Cypress-Fairbanks Independent School District

Windfern High School Of Choice

2014-2015 Campus Improvement Plan

Accountability Rating: Met Alternative Standard
Mission Statement

District Mission Statement: "We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global learners."

Windfern's Mission Statement: "Windfern High School seeks to create a safe and challenging learning community in which all students achieve academic success, resulting in productive, self-reliant, lifelong learners. Windfern faculty and staff members pledge to collaboratively support and mentor each student exerting "whatever-it-takes" energy to promote academic, emotional, and social confidence in all students."

Vision

Windfern High School's vision is to provide a high school of choice that provides excellence in learning for both students wanting to move through high school at a faster pace as well as students who have not been successful in a traditional high school setting. Our staff will empower students of all abilities to achieve their academic goal of graduation and encourage them to follow their lifelong dreams.

Whatever It Takes

Windfern High School staff and students join in a meaningful partnership to ensure student success in achieving their educational and post-graduation goals through rigorous and relevant learning experiences along with a strong dose of caring guidance. At Windfern, failure is not an option; we do Whatever-It-Takes to reach each student's goal of graduation and assist in decision-making for post-secondary opportunities.
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Windfern High School includes 24 teachers, 3 nonteaching professionals, 11 paraprofessionals, and 4 administrators.

The student population as of September 2014 is 42% Hispanic, 1% American Indian, 1% Asian, 20% African American, 30% White, and 6% Multi-Racial. Additionally, the campus serves 1% English as Second Language, and 50% economically disadvantaged students.

The attendance rates for the following subgroup populations include 90.2% Hispanic, 91.8% African American, 90.4% White, and 91.0% economically disadvantaged.

The most current data indicate the campus has an 80.5% mobility rate.

Source:
- Personnel (campus data)
- Demographics (eSchool)
- Attendance (Cognos AMS0)
- Mobility (2014 Accountability Reports)

Demographics Needs

The following needs will be addressed to increase our attendance rate and lower the tardy numbers:
1. Attendance will reach 92% overall attendance rate for 2014-15.

2. Teachers, administrators, and staff will call home daily when students are absent to encourage these students to attend school regularly.

3. Develop attendance contracts with students who are absent more than 5 days so they can be monitored more closely.

4. Provide additional incentives for students to improve their attendance and tardies to assist students to reach the goal of graduation.
Student Achievement

Student Achievement Summary

In the state/federal accountability system safeguard system, Windfern High School missed the following system safeguards:

Participation Rates (95%): Math (All)

Graduation Rates (Overall goal 90%, Four-year 80%, Safe Harbor 10%, Five-year 85%): All, H, W

A campus intervention group was formed to address these areas. The team members included Mrs. Martha Strother (Principal), Mrs. Kris Schrandt (Director of Instruction), Mr. Ben Abrams (Math teamleader), Dr. Glen Hartsoch (Social Studies teamleader), Mrs. Rosanne Sontag (Librarian), Mrs. Shelly Abitua (English teamleader), Mrs. Jessica Nance (CTE teacher), and Ms. Debbie Huntsinger (CTE teamleader).

The team met on the following date: October 7, 2014

A data analysis was conducted and revealed the following:

All Student Group:

- Graduation rate was 70.9%, missed by 15.1% points at the 5-year rate. (Standard: 85%)

Hispanic Student Group:

- Graduation rate was 70.9%, missed by 15.1% points at the 5-year rate. (Standard: 85%)

White Student Group:

- Graduation rate was 75.8%, missed by 9.2% points at the 5-year rate (Standard: 85%)

Areas of need are addressed in the "Student Achievement Needs" section below.

Strategies to address the needs and missed system safeguards, along with the Critical Success Factors, are denoted in the "Goals" section of the CIP. The strategies are directly related to meeting the performance objectives/targets as outlined in the "Goals" section of the CIP.
EOC Assessment Results

The 2014-2015 school year encompassed the first group of students at Windfern to graduate under the EOC exam requirements. Windfern teaches Junior and Senior level course work, which results in very few first time testers in the Freshman and Sophomore levels of EOC (English I, and English II, Biology, and Algebra). Below is the breakdown of the spring 2014 EOC tests:

Algebra - One student retested and passed.

Biology - no need

English I- five students retested: two students met satisfactory level II, three students did not pass.

English II- seven students retested: three met satisfactory level II, four students did not pass.

US History- thirty-one students tested; thirty passed(three met advanced level III), one student did not pass.

TAKS Assessment Results

The district has designated Windfern High School as one of two Out-of-District testing sites. In addition to this, Windfern continues to serve a large number of students that need to pass parts of the TAKS test to earn their diploma. In the spring 2014 administration of the Exit Level TAKS test, 35% passed ELA, 49% passed Mathematics, 52% passed Science, and 80% passed Social Studies.

Source:

TEA 2014 Accountability Summary

TEA 2014 System Safeguard-Status Reports

TAKS Summary Report-Test Performance 2014

State of Texas Assessments of Academic Readiness Summary Report Algebra I, English and English II

Areas of need are addressed in the "Student Achievement Needs" section below.

Strategies to address the needs and missed system safeguards, along with the Critical Success Factors, are denoted in the "Goals" section of the CIP. The strategies are directly related to meeting the performance objectives/targets as outlined in the "goals" section of the CIP. The strategies will be monitored three times a year (November, February, and May).
Student Achievement Strengths

Windfern High School had the greatest success in the US History EOC exam. The US History EOC test-takers are first-time testers. US History is the only EOC class that Windfern teaches for original credit, the other sections of EOC; English I, English II, Biology, and Algebra I are not taught as original credit; therefore, students that tested in those subject areas are retesters.

Windfern continues to serve a large number of students that are graduating under TAKS. In addition to these current students that continue to need to pass all sections of the TAKS test, Windfern serves many TAKS non-graduates and out-of-school TAKS takers. We have scheduled TAKS prep classes. TAKS prep classes are also available to our TAKS non-graduates on Tuesdays and Thursdays from 12:45-2:30 pm. Windfern coordinates with the district instructional Math Specialists to offer a Math Blitz in the fall and the spring semesters before the TAKS administrations. Students are also enrolled in the Edgenuity online study programs for both TAKS and EOC exams. Teachers are given student's individual score objectives not mastered, so that they can address student's remediation needs on an individual basis.

Student Achievement Needs

Windfern High School strives to meet the needs of every single student. We offer the English III STAAR class. This class is designed for students that have not passed the English I and/ English II EOC and do not have English III credit. Students strive to strengthen the skills needed to successfully pass the English I and/or English II EOC while concurrently earning English III credit. Specifically trained English teachers address individual student's needs as well as guide these students through the required English III curriculum.

Windfern continues to provide TAKS preparation for students who have not mastered specific sections of the TAKS test. Active TAKS nongrads are encouraged to take advantage of the TAKS preparation classes that are offered at Windfern High School.

Windfern will identify the cohort year for students to include All, Hispanic, and White subgroups. (Graduation rate)

Windfern will continue to monitor progress reports, grades, attendance, discipline, Digital Credit Recovery progress, and be prepared to intervene at the earliest opportunity to assist all student(s) to reach their goal of graduation.(emphasis on All, Hispanic and White student subgroups). (Graduation rate)

All state test takers will be given several reminders throughout the semester to attend their test dates and times. They will receive written reminders and phone calls home to review times and dates of their required tests with an emphasis on the math portion of the EOC and/or TAKS retest. (Participation rates)
School Culture and Climate

School Culture and Climate Summary

The following excerpts from the student/staff surveys administered in May 2014 provide an inside view of the culture/climate of Windfern:

"Windfern is a very positive choice for anyone trying to graduate because of the help the teachers give you." (student)

"Windfern has a very supportive environment where the staff care a lot about your success." (student)

"A small environment that helps you no matter what." (student)

"A place where everything possible is being done to insure students' success. The environment is like a big family, with ups and downs. However, at the end of the day we all have a common goal, and we work as a team to achieve that goal." (teacher)

"I am very impressed with your school, I had the most amazing day. When asking the students about Windfern, they were quick to tell me that the rules are strict at Windfern, while also sharing how they like the teachers. In one class, the students were openly concerned about a student who was absent for the fourth time. In another class, they were concerned about a student who was supposed to go to ALC but didn't show up. They were concerned that he may be living on the streets. The students clearly wanted their fellow students to be successful." (excerpt from a letter written to Mrs. Strother by a substitute)

The 2013-14 Employee Perception Survey resulted in an overall acceptance rate of 99% for safety, collaboration, and administrative accessibility which is indicative of the employees perception of a positive school climate. Two areas of concern identified from the Perception Survey was the quality of work expected of students and decisions being data driven.

Technology is easily accessible to every student/staff every day.

There is a fluid collaboration between teachers and departments that enhances the educational climate.

Sources:

Windfern Students direct quotes
School Culture and Climate Strengths

Windfern is a school that makes it possible for students who have struggled in school to have a chance to start over, catch up, and graduate.

Windfern is a place for at-risk students to accomplish their goal of graduation through accelerated block scheduling and smaller class size. The environment is very conducive to student success because the faculty is committed to facilitating this success through rigorous instruction, energy, expertise, experience and caring about each student and their educational success. A high level of warmth and support is evident among staff members on both a professional and personal level.

Our students hear our Windfern High School Code of Ethics every day during announcements that encourages them throughout the day.

"As a WHS student, I will do 'Whatever It Takes' to meet my goal of graduation. This means I will.....

Work diligently each day, giving my personal best at school, at home, and in my community.

Honor myself and my school by having a responsible adult attitude and by making positive decisions about my education and future.

Seek success by attending school every day and making a commitment to complete all requirements for graduation."

Each week, a student is recognized as "Student of the Week." The student is honored with an announcement to the entire student body and a recognition award. A picture of each student of the week hangs on the Windfern Wall of Fame.

Students who complete Digital Credit Recovery courses are recognized through weekly announcements.
The Windfern Student Activity Committee was established to provide an opportunity for students to participate in relationship-building activities with peers and staff.

Students are recognized at the end of each grading period for outstanding academic accomplishments with a special luncheon.

At monthly meetings, teachers are recognized by the "Starfish Throw"-You Make a Difference One Student at a Time.

Springboarding from the faculty book study of The Fred Factor, staff members are recognized through written communication of something they have done that is "Fredlike."

**School Culture and Climate Needs**

Increase Windfern student population through additional information released into the district and community.

Allow for more input from staff to share their ideas, hopefully giving them more ownership of new procedures.

Increase observations of classrooms by administrators to check quality of work of students as expected by teachers.

Increase the use of data when making decisions, and be sure Windfern is including all available data.

Improve the perception of Windfern within the community and the district by getting the word out through The Windfern Lighthouse bulletin, articles in neighborhood newspapers, recruiting video, and an ad on channel 16.

Students are told that attending school at Windfern is like holding a paycheck-earning job. Exemplary attendance, punctuality, personal best effort, responsible adult decision-making, and commitment to graduation are among the high standards required of all students.
Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Windfern High School has a very high retention rate with retirement being the main reason for leaving Windfern. Last year three teachers retired and were replaced by three experienced teachers from within the district. All teachers are highly qualified in the content area they are currently teaching.

Teachers and staff have many opportunities to earn their staff development hours through the district and the campus. This year the Director of Instruction offered a book study, *The Fred Factor*. All the staff took part and were awarded a day off for one of the campus staff development days. The Windfern librarian is offering The Young Readers Book Study, which provides each group member an opportunity to pick from a list of books. Upon completion, the staff member writes a book report and brings it to the final meeting to share. Another staff development activity, **Kahooting in the Library** was offered by our librarian. It involved integrating technology into the classroom, helping engage young learners with another approach to learning. All these activities allow staff to get to know each other and have time for them to communicate with one another and provide them tools for teaching their students.

Teachers receive feedback on their teaching progress through the PDAS walk-throughs and/or formal appraisal, mega monitoring and conferences with administrators and/or team leaders. Teachers are positively acknowledged for their contribution for student success through Fred Mail, and/or the Whatever It Takes Star Fish Throw, and special events throughout the school year.

Source:

CTE hours earned by staff

DTE hours earned by staff

COGNOS-teacher report

Staff Quality, Recruitment, and Retention Strengths

The fact that the faculty retention is so high is a good indicator of the level of commitment of our staff.

Mentoring is provided for all new staff within their departments.
Staff Quality, Recruitment, and Retention Needs

Provide more opportunities for teachers to focus on staff development.

Provide time for feedback and sharing of classroom experiences.
Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Windfern aligns daily instruction/assessment with the district curriculum, and it is measured by TAKS (retests), EOCs and DPMs results as well as observations by team leaders and administrators. Since Windfern is now preparing students for EOCs, teachers are increasingly designing and adding questions to their curriculum that are formatted like EOC tests questions. Teachers are collaborating and developing teaching/reteaching strategies to help those students who are testing/retesting in Algebra I, English I, II, and US History EOC.

Teachers are incorporating test strategies to enhance students' achievement on the teacher-made and state-required assessments. In addition, teachers emphasize problem-solving and creative approaches to master curriculum.

Sources:

Department meeting deliberations

Lesson plans

District Share Sessions

Unit test examples

Curriculum, Instruction, and Assessment Strengths

Windfern's first US History EOC test was given in the Spring 2014. 30 out of the 31 students met the passing standard and three met Level III advanced.

Windfern offers block schedule of 105 minutes per class period. The additional time allows for more uninterrupted instruction. Longer class time also allows for the development and completion of science lab experiments.

Flexible scheduling meets the needs of all students.

The Marketing Dynamics Practicum provides students with real world experiences.
**Curriculum, Instruction, and Assessment Needs**

Since EOC testing is new to Windfern, we need continued collaboration to strengthen our alignment between curriculum and state testing requirements.

Increase the use of iXPLORE in all content areas by using activities and resources as they pertain to teacher instruction/lessons/units/assessments.
Family and Community Involvement

Family and Community Involvement Summary

Windfern has many opportunities throughout the school year for family and community involvement. Community/Parent involvement inside our building include Junior Achievement involvement, CyHope Backpack Buddies, Lone Star College staff (counselor), Mobile Go Van, on-campus TSI testing, Chili Cookoff-Silent Auction scholarship fundraising, Lighting the Way Staff (to include district staff) and student luncheon, Discover Windfern, and Delta Kappa Gamma support, CyFair Christian Church, and Brian Sandel from Raising Canes business adoption program.

Communication and Community/Parents involvement: Parent Conferences, Principal-Parent-mailouts, electronic phone call-outs, progress reports, teacher web pages, campus web page, parents offering to sit on CPOC committee, donation solicitations, letters, visits to businesses, student candidate meetings at each of the ten high school campuses (2 times yearly).

Source:
Community and Student Engagement High School Rating Calculations (C.A.S.E.)

Family and Community Involvement Strengths

Our 2014 Community and Student Engagement (CASE) results rated Windfern as exemplary in the area of Community/Parent Involvement.

See above.

Family and Community Involvement Needs

Windfern's students tend to be older, so it is harder to get parents involved. Windfern needs to continue to work on parental involvement through an increase in communication and activities that will encourage parents to visit Windfern and see what their student is accomplishing.
School Context and Organization

School Context and Organization Summary

Windfern's main goal for all our students is GRADUATION. Windfern is organized to address those juniors/seniors who want to graduate early and those students who need to recover course credits and attend classes needed to graduate. We are also organized to provide students with TAKS and EOC retest preparation.

In addition, we have a strong emphasis on career and college readiness that is offered by the English department, Counseling Department and Lone Star College.

School Context and Organization Strengths

Our strength is our staff who are dedicated to reach each student and look at their individual needs to get them to the goal of GRADUATION and prepared for post-secondary education or the world of work.

We also provide numerous opportunities for tutorial assistance for students who have not passed their EOC or TAKS assessments, including those students who are TAKS nongrads.

Our Digital Credit Recovery (DCR) Star Lab allows credit-deficit students, not yet eligible to be a Windfern student, an opportunity to recover credits in an expedited way. Students remain enrolled in their home campuses but come to Windfern for their school day to work on their lost credits. This helps them to quickly recover credits and qualify to become a Windfern student. DCR Star Lab has been very successful for students who are over aged and undercredited and at high risk of dropping out.

School Context and Organization Needs

Since EOC testing is new to Windfern, we will continue to strengthen the curriculum and strategies that are used to teach/reteach and prepare students for the EOC testing and pass their required classes to reach the goal of graduation.

Windfern needs to continue to closely monitor students in the digital credit recovery program and to motivate them to complete credits in a timely manner so that they reach the goal of GRADUATION.
Technology

Technology Summary

We have a computer, printer and projector for every teacher. Faculty has access to color printers, scanners, Smartboards, cameras, graphic tablets, video cameras, android tablets, distance learning equipment, and one document camera (Elmo) to share.

Source:

Windfern technology inventory for 2014

Community and Student Engagement High School Rating Calculations (C.A.S.E.)

Technology Strengths

Our Windfern librarian provides many opportunities for staff to stay current with technology use. She provides development training on Web 2.0 Tools, and she sends weekly tips on how to use the Web 2.0 in the classroom. Tips are emailed to our staff every Tuesday.

We provide on-site testing for Microsoft Office Specialist, Adobe Certified Associate and OSHA 5-Hour General Industry Course Certifications. In the 2013-2014 school year, our CATE teachers tested 32 students and certified 22 students for a 69% overall success rate.

Science classes use Vernier Probe to analyze data from sensors as they would in careers in industry, and they also use Explore Learning and PHET virtual labs.

Digital Learning Environment on CASE for 2014 = Exemplary

Source:

C.A.S.E.

Windfern High School Of Choice
Generated by Plan4Learning.com
Emails sent our weekly by the Windfern librarian

**Technology Needs**

The Windfern math department is in desperate need of a set of COWs (computers on wheels). It is the only department that does not have access to a C.O.W. and their instruction leans heavily on computer usage as it would benefit student learning.

We need sixteen document cameras, one for every teacher who does not currently have one to enhance teaching strategies and student skills.

Science classes use technology in almost every lesson. The students' learning experience would definitely benefit with more probe ware and interfaces.
Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**
- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating data

**Student Data: Assessments**
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance and participation data
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data

**Student Data: Behavior and Other Indicators**
- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
Class size averages by grade and subject

**Employee Data**
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS data

**Parent/Community Data**
- Community surveys and/or other feedback

**Support Systems and Other Data**
- Communications data
- Other additional data
Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Science: By May 2015, increase performance of each student group on STAAR/TAKS Science by the amounts noted on the attached CIP Data Table

Summative Evaluation: STAAR End of Course retest/TAKS retest

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Staff Responsible for Monitoring</th>
<th>Evidence that Demonstrates Success</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td></td>
<td></td>
<td>Nov  Feb  May</td>
</tr>
<tr>
<td>CSF 1</td>
<td>Science Teachers</td>
<td>Passing rates of each teacher, student scores on teacher-made assessments, and DPMs.</td>
<td>뿔  ○  ○</td>
</tr>
<tr>
<td>1) Teachers will prepare students to pass (70% or better) their science classes the first time by designing lessons that are student-centered and provide opportunities to investigate the concepts collaboratively through multiple senses and to use the science process and critical thinking skills.</td>
<td>Director of Instruction Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSF 1</td>
<td>Science Teachers</td>
<td>Passing scores on teacher-made assessments and DPMs.</td>
<td>뿔  ○  ○</td>
</tr>
<tr>
<td>2) Students will learn and apply scientific vocabulary and utilize concept maps as a means of relating concepts to each other.</td>
<td>Director of Instruction Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSF 1</td>
<td>Science Teachers</td>
<td>Passing scores on class assessments and district wide assessments that relates back to the required vocabulary.</td>
<td>뿔  ○  ○</td>
</tr>
<tr>
<td>3) Teachers and students will utilize scientific vocabulary during investigations to help students learn scientific language.</td>
<td>Director of Instruction Principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSF 1</td>
<td>Credit Recovery</td>
<td>Passing scores on EOC, TAKS and science class retakes.</td>
<td>뿔  ○  ○</td>
</tr>
<tr>
<td>4) Teachers will provide interventions such as the hands-on labs, digital credit recovery, and Explore Learning for students who have not successfully completed a science credit, passed TAKS, or passed the Biology EOC exam.</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSF 1</td>
<td>Science Teachers</td>
<td>95% passing rate of students in individual science classes. 95% passing rate of EOC retesters/first-time testers.</td>
<td>以人为  ○  ○</td>
</tr>
<tr>
<td>5) Teachers will create tests and exams with rigor that mirrors State EOC Exams to build student reading stamina and solve complex multistep problems.</td>
<td>Director of Instruction Principal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 1:** Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 2:** Mathematics: By May 2015, increase performance of each student group on STAAR/TAKS retest Math by the amounts noted on the attached CIP Data Table.

**Summative Evaluation:** STAAR End of Course retest/TAKS retest

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Staff Responsible for Monitoring</th>
<th>Evidence that Demonstrates Success</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 95% of all students taking a third or fourth year mathematics course will successfully complete the course through cooperative learning, engaging lessons, and real world applications.</td>
<td>Junior, Senior level math teachers Team Leader Director of Instruction Principal</td>
<td>3-week progress reports Final grades Semester exams</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>2) All math students will pass the DPM for their course with at least a 70% by using problem solving strategies, and reading skills needed to interpret district level assessment questions.</td>
<td>Mathematics Teachers Team Leader Director of Instruction Principal</td>
<td>95% passing rate of the DPM</td>
<td></td>
</tr>
<tr>
<td>3) 95% of all Algebra I EOC retesters will pass by being provided tutorials by their math teachers using DCR, teacher-made reviews, and Adobe-Connect sessions.</td>
<td>Math Teachers DCR Teacher Team Leader Director of Instruction Principal</td>
<td>Passing score on the Algebra I EOC retests.</td>
<td></td>
</tr>
<tr>
<td>4) All math TAKS retesters will be provided tutorial assistance in the form of DCR, one-on-one tutoring and Taking on the TAKS(BLITZ) resulting in a 95% passing rate. This group includes our out-of-school nongraduates.</td>
<td>Math Teachers ISC Math Helping Teachers Windfern Testing Coordinator DCR Teacher Team Leader Director of Instruction Principal</td>
<td>Math TAKS results</td>
<td></td>
</tr>
<tr>
<td>5) Mathematic strategies will be implemented to reach all students through use of kinesthetic activities, providing high interest activities, providing real-world applications of mathematical concepts, using collaborative and quantum learning techniques, and technology applications.</td>
<td>Mathematics Teachers Team Leader Director of Instruction Principal</td>
<td>Receive a passing grade of 70% or better in the mathematics classes as indicated on progress reports, semester exams, and semester final grades.</td>
<td></td>
</tr>
</tbody>
</table>

_Accomplished_ 🟢 = Accomplished  🟡 = Considerable  ☢ = Some Progress  ☢ = No Progress  ✗ = Discontinue
**Goal 1:** Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 3:** Reading/ELA: By May 2015, increase performance of each student group on STAAR Reading/ELA retest/TAKS retest by the amounts noted on the attached CIP Data Table.

**Summative Evaluation:** STAAR End of Course retest/TAKS retest

<table>
<thead>
<tr>
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<tr>
<td>1) Teachers will meet regularly to plan for lessons to discuss strategies and methods for teaching concepts to ensure a 95% passing rate in English III and English IV, teachers will meet regularly to discuss best practices, strategies and methods as lessons are designed.</td>
<td>English Teachers Director of Instruction Principal Team Leader Principal</td>
<td>95% of the English III and English IV students will pass with a 70% or better by the end of each 9 week marking period.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>2) 95% of all English I and English II EOC retesters will pass through the efforts of English III STAAR teachers in designing lessons and strategies that address deficit skills.</td>
<td>English Teachers Team Leader Director of Instruction Principal</td>
<td>Passing scores on English I and II EOC retests.</td>
<td></td>
</tr>
<tr>
<td>3) English teachers will provide engaging classroom environments through the use of kinesthetic activities and incorporating the performing arts in lessons.</td>
<td>English Teachers Team Leader Director of Instruction Principal</td>
<td>95% passing rate in English III and IV.</td>
<td></td>
</tr>
<tr>
<td>4) Teachers will model effective reading and writing strategies to increase student comprehension of text at a higher level of performance by using techniques such as Cornell Notes, “I think, I Know, and So,” and extensive annotation skill practice.</td>
<td>English Teachers Team Leader Director of Instruction Principal</td>
<td>Increase in research paper grades. Passing the Benchmarks, EOC English I and II tests and TAKS retests.</td>
<td></td>
</tr>
<tr>
<td>5) Teachers will offer intervention strategies during the school day separate from the English classroom to assist those students in need of remediation skills for English I and II EOC and ELA TAKS retesting.</td>
<td>English Teachers DCR Teachers Team Leader Director of Instruction Principal</td>
<td>Increase in 15% of students passing the retesting of EOC and TAKS.</td>
<td></td>
</tr>
</tbody>
</table>

- [ ] = Accomplished  
- [ ] = Considerable  
- [ ] = Some Progress  
- [ ] = No Progress  
- [ ] = Discontinue
**Goal 1:** Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 4:** Social Studies: By may 2015, increase performance of each student group on STAAR Social Studies/TAKS retest by the amounts noted on the attached CIP Data Table.

**Summative Evaluation:** STAAR End of Course/TAKS retest

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Staff Responsible for Monitoring</th>
<th>Evidence that Demonstrates Success</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Utilizing the one-to-one laptop project in U.S. History classes and Marzano's strategies for summarization, note-taking, direct vocabulary instruction, and identification of similarities and differences in all social studies classes, teachers will increase the passing rate of students on DPMs.</td>
<td>U.S. History, Economics, Government Teachers, and Team Leader Principal Director of Instruction</td>
<td>Using data provided by iXplore, a correlation will be shown between the use of the noted strategies and a passing rate of 90% on DPMs in Government, Economics, and U.S. History.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>2) Utilizing the one-to-one laptop project and Marzano's strategies for summarization, note-taking, direct vocabulary instruction, and identification of similarities and differences, social studies teachers will increase the passing rate of students on all standardized testing including the TAKS exam and STAAR/EOC exams.</td>
<td>U.S. History, Economics, Government Teachers, and Team Leader Principal Director of Instruction</td>
<td>Using data provided by the state's AEIS system, a correlation will be shown between the use of the mentioned strategies and a passing rate of 95% on the noted standardized tests in U.S. History.</td>
<td></td>
</tr>
<tr>
<td>3) Utilizing real-life, relevant scenarios that engage students in inquiry and problem-solving and providing students with real-time feedback using the Home Access Center, teachers will increase the passing rate of students in all social studies courses.</td>
<td>U.S. History, Economics, Government Teachers, and Team Leader Principal Director of Instruction</td>
<td>Using data from the Teacher Access Center, a correlation will be shown between the noted strategies and a passing rate of 90% of social studies students in classes leading toward graduation.</td>
<td></td>
</tr>
<tr>
<td>4) By planning cooperative learning in at least 25% of daily lessons and through the use of teaching methods that address multiple learning styles, teachers will assist students' success in social studies classes.</td>
<td>U.S. History, Economics, Government Teachers, and Team Leader Principal Director of Instruction</td>
<td>Using data provided by the state's AEIS system, the Teacher Access Center, and/or iXplore, a correlation will be shown between the use of the noted strategies and a passing rate leading to graduation.</td>
<td></td>
</tr>
</tbody>
</table>

![Image](image-url)
**Goal 1:** Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 5:** Cross-Curricular: Departments(Teachers) will be given opportunities to meet and share principles/values of more than one academic discipline simultaneously.

**Summative Evaluation:** Lesson plans where integration of activity/instruction is incorporated from other content areas. TAKS test and EOC tests are completed by all retesters/primary testers, and pass the state exams.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1) Establish collaboration between the social studies department and English department to discuss commonalities among the units being taught by the two disciplines.</td>
<td>Social Studies Teachers English Teachers Principal Director of Instruction</td>
<td>Lesson plans reflecting unifying themes, units, and activities from the two disciplines, monitored throughout the 2014-15 school year by teacher appraisers.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>2) Establish collaboration between the science and math departments to discuss commonalities among the units being taught by the two disciplines.</td>
<td>Math Teachers Science Teachers Principal Director of Instruction</td>
<td>Lesson plans reflecting unifying themes, units, and activities from the two disciplines, monitored throughout the year by teacher appraisers.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td><strong>System Safeguard Strategies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) All state test-takers will be reminded of the importance of attending designated state test days and times through phone calls home and written reminders.</td>
<td>All Teachers Principal Assistant Principal Director of Instruction Testing Coordinator</td>
<td>All students on state test rosters that are first time test-takers will arrive to the test and complete the required content test, as monitored by the Windfern Test Coordinator.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>4) Teachers in all courses will develop activities to allow practice in reading, writing, and thinking skills to increase students' passing rates in those courses and state assessments.</td>
<td>All Teachers Principal Assistant Principal Director of Instruction</td>
<td>95% passing rate in all courses to include all state assessments.</td>
<td>Nov Feb May</td>
</tr>
</tbody>
</table>

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- **Accomplished**
- **Considerable**
- **Some Progress**
- **No Progress**
- **Discontinue**
**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 6:** College and Career Readiness: Create a culture that prepares students for post-secondary options (2 or 4 year college, technical schools, military and employment) through motivational speakers, Lone

