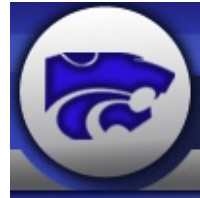


# **Cypress-Fairbanks Independent School District**

## **Cypress Creek High School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Vision

Shaping the future, one mind at a time.

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# Comprehensive Needs Assessment

Revised/Approved: November 10, 2021

## Student Achievement

### Student Achievement Strengths

English I exceeded all previous targets for approaches and meets for all sub populations with the exception of the White sub population for and we were in with in 1% of reaching the target.

English II exceeded our target in approaches in the African American and LEