science Texas Assessment of Knowledge and Skills

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Check rosters to ensure that each struggling student has been identified and assigned to a teacher who has a proven track record of accelerating students' science achievement.	AR,	Identified students	Associate Principal, Counselors	Class Rosters; TAKS Data	Prior to first day of school
	2	Design and present lessons that follow research-proven teaching strategies such as Marzano, CRISS, BBR	AR	All Students	Teachers	<i>Classroom instruction that really works;</i> Science Helping Teachers	Ongoing
	3	Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses). Discussion of science content should occur; student to teacher and student to student.	AR	All students	Teachers	Science Helping teacher; DI, TL	Ongoing
	4	Utilize data from teacher made tests and district SFAs to guide the instructional path (re-teach when data indicates that students lack a sufficient understanding of critical concepts).	AR T	All students	Teachers	Gradebook; Test Data	Every 2/3 weeks or 6 weeks
	5	Monitor student progress and performance to identify struggling students and require mandatory tutorials.	AR	Identified Students	Teachers	Gradebook; Academic Achievement Specialist ; Academic Wednesday	Weekly

	6	Research skills, use of data bases and district resources	AR	All students	Teachers	Library resources, Media Specialists	Ongoing
	7	Academic Wednesdays (All extra-curricular areas shut down from 2:40-3:15)- tutorial times	AR	All students	Teachers	Administration	Ongoing
	8	Identification of TAKS failures by placing "T" by student names	AR	Identified Students	Principal Assoc. Prin., L. Counselor	Class rosters, AMS data	Summer 2009
	9	Sophomore and Junior students will participate in a two week rotational TAKS objective review, prior to the testing date. This review will include two days per objective and be primarily hands-on activities	AR	Identified Students	Lead Team, Department Chair, AAS & Teachers	Curriculum, SFA's Gradebook	Two weeks before testing
	10	Targeted seniors will attend a Preparing Avenues for Senior Success (PASS) pullout	AR	Identified Students	Curriculum Coordinator, Science Coaches, AAS, Science Teachers	TAKS data	When offered
	11	Junior students who did not meet the standard on Science TAKS test will take Environmental Science. Seniors who did not meet the standard on Science TAKS test will take Aquatic Science.	AR	Identified Students	Lead Team, Department Chair, Teachers	State curriculum and teacher curriculum development	Ongoing
Teachers	1	Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum	SD	Content Teams	Department Chair, Team Leaders & Teachers	DI, Curriculum Coordinator; TL; DC	All teams meet daily
	2	Attend district professional development to enhance teachers understanding of content and teaching strategies	SD	Teachers	Teachers	Curriculum Coordinator; DI	Ongoing
	3	TAKS pullout day and research focus- teachers will actually take a released TAKS test, identify vocabulary, analyze data and create a plan of intervention	SD	Teachers	Department Chair	DI, Academic Achievement Helping Teacher	Fall 2009
	4	Participation in Cross Curriculum Team (especially with Math Department) to share information, especially vocabulary terms which can be reinforced in all subject areas	SD	Teachers	DI, Department Chairs, Teachers	Research	Ongoing
	5	Technology Implementation by using higher levels of technology (SMART boards, airliners, etc.)	SD T	Teacher	Teachers	Media Specialists	Ongoing

	6	Participation in College Board's Advancement Placement Training	SD	Teacher	Department Chairs, Teachers	College Board	Summer 2009
	7	Teachers provide feedback on homework, class assignments, tests/projects	SD	Teacher	Teacher	Gradebook	Weekly
	8	Moderate Curriculum Coach support to include team planning, teacher classroom coaching, SFA and grade data analysis and staff development	AR	Content Teams	District Curriculum Coordinators, Science Coaches and Campus Teachers	Gradebook, SFA, District Science Coaches	On-going
	8	Identification of key vocabulary terms and best strategies/practices to help student interpret the terms	SD	Teacher	Teachers	District Curriculum Coordinators	Ongoing
	10	Analysis of SFA's which will include the following: A) Reviewing SFA results and questions with students and re-teaching where necessary B) Incorporating objectives in need of improvement into current curriculum using spiraling activities and/or warm-ups	SD	Teacher	District Curriculum Coordinators, Helping Teachers and Campus Teachers	SFA	Ongoing
	11	Attend August 10 In-service featuring David McGeary to address the needs of the 21 st century student: The Culture of Collaboration and the Digital Divide	SD	Faculty; Staff	DI	Speaker – David McGeary	August
Parents	1	Keep parents up-to-date on their child's progress by making phone calls, sending e-mails, parent viewer and science website.	PI	Parents of identified students	Teachers	Samples of student work	Weekly

Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
9	All	642	91	48	1060	85	45	94
9	AA	66	80	23	127	64	28	83
9	Hispanic	114	83	35	200	77	35	85
9	White	405	94	52	660	90	50	96
9	Eco. Dis.	71	82	27	106	60	21	85
9	SpEd	28	54	4	54	31	9	75
9	LEP	--	--	--	18	33	17	--
9	LEP M1	--	--	--	--	--	--	--
9	LEP M2	--	--	--	--	--	--	--
10	All	663	87	32	1129	87	34	88
10	AA	80	79	16	107	74	12	83
10	Hispanic	151	79	21	177	76	20	83
10	White	388	92	35	776	91	38	95
10	Eco. Dis.	85	71	16	79	71	18	77
10	SpEd	15	33	--	49	33	--	75
10	LEP	8	13	13	13	46	--	75
10	LEP M1	--	--	--	6	67	17	--
10	LEP M2	--	--	--	--	--	--	--
11	All	1095	95	50	909	94	48	97
11	AA	111	86	26	94	86	21	87
11	Hispanic	181	93	36	132	92	36	95
11	White	733	96	56	628	96	55	97
11	Eco. Dis.	82	88	34	64	88	14	89
11	SpEd	35	69	6	37	54	3	76
11	LEP	15	80	20	--	--	--	83
11	LEP M1	8	88	25	--	--	--	89
11	LEP M2	6	67	17	7	86	14	75

District Priority:

1A

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

Campus Performance Objective:

6

 By May 2010, at least 90% of African-American, Hispanic and Economically Disadvantaged students will meet the standard on the Math Texas Assessment of Knowledge and Skills

Formative/Summative Evaluation:

 District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students communicate about mathematics (student-student, student-teacher, teacher-students)	AR	All	Teachers, Instructional Specialists	DANA Center	Ongoing
	2	Students work collaboratively on problems that require strategies of problem solving	AR	All	Teacher	Textbook	Ongoing
	3	Students use technology (graphing calculator, Explore Learning, TI Interactive)	AR	All	Teacher	GIZMOS Calculator	Ongoing
	4	Students use manipulatives as a resources to enrich the content into an experiential activity to increase student understating and retention	AR	All	Teacher, Math coach	Variety of Manipulatives	When Appropriate
	5	Students will be provided extended learning time during tutorials	AR	All	Teacher	Textbook, Supplemental Material	Ongoing
	6	Students will use research skills, data bases and district resource to enhance understanding of TEKS	AR	All students	Teachers	Library resources, Media Specialists	Ongoing
	7	Students will participate in Academic Wednesdays (All extra-curricular areas shut down from 2:40-3:15)- tutorial times	AR	All students	Teachers	Administration	Ongoing
	8	Identify students who are credit deficient in the area of math and schedule them in the PLATO lab for credit recovery.	AR	Targeted Students	Counselors, AAS	PLATO	Ongoing

	9	Students who did not meet the standard on Math TAKS will take Math Models Application as a part of their schedule. Algebra Lab is offered as an additional support for students who did not pass TAKS.	AR	Identified Students	Lead Team, Department Chair, Teachers	State curriculum and teacher curriculum development	Ongoing
	10	Identification of TAKS failures by placing "T" on the course number on the students' schedules	AR	Identified Students	Principal, Asso. Principal, L. Counselor	Class rosters, AMS data	Summer 2009
Teachers	1	Teachers provide activities/lessons which engage students in mathematics	AR	Teachers	Teacher, District Math Coach	DANA Center	Ongoing
	2	Participate in staff development during team planning	SD	Teachers	Teachers	Math Coach Curriculum Coordinators	Ongoing
	3	TAKS pullout day and research focus- teachers will actually take a released TAKS test, identify vocabulary, analyze data and create a plan of intervention	SD	Teachers	Department Chair	DI, Academic Achievement Helping Teacher	Fall 2009
	4	Lessons will be modified using research based questioning strategies and help from math/technology helping teachers	CE	Teachers	Teacher, District Math Coach	Coordinator	Ongoing
	5	Participation in Cross Curriculum Team (especially with Science Department) to share information, especially vocabulary terms which can be reinforced in all subject areas	SD	Teachers	DI, Department Chairs, Teachers	Research	Ongoing
	6	Technology Implementation by using higher levels of technology (SMART boards, airliners, etc.)	SD T	Teacher	Teachers	Technology Liaison	Ongoing
	7	Participation in College Board's Advancement Placement Training	SD	Teacher	Department Chairs, Teachers	College Board	Summer 2009
	8	Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum	SD	Teacher	Department Chairs, Team Leaders	Master Schedulers (Kim Sempe)	Ongoing- Algebra I meets daily, all others meet at least bi-weekly

	9	Identification of key vocabulary terms and use best teaching strategies to communicate with students	SD	Teacher	Teachers	District Curriculum Coordinators	Ongoing
	10	Teachers will analyze SFA results and do the following: A) Teachers will review SFA results with students during class and identify areas of concern B) These areas of concern will be re-taught by spiraling them throughout the next unit of study and through the use of daily warm-ups	SD	Teacher	District Curriculum Coordinator, Helping Teachers, DC, TL	SFA Data	Ongoing
	11	Attend August 10 In-service featuring David McGeary to address the needs of the 21 st century student: The Culture of Collaboration and the Digital Divide	PD	Faculty; Staff	DI	Speaker – David McGeary	August
	12	Geometry teachers will incorporate Algebra concepts into their lessons throughout the year by embedding them in their lesson plans	SD	Teacher	DC, TL and Teachers	Department vertical teaming	Ongoing
	13	Administration and Teacher Leaders are actively monitoring and providing feedback to insure that high quality activities and lessons are being delivered to students in a manner in which students are engaged in learning	SD	Teacher	Admin, DC, TL, Teacher Mentors	CFPDAS, Planning Periods, Teaming	Ongoing
Parents	1	Keep parents up-to-date on progress of students by making phone calls and sending emails	PI AR	All	Teacher, Parent	STP data	Weekly
	2	Keep parents informed by recording grades in a timely manner for Parent Internet Viewer (PIV)	PI AR	All	Teacher, Parent	PIV	Weekly

Area of Focus: Reading/English Language Arts

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
9	All	648	97	42	1065	96	55	98
9	AA	67	96	31	125	90	43	97
9	Hispanic	117	91	26	201	93	43	94
9	White	406	99	48	665	98	61	99
9	Eco. Dis.	74	92	26	107	85	29	95
9	SpEd	32	81	9	60	67	3	84
9	LEP	--	--	--	19	58	21	--
9	LEP M1	--	--	--	--	--	--	--
9	LEP M2	--	--	--	--	--	--	--
10	All	672	95	37	1135	95	31	97
10	AA	81	91	23	110	87	15	94
10	Hispanic	157	93	24	178	94	22	95
10	White	390	95	43	777	95	34	97
10	Eco. Dis.	91	87	16	83	86	11	88
10	SpEd	23	52	4	55	64	--	75
10	LEP	9	89	--	15	80	--	89
10	LEP M1	--	--	--	6	100	--	--
10	LEP M2	--	--	--	--	--	--	--
11	All	1111	98	53	916	98	36	99
11	AA	113	99	34	92	92	17	99
11	Hispanic	182	98	43	136	97	23	99
11	White	746	99	58	633	99	42	99
11	Eco. Dis.	85	94	29	65	95	6	96
11	SpEd	46	85	2	37	78	8	87
11	LEP	16	75	6	--	--	--	80
11	LEP M1	8	100	13	--	--	--	100
11	LEP M2	6	100	17	7	86	--	100

District Priority:

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

Campus Performance Objective:

7 By May 2010, students will score a 90% or better on the Reading/ELA Texas Assessment of Knowledge and Skills

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Identification of TAKS failures by placing "T" by the course number on students' schedules	AR	Identified Students	Principal, Assoc. Prin., L. Counselor	Class rosters, AMS data STP data	Summer 2009
	2	Create lists of weak students; students scoring 2100-2200 on TAKS	AR	Special Groups	Teachers	AMC data, Gradebook	1 st 6 Weeks
	3	Organize TAKS Thursdays, after-school tutorials 2:40-3:15 weekly. Teachers will work in Teams to cover objectives	AR	Special Groups	Teachers	TAKS Practice Booklets	2 nd & 3 rd 6 Weeks, weekly
	4	Organize TAKS Pull-out schedules; teachers will tutor identified students during planning periods	AR	Identified Students	Assoc. Principal AAS	TAKS Material STP data	4 th 6 Weeks
	5	Offer READ 180 course to remediate skills	AR	Identified Students	Counselors, AAS, Read 180 Teacher	Read 180 materials and helping teacher	Ongoing
	6	Work on core vocabulary from other disciplines; incorporate into lessons for study hall tutorial sessions.	AR	L Classes	Math, Science, SS Teachers	Curriculum Coordinator Vocab. List	Ongoing
	7	Student use of research skills, use of data bases and district resources	AR	All students	Teachers	Library resources, Media Specialists	Ongoing
	8	Students needing Dyslexia services will receive programming	AR	Identified students	Dyslexia Teachers	District personnel STP data	Ongoing
	9	Student participation in Academic Wednesdays (All extra-curricular areas shut down from 2:40-3:15)- tutorial times	AR	All students	Teachers	Administration	Ongoing

Teachers	1	Keep confidential list of identified students and organize tutorials; identify gaps via SFA's	AR	Identified Students	Teachers	Crystal Reports	1 st 6 Weeks
	2	Participation in TAKS pullout day and research focus- teachers will actually take a released TAKS test, identify vocabulary, analyze data and create a plan of intervention	SD	Teachers	Department Chair	DI, Academic Achievement Helping Teacher	Fall 2009
	3	Contact parents regarding mandatory tutorials; strive for one-on-one support to students	PI AR	Identified Students	Teachers	TAKS Packets	1 st 6 Weeks
	4	Teachers attend TAKS Training per B. Parsons; English Department TAKS Training Campus Day	AR	Teachers	Teachers	Released TAKS	1 st 6 Weeks
	5	Participation in Cross Curriculum Team (especially with Social Studies Department)) to share information, especially vocabulary terms which can to reinforced in all subject areas	SD	Teachers	DI, Department Chairs, Teachers	Research	Ongoing
	6	Technology Implementation by using higher levels of technology (SMART boards, airliners, etc.)	SD	Teacher	Teachers	Technology Liaison	Ongoing
	7	Participation in College Board's Advancement Placement Training	SD	Teacher	Department Chairs, Teachers	College Board	Summer 2009
	8	TAKS Training for New Teachers during the Summer Content Day on August 20 th .	SD	New Teaches	District Curriculum Coordinator	District Training Session	August 2009
	9	Ensure that all teachers have engaged in "Six Traits of Writing Training"	SD	Teacher	District Curriculum Coordinator	District Training Session	Summer
	10	Meet with the coordinator to discuss TAKS data and acquire state-released TAKS tests/documents to facilitate the alignment of classroom instructional assessments with TAKS.	SD	Teacher	District Curriculum Coordinator	Campus TAKS data	Fall 2009
	11	Provide to teams the 2009 state-released TAKS tests to facilitate the design of classroom instructional assessments aligned with TAKS.	SD	Teachers	Testing Coor. DC's, TL's	Campus TAKS data	Fall 2009
	12	Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum	SD	Teacher	Department Chairs, Team Leaders	Master Schedulers (Kim Sempe)	Ongoing

	13	Identification of key vocabulary terms and use best teaching strategies/practice to help students to understand and retain the material	SD	Teacher	Teachers	District Curriculum Coordinators	Ongoing
	14	Analyze actual writing samples from 2008-2009 in order to make adjustments in instruction	SD	All students	Teachers	2008-2009 Writing Samples	Ongoing
	15	READ 180 teachers will use the Scholastic Reading Inventory (SRI) to identify Lexile levels and provide reading opportunities at those levels to increase students' reading ability.	AR	Read 180 students	Read 180 teachers	SRI	Ongoing
	16	Focus on TAKS skills of 9 th grade Hispanic and 10 th grade economically disadvantaged students	AR	Identified students	Teachers	TAKS Data	Ongoing
	17	Analysis of SFA's which will include the following: A) Reviewing SFA results and questions with students and re-teaching where necessary B) Incorporating objectives in need of improvement into current curriculum using spiraling activities and/or warm-ups	SD	Teacher	District Curriculum Coordinators, Helping Teachers and Campus Teachers	SFA Data	Ongoing
Parents	1	VIPS help distribute student incentives	PI AR	Identified Students	DI secretary	Treats	5 th 6 Weeks
	2	Teacher contact parents about attendance/progress	PI AR	Identified Students	Teachers	Student Work	Ongoing
	3	During Open House the READ 180 teacher will share SRI data with parents to create a partnership	AR PI	Identified Students	READ 180 Teachers	SRI Data	Fall

Area of Focus: Social Studies

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
10	All	667	97	69	1129	98	61	98
10	AA	83	93	52	109	94	42	95
10	Hispanic	153	97	52	175	95	43	98
10	White	387	98	79	776	98	68	99
10	Eco. Dis.	88	95	38	78	94	37	97
10	SpEd	22	86	23	55	67	7	87
10	LEP	8	88	13	12	83	--	89
10	LEP M1	--	--	--	6	67	17	--
10	LEP M2	--	--	--	--	--	--	--
11	All	1097	100	78	909	99	65	100
11	AA	111	100	59	94	99	48	100
11	Hispanic	180	99	64	133	98	47	99
11	White	735	100	83	627	100	72	100
11	Eco. Dis.	81	99	59	63	98	35	99
11	SpEd	41	98	34	38	92	16	99
11	LEP	16	100	25	--	--	--	100
11	LEP M1	8	100	63	--	--	--	100
11	LEP M2	6	83	33	7	100	--	85

District Priority:

1A

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

Campus Performance Objective:
Formative/Summative Evaluation:

8

By May 2010, 100% of ALL students will meet the standard on the Social Studies Texas Assessment of Knowledge and Skills.

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Check rosters to identify at-risk students in social studies. This includes examining 10 th grade TAKS results (Social Studies and Reading) for current 11 th graders, 9 th grade Reading results and 8 th grade Social Studies results for current 10 th graders, and 8 th grade Social Studies results for current 9 th graders. Determine the Junior students who are not in USH and provide additional TAKS tutorials for them	AR	Identified students	Teachers	Class Rosters, Infoserv	By the end of the 1 st 6 weeks
	2	Monitor each student's progress in learning the critical TEKS by examining results of team made tests and district benchmarks.	AR	All students	Teachers	SFA's, team tests	Ongoing
	3	Design and present lessons that follow research proven teaching strategies such as the ones described in <i>Marzano's Classroom Instruction That Works</i> as well as UbD.	SD	All students	Teachers	<i>Marzano's Classroom Instruction That Works</i>	Ongoing
	4	Maximize classroom instruction time and provide afternoon TAKS tutorials.	AR	All students	Teachers	Tutorial packets	Ongoing
	5	Identify gaps in students' background knowledge with specific attention paid to 8 th grade United States History. Also, use direct vocabulary instruction to accelerate growth, as well as processing activities and application opportunities.	AR	All students	10 th and 11 th Grade teachers	8 th Grade U.S. History TEKS	Ongoing; 1 st three weeks in 11 th grade
	6	Student use of research skills, use of data bases and district resources	AR	All students	Teachers	Library resources, Media Specialists	Ongoing
	7	TAKS "Talk-It-Outs"	AR	All students	Teachers	TEKS	Ongoing
	8	Differentiated DBQ for all levels of students	AR	All students	Teachers	DBQ's	Ongoing
	9	Participation in Academic Wednesdays (All extra-curricular areas shut down from 2:40-3:15)- tutorial times	AR	All students	Teachers	Administration	Ongoing
	10	Begin using longer readings with clustered questions to help prepare for upcoming EOC and to build stamina	SD	All students	Teachers	District resources	Ongoing
	11	Use of online discussion blog in various classes	AR T	All students	Selected Teachers	Wikispaces.com	Ongoing

Teachers	1	Analyze SFA results each six weeks: <ul style="list-style-type: none"> - Identify objectives that need to be re-taught - Teach these objectives in a new manner to help students understand the concept 	AR	All students	Teachers	SFA's	Every 6 weeks
	2	Participate in TAKS pullout day and research focus- - teachers will actually take a released TAKS test, identify vocabulary, analyze data and create a plan of intervention	SD	Teachers	Department Chair	DI, Academic Achievement Helping Teacher	Fall 2009
	3	Participation in Cross Curriculum Team to share information, especially vocabulary terms which can to reinforced in all subject areas	SD	Teachers	DI, Department Chairs, Teachers	Research	Ongoing
	4	Technology Implementation by using higher levels of technology (SMART boards, airliners, etc.)	SD	Teacher	Teachers	Technology Liaison	Ongoing
	5	Participation in College Board's Advancement Placement Training	SD	Teacher	Department Chairs, Teachers	College Board	Summer 2009
	6	Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum	SD	Teacher	Department Chairs, Team Leaders	Master Schedulers (Kim Sempe)	Ongoing
	7	District staff will meet with teams as needed to review data and lesson plans	SD	SS Dept.	District Coordinator	WH and USH teams	Ongoing
	8	Incorporate laptops and 1:1 curriculum in 11 th USH to create a blended environment which will teach 21 st century skills.	SD	US History Teachers	USH teachers, curriculum coach & technology coach	1:1 Curriculum	Ongoing
	9	The Junior team will conduct a rotation review of TAKS where students will move from teacher to teacher receiving instruction in a specific TAKS objectives	SD	Students	Teachers TL, DC	9 th grade team	2 weeks before the TAKS test
	10	Teachers will meet daily with content teams to : discuss and refine best teaching practices based on research and discuss and refine strategies for checking students' understanding of the written, taught, and tested curriculum	SD	Teachers	Teachers, TL, DC	District information	Ongoing
	11	Identification of key vocabulary terms and use best teaching strategies/practice to help students to understand and retain the material	SD	Teacher	Teachers	District Curriculum Coordinators	Ongoing
Parents	1	Utilize team created websites to communicate information to both parents and students.	PI, T	All parents	Teachers	Wikispaces. Com School Wires	1 st three weeks

	2	Continue to make phone calls, appropriate emails, and set up conferences to enlist parental support throughout the school year.	PI, T	All parents	Teachers	Gradebook	Ongoing
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Area of Focus: Electives and Non-TAKS Tested Curriculum

District Priority:

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

Campus Performance Objective:

9

By May 2010, all student groups will have a passing rate of 95% or better in Non-TAKS tested subject areas.

Formative/Summative Evaluation:

By May 2010, all students will have a passing rate of 95% or better on the TEKS test in the Non-TAKS tested subject areas.

Locally Developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Participation in Academic Wednesdays (All extra-curricular areas shut down from 2:40-3:15)- tutorial times	AR	All students	Teachers	Administration	Ongoing
	2	Use of research based strategies to deliver curriculum to engage students in the learning process	AR	All students	Teachers	District Curriculum Coordinators	Ongoing
	3	Student participation through school-wide communication opportunities (Clubs, electives)	AR	All students	Teachers	Teachers	Ongoing
Teachers	1	Participation in Professional Organizations specific to area of specification	SD	Teachers	Teachers	Professional Organizations	Ongoing
	2	Technology Implementation by using higher levels of technology (SMART boards, airliners, etc.) in specific content area	SD T	Teacher	Teachers	Media Specialists	Ongoing
	3	Utilizing common department and team planning to meet frequently with content teams to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum	SD	Teacher	Department Chairs, Team Leaders	Master Schedulers (Kim Sempe)	Ongoing
	4	Identification of key vocabulary terms and use best teaching practices/strategies to help students understand and retain information	SD	Teacher	Teachers	District Curriculum Coordinators	Ongoing
	5	Participation in Cross Curriculum Team to share skills and strategies that are utilized throughout multiple curriculum areas	SD	Teachers	DI, Department Chairs, Teachers	Research	Ongoing
	6	Use of End of Course Analysis of 2008-2009 to goal set for the 2009-2010 year	SD	Teacher	Teachers	End of Course Analysis	1 st 6 weeks

Parents	1	Electives fair for clubs, organizations, extra-curricular activities, UIL activities	PI	All students	Sponsors & Coaches	Wildcat Express, Lunch Electives Fair, Morning Announcements	Ongoing
	2	Teachers will stay in contact with parents whose students are struggling and ask for their assistance and support.	PI AR	Parents	Teachers	Grades	Ongoing

Area of Focus: Completion Rate

District Priority:

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

Campus Performance Objective:

10

For 2009-2010, the completion rate will be 98%

Formative/Summative Evaluation:

Locally Developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Utilize Building Better Relationships skills to strengthen relationships with students.	SD	All Students	Staff	BBR Professional Development	Ongoing
	2 Identify students who are credit deficient for the recommended high school plan and schedule them in the PLATO lab for credit recovery in the core academic areas	AR	Targeted Students	Counselors	PLATO	Ongoing
	3 Strive to involve students in extracurricular clubs and activities to foster a sense of belonging to CyWoods HS	AR	All Students	Staff	Announcements Club info	Ongoing
	4 Assist struggling students and help them reach grade-level standards by providing special programs such as the following: - Plato - SSL classes for secondary ESL students - One-on-One Mentoring - Pull-out sessions for teachers to work with individuals and small groups	AR	At Risk students	Administrators/ AAS/ Teachers	District Helping teachers	Ongoing
	5 Utilize the AAS to target students who are academically at risk, transient, or considering dropping out of school. Provide appropriate interventions to assist these students in experiencing success at school.	AR	At Risk students	AAS	TAKS budget for materials & incentives	Ongoing
Teachers	1 Nominate students for school-wide mentoring program	AR	At Risk students	Staff	AAS	Fall 2009
	2 Differentiate instruction to reach the instructional needs of at-risk students.	AR SD	At Risk Students	Teachers, Content Coordinators, DI	Staff Dev. Materials	Ongoing

	3	Complete AIP forms and submit to AAS	AR	At Risk students	Staff	AAS	Ongoing
Parents	1	Continue updating and providing students and parents with guidance publications for use in developing 4-year plans and planning college and careers	PI	Students: Parents	Counselors	College publications	Ongoing
	2	Communicate with parents about their students' academic progress throughout the year through progress reports, email, phone calls, and online grade access. Assure verbal communication with parents of students who are failing for the semester/year.	PI	Parents	Teachers and Administration	Grade Reports	Ongoing

*** Legend**

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

CIP PART II: ASSURANCE ADDENDUM

Cypress Woods High School
Sue McGown
2009-2010
Campus Improvement Plan
Cypress-Fairbanks Independent School District
Section A

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

x	Cypress Woods has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
x	Completed a needs assessment which serves as the basis for the CIP.
x	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
x	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
x	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
x	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
x	Included strategies for dropout prevention and reduction. (middle school and high school)
x	Included strategies for improving student attendance.
x	Included strategies for improving the campus's completion rate. (high school)
x	Provided for a program to encourage parental and community involvement at the campus.
x	Included goals and methods for violence prevention and intervention on campus.
x	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
x	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).

CIP PART II: ASSURANCE ADDENDUM

x	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
x	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
N/A	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
N/A	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
x	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
x	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Sue McGown	Principal
Olivia Allen	Teacher 1: Math Department Chair
Steven Edwards and Wendy Johnson	Teacher 2: Co- Science Department Chairs
Candace Tannous	Teacher 3: English Department Chair
George Villamagna	Teacher 4: History Department Chair
Charlotte Stuart	Teacher 5: Visual Arts Department Chair
Marsha Robinson	Teacher 6: Performing Arts Department Chair
Roddy Parrisher	Teacher 7: CATE Department Chair
Stacey Armstrong	Teacher 8: Technology Department Chair
Roya McArthur	Teacher 9: Foreign Language Department Chair
Curtis Neill	Teacher 10: PE Department Chair
Susan Kennedy	Teacher 11: Special Education Department Chair
Pamela Wells	ISC Representative: Assoc. Superintendent for Facilities, Planning and Community Relations
Kim Sempe	Non-teaching professional 1: Associate Principal
Donna Lester	Non-teaching professional 2: Lead Counselor
Kelly Ellis	Non-teaching professional 3: Director of Instruction
Francine Lockhart	Non-teaching professional 4: HS Support Specialist
Barb Lesselyong	Non-teaching professional 5: Testing Coordinator
Gail Drago	Non-teaching professional 6: Media Specialist
Lauren Zachos	Non-teaching professional 7: Academic Achievement Specialist
Tammy Banks	Parent 1
Clariza Rath	Parent 2
Colleen Gilbert	Community resident 1