**Summative Evaluation:** Numbers of students attending Lone Star August 2015, number of students completing their FAFSA forms, results of student surveys, observations of students by faculty involved in the activity, number of students seen by the Lone Star counselor, number of students taking the TSI and number of students needing monetary assistance to take the TSI

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Staff Responsible for Monitoring</th>
<th>Evidence that Demonstrates Success</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td>1) 100% of the graduating senior English students will have the opportunity to complete the registration for Lone Star College before they graduate and leave Windfern by visiting the on-site Lone Star Mobile Go Van.</td>
<td>Librarian Librarian English Team Lone Star Representative Counselor Lone Star Representative Counselor Lone Star motivational speaker Windfern Counselor</td>
<td>20% increase in the numbers of students that go online while attending the Lone Star presentation and finish their registration. 50% increase of students attending Lone Star College in January 2015 and August 2015. Review student surveys for additional suggestions to assist students with post-secondary decision-making.</td>
<td><img src="image" alt="Progress" /> <img src="image" alt="Progress" /> <img src="image" alt="Progress" /></td>
</tr>
<tr>
<td>2) 100% of the graduating senior English students will be afforded the opportunity to access information about college, career, and life choices by attending a motivational presentation by a Lone Star speaker.</td>
<td>Librarian Librarian English Team Lone Star Representative Counselor Lone Star motivational speaker Windfern Counselor</td>
<td>Analyze and utilize student reactions and questions during the presentation to assist in planning future informational post-secondary sessions. Analyze information feedback from students when meeting with the Lone Star counselor throughout the school year.</td>
<td><img src="image" alt="Progress" /> <img src="image" alt="Progress" /> <img src="image" alt="Progress" /></td>
</tr>
<tr>
<td>3) 100% of our graduating seniors will have the opportunity to take the TSI test administered at Windfern by using school funds that have been donated to assist students who are unable to pay and would otherwise be unable to take the test.</td>
<td>Librarian Librarian Counselor Lone Star Counselor Principal Director of Instruction</td>
<td>Expect a 15% increase in the number of students that take the TSI. Begin data collection of the number of students needing monetary assistance to take the TSI. Anticipate a 50% increase in the number of students that attend Lone Star College in January 2015, and August 2015 (17 students enrolled in August 2014).</td>
<td><img src="image" alt="Progress" /> <img src="image" alt="Progress" /> <img src="image" alt="Progress" /></td>
</tr>
</tbody>
</table>
4) All graduating seniors will have the opportunity to receive one-on-one assistance to complete their FAFSA from staff members.

<table>
<thead>
<tr>
<th>Lone Star Representative</th>
<th>Expect a 20% increase in the number of students completing the FAFSA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Team Leaders</td>
<td>Anticipate a 20% increase in the number of teachers/staff involved in assisting the students.</td>
</tr>
<tr>
<td>Librarian</td>
<td>Begin data collection of completed FAFSA forms from the printouts the students receive with their code number.</td>
</tr>
</tbody>
</table>

5) 100% of the graduating seniors will have the opportunity to sign up for an individual meeting with the on-site Lone Star counselor to discuss college and career goals. Parents are also encouraged to join their student during the meeting.

<table>
<thead>
<tr>
<th>Librarian</th>
<th>Librarian Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lone Star Counselor</td>
<td>Expect an increase of 20% of students that are seen by the Lone Star counselor throughout the school year 2014-2015.</td>
</tr>
<tr>
<td>Lone Star in 2015 (17 attended Lone Star August 2014).</td>
<td></td>
</tr>
</tbody>
</table>

- = Accomplished  ○ = Considerable  ◯ = Some Progress  ■ = No Progress  ✗ = Discontinue
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Campus Culture: Windfern is a tight-knit learning community that seeks to produce students who meet the goal of graduation and are prepared to achieve their post-graduation goals.

Summative Evaluation: Student/staff surveys, career data, graduation rate

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Evidence that Demonstrates Success</th>
<th>Formative Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Maintain high, attainable expectations, provide rigorous instruction and caring guidance to prepare students to meet their goal of graduation and leave prepared to meet the challenges of post-secondary education or the world of work.</td>
<td>All Teachers Principal Assistant Principal Director of Instruction Counselor</td>
<td>Expect 15% increase in the graduation rate. Expect 50% increase in the number of students attending Lone Star College in 2015 (August 2014 = 13 students). Use final grades per semester.</td>
<td>Nov [ ] Feb [✓] May [ ]</td>
</tr>
<tr>
<td>2) Students will do 'Whatever It Takes' to reach the goal of graduation by working diligently each day, having a responsible adult attitude, seeking success by attending school every day, and making positive decisions about their education and future goals.</td>
<td>All Teachers Principal Assistant Principal Director of Instruction Counselor</td>
<td>Expect 5% increase in attendance. Expect 15% increase in graduation rate. Project 95% passing rate on course exams and state exams.</td>
<td>Nov [ ] Feb [ ] May [ ]</td>
</tr>
</tbody>
</table>

= Accomplished = Considerable = Some Progress = No Progress = Discontinue
**Goal 2:** Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 2:** Safe and Healthy Environment: Windfern will promote a safe and healthy school environment which will

**Summative Evaluation:** Observations, discipline referrals, surveys,

<table>
<thead>
<tr>
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<th>Staff Responsible for Monitoring</th>
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</thead>
<tbody>
<tr>
<td>1) All students will be afforded the opportunity to receive information and screenings targeting major health issues to include: alcohol and drug use and abuse, tobacco use, heart disease, male and female age appropriate cancer screening, dental health, including oral cancer awareness and oral piercings, cell phone and automobile safety issues.</td>
<td>Nurse Principal Director of Instruction Assistant Principal Counselor All Staff</td>
<td>Analyze the number and type of health issues documented by the nurse. A decrease in discipline referrals of tobacco, drugs, and alcohol possession and use. Evaluate responses to student/staff questionnaires.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>2) 100% of our students will have the opportunity to participate in Project Safety. Lessons will be taught in social studies classes and physical education class to address bullying, cyberbullying, and safe use of social media through teacher instruction and class discussion.</td>
<td>Social Studies Teachers Physical Education Teacher Counselor</td>
<td>Students' responses during lessons, observation by the presenting teachers and administration, results of surveys and assessments, reduction in numbers of students seeking the counselor's help regarding a crisis in bullying, cyberbullying or crisis involving social media.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>3) To address social and emotional health, 100% of our students will have the opportunity to attend Youth Empowerment Program (YEP), a personal empowerment program to address relationships that cover topics such as dating violence, abuse and respect in relationships, healthy communication, gender stereotypes, media &amp; music and their influence on relationships, and dating relationship rights. This is offered during the 45 minute lunch period to include six meetings in the fall and six meetings in the spring.</td>
<td>CYS Worker Windfern Counselor Administration All Staff</td>
<td>Analyze students' responses during discussions. A decrease of students in crisis situations regarding these topics as assessed by the CYS Worker and Windfern Counselor.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>4) 10% of the students graduating from Windfern will accept the opportunity to successfully complete evidence-based AHA Family Friends CPR course.</td>
<td>Windfern Nurse Director of Instruction Assistant Principal Principal</td>
<td>Student response during the training, student surveys, and demonstration of CPR as instructed by the Windfern nurse.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>5) Students and staff will report a sense of safety while at Windfern High School through the use of crisis/fire drills, metal detector walk-throughs, all outside and classroom locked- door policy, fully dedicated CFISD police officer on campus, increased use of cameras inside/outside the building, drug dog searches, Cyfair Tipline availability, staff in hallways during passing periods, and receptionist monitoring main doors.</td>
<td>All Teachers/Staff Students CFISD Police Officer Principal Assistant Principal Principal Director of Instruction Nurse Counselor</td>
<td>Reduction in discipline referrals. Follow up information on any major crisis or incident that happens within the school. Number of people lacking identification brought to the office for clearance (results of time lapse); student/staff surveys regarding Windfern safety.</td>
<td>Nov Feb May</td>
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</tbody>
</table>
| **6)** During student assemblies and all parent/student orientations the administration will review The District Code of Conduct related to dress code, attendance, discipline/discipline consequences and expectations as related to the Code of Conduct. | Assistant Principal  
All Administrative Staff | 10% fewer referrals documented throughout the year 2014-2015 as compared to 2013-2014. |   |   |
| **7)** Windfern's Assistant Principal will train all staff in crisis management and procedures for all possible crisis situations as required in the EOP. As every drill occurs, discussion will follow and adjustments will be made to improve drill executions as needed. | Assistant Principal  
All Administrative Staff | All required staff and students will complete the drills in a safe and timely manner as documented by the Assistant Principal. Data acquired will be used to improve Windfern's execution of drills. |   |   |

= Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue
**Goal 2:** Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 3:** Attendance/Dropout Prevention: Windfern will provide a plan to increase attendance and lower the drop out rate.

**Summative Evaluation:** Results of attendance reports generated through student services. Results of drop out data generated through student services.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1) The overall attendance rate for all Windfern students for 2015 will increase to 92% by offering tangible incentives, making phone calls home, recognizing perfect attendance, student of the week, and holding individual conferences with students/parents (truancy prevention measure).</td>
<td>Assistant Principal Principal Director of Instruction All Windfern Staff Truancy Officer</td>
<td>Results of data from the 6 weeks attendance reports generated through the District system. Overall final attendance rate as generated by the District system in June of 2015.</td>
<td>Nov</td>
</tr>
<tr>
<td>2) Windfern's dropout rate will decrease by 10% as we implement; mentoring, phone calls home of absent students, &quot;stay in school,&quot; guest speakers, college initiatives, credit recovery, homeless acknowledgement and assistance, pregnancy acknowledgement and assistance, and parent/student/teacher conferences(project 98/drop out recovery).</td>
<td>Windfern Staff Principal Assistant Principal Director of Instruction Truancy Officer Counselor CYS Worker</td>
<td>Results of dropout data sent every 6 weeks from the District Student Services Department, final dropout numbers sent in September 2016 from the District Student Services Department.</td>
<td>Nov</td>
</tr>
</tbody>
</table>

= Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue
Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Parent Involvement and Communication: The staff will continue to encourage parental involvement in their student's education while attending Windfern.

Summative Evaluation: Parent conferences, principal-to-parent mailouts, phone calls home, progress reports, emails,

<table>
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</thead>
<tbody>
<tr>
<td>1) Through increased communication with the CFISD community, the Windfern student population will increase by 15% using The Windfern Lighthouse bulletin, Windfern information meetings with students at their home campuses, Discover Windfern, campus web page, notifications in local newspapers, and Channel 16.</td>
<td>Principal Assistant Principal Director of Instruction</td>
<td>Expected 15% increase in student population each semester.</td>
<td>Nov</td>
</tr>
<tr>
<td>2) The Windfern staff will increase communication to parents by increasing phone calls, emails and parent/teacher conferences and access to a calendar of Windfern events.</td>
<td>Principal Assistant Principal Nurse Director of Instruction Testing Coordinator Counselor Teachers</td>
<td>Increase in communication through staff phone logs, emails and number of conferences attended by parents.</td>
<td>Nov</td>
</tr>
</tbody>
</table>

= Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue
Goal 4: Graduation: Windfern will produce graduates who are prepared to enter college or the world of work. Student subgroups with lower graduation rates will receive increased focus: All, Hispanic, and White.

Performance Objective 1: Windfern will identify the cohort year for each student to include All, Hispanic and White subgroups.

Summative Evaluation: 15% increase in graduation rate for each subgroup.