CIP PART II: ASSURANCE ADDENDUM

Donetta Bull	Community resident 2
Judson Mark, Newks' Cafe	Business representative 1
Kristin Parker, McAlister's	Business representative 2
Leonor Cruz	Paraprofessional 1
Laura Stivers	Paraprofessional 2
Myrna Hartwig	Paraprofessional 3
Barbara Whitely	Paraprofessional 4

CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	October 5, 2009	3:15 pm	Principal's Conference Room
2	November 10, 2009	9:00 am	Principal's Conference Room – AEIS Public Hearing
3	February 8, 2010	3:15 pm	Principal's Conference Room
4	April 12, 2010	3:15 pm	Principal's Conference Room
5	May 24, 2010	3:15 pm	Principal's Conference Room

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

CIP PART 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.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2009-2010, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2009-2010, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2009-2010, the percent of parents and community members attending VIPS meetings will increase by 5% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2009-2010, discipline referrals for drugs, alcohol, and tobacco will be maintained at 5% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or	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	Implement and monitor the school wide safety and security plan.

CIP PART II: ASSURANCE ADDENDUM

			possession.	use or possession.	
X	5) Violence Prevention	For 2009-2010, the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for each teacher.	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2009-2010, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2009-2010, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
X	8) Secondary Drop-out Prevention	For 2009-2010, the dropout rate will be .07% or less with no student group exceeding .07% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2009-2010 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
X	9) High School AEIS – Ninth Graders	The percent of 2009-2010 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 80% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2009-2010, the percent of students who	Each semester, prepare a list of students who have	At the end of the school year, calculate the	Inform parents and students about

CIP PART II: ASSURANCE ADDENDUM

X		graduate with RHSP will be at or above 80% .	opted out of the RHSP program by grade level.	percent of students who graduated with the RHSP.	graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	11) High School AEIS – Advanced Courses and Dual Credit	For 2009-2010, the percent of students who have completed at least one advanced course will be at or above 25% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	12) High School AEIS – Advanced Placement Exams	For 2009-2010, the percent of students who take an AP exam will be at or above 15%.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	13) High School AEIS – SAT/ACT Exams	For 2009-2010, the percent of graduates who take SAT/ACT exams will be at or above 70% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

CIP PART II: ASSURANCE ADDENDUM

X	14) High School CTE	For 2009-2010, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) 90% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-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 underserved 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 infoserveweb 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

Cypress Woods High School Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010
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Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	Rigor, Relevance and Relationships District Goals and Mission
August 3	GLT/AMS (10-4)	District Administrative Staff	Data Analysis and CIP Review
August 4	Legal Conference (8-10)	District Administrative Staff	Updates on Legislative Action
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	Differentiated Instruction Training
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	Building Better Relationships and New Staff District Information and Content Training
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	Vision and Mission of CWHS College Board – Best Practices & Building Informative Information
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	Gradebook Training and Curriculum Planning
August 19	Secondary Campus	Campus Administrative Staff	PDAS Training, Curriculum Planning, and Gradebook Cont.
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	N/A
August 20	Secondary District	Secondary Curriculum Staff	Content Curriculum
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	N/A
August 21	Elementary and Secondary Campus	Campus Administrative Staff	Prepare for Success
October 12	Elementary Parent Conferences	Campus Administrative Staff	N/A
October 12	Secondary District	Secondary Curriculum Staff	Content Curriculum
January 4	Elementary District	Elementary Curriculum Staff	N/A
January 4	**Secondary Campus	Campus Administrative Staff	Time Equivalency Day – AP Strategies for All
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	Goal-Setting and Focus for 2010
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	Chris Maple - BBR TAKS Intervention Planning
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	Analysis of School Year 2009-2010 Evaluation and Data Analysis Looking Ahead to 2010-2011

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.