<table>
<thead>
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<tbody>
<tr>
<td>System Safeguard Strategies 1) Seniors using Digital Credit Recovery will be closely monitored by DCR teachers. Motivational strategies will be used early each semester to encourage seniors to recover their missing credits and stay on track to graduate.</td>
<td>DCR Teachers Counselor Principal Assistant Principal Director of Instruction</td>
<td>Report issued by the DCR teacher showing credits recovered.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>System Safeguard Strategies 2) Attendance will be closely monitored, and strategies will be put in place as soon as absences become an issue. Strategies will include an attendance contract with the Assistant Principal, phone calls home, parent/student/AP conferences, D-Hall lunch, and Saturday D-Hall. All of these strategies will be used to deter loss of credit and keep the senior on track to graduate.</td>
<td>All Windfern Staff Assistant Principal</td>
<td>Decrease in excessive absences of expected graduating seniors.</td>
<td>Nov Feb May</td>
</tr>
<tr>
<td>System Safeguard Strategies 3) Teachers, Counselor, Assistant Principal and Director of Instruction will monitor grades (progress reports) of seniors and intervene as early as possible with the student(s) to boost the academic average to passing by the semester final grade. This will be accomplished by instituting tutorials during lunch periods, Saturday D-Halls, individualized contracts, and parent/teacher/student conferences to set a plan for success and meet the goal graduation.</td>
<td>All Windfern Staff</td>
<td>Progress reports show a 10% decrease in failing grades. Decrease in number of contracts needed. Decrease in students assigned to lunch D-Hall, and Saturday D-Hall making up work.</td>
<td>Nov Feb May</td>
</tr>
</tbody>
</table>

= Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue
# System Safeguard Strategies

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Objective</th>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>3</td>
<td>All state test-takers will be reminded of the importance of attending designated state test days and times through phone calls home and written reminders.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>Seniors using Digital Credit Recovery will be closely monitored by DCR teachers. Motivational strategies will be used early each semester to encourage seniors to recover their missing credits and stay on track to graduate.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Attendance will be closely monitored, and strategies will be put in place as soon as absences become an issue. Strategies will include an attendance contract with the Assistant Principal, phone calls home, parent/student/AP conferences, D-Hall lunch, and Saturday D-Hall. All of these strategies will be used to deter loss of credit and keep the senior on track to graduate.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>3</td>
<td>Teachers, Counselor, Assistant Principal and Director of Instruction will monitor grades (progress reports) of seniors and intervene as early as possible with the student(s) to boost the academic average to passing by the semester final grade. This will be accomplished by instituting tutorials during lunch periods, Saturday D-Halls, individualized contracts, and parent/teacher/student conferences to set a plan for success and meet the goal graduation.</td>
</tr>
<tr>
<td>Committee Role</td>
<td>Name</td>
<td>Position</td>
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<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>Martha Strother</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>Penny Irwin-Fitt</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>Kris Schrandt</td>
<td>Director of Instruction</td>
<td></td>
</tr>
<tr>
<td>Business Representative</td>
<td>Debbie Gregory</td>
<td>Alumascreen Custom</td>
<td></td>
</tr>
<tr>
<td>Business Representative</td>
<td>Brian Sandal</td>
<td>Owner of Raising Canes</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Chris Garside</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Glen Hartsoch</td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Jill Johnson</td>
<td>English IV</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Marcia McCaughey</td>
<td>Prof. Communication</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Marla Meehan</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Jessica Nance</td>
<td>Career and Technology Education</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Sean Ocker</td>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Toni Seegar</td>
<td>Special Programs</td>
<td></td>
</tr>
<tr>
<td>Community Representative</td>
<td>Terry Clinkenbeard</td>
<td>Community Resident</td>
<td></td>
</tr>
<tr>
<td>Community Representative</td>
<td>Tom Strother</td>
<td>Community Resident</td>
<td></td>
</tr>
<tr>
<td>District-level Professional</td>
<td>David Schrandt</td>
<td>Director of Admission, Transfers and Withdrawals</td>
<td></td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Beverly Bulas</td>
<td>Nurse</td>
<td></td>
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<tr>
<td>Non-classroom Professional</td>
<td>Lisa Barcellona</td>
<td>Testing Coordinator</td>
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<tr>
<td>Non-classroom Professional</td>
<td>Rosanne Sontag</td>
<td>Librarian</td>
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<tr>
<td>Paraprofessional</td>
<td>Leilani Natale</td>
<td>Tech Assistant</td>
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<tr>
<td>Parent</td>
<td>Dave Dutton</td>
<td>Father</td>
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<tr>
<td>Parent</td>
<td>Jewel Munoz</td>
<td>guardian</td>
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Addendums
CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the District Improvement Plan or the Campus Improvement Plans, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in iXplore, the curriculum management system. iXplore is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  o use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  o generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  o develop academic language proficiency through speaking, reading, writing, and listening;
  o develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  o have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  o review of lesson plans;
  o participation in team planning by administrators;
  o participation in data review/data dig sessions; and
  o monitor iXplore use.
- Campus leaders mega-monitor and use the data to coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.
High School Content Area
Standard Expectations

English Language Arts/Reading

- Model the writing process with and for students.
- Conduct writing conferences with students each grading period (individual, small group, and/or large group).
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text evidenced), connected, and purposeful.
- Teach grammar and vocabulary weekly and tie it to the curriculum and writing instruction.
- Assign a minimum of two major writing assignments each grading period and take one of these through the complete writing process.
- Assign timed writings only once each grading period.
- Ensure that students write every day in a reader/writer notebook and teach/re-teach the writing process throughout the entire school year.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.

Science

- Create and provide learning opportunities that require students to collect, analyze, and interpret data for a minimum of 40% of the instructional time (labs).
- Create and provide learning opportunities that require students to generate and translate between multiple representations (graphs, diagrams, pictures, equations, and tables).
- Provide enrichment learning opportunities for students who master content early.
- Spiral content from previous units into lesson plans as appropriate to allow students additional time to learn and make connections.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of assignments/test items are at the knowledge level.
- Use interactive questioning strategies to demonstrate the rigor and test-taking strategies need for STAAR.
- Chunk lessons into 15 to 20 minute intervals.
- Use varied activities and presentation modes to meet diverse students’ needs.
- Use collaborative activities to process information and/or demonstrate content master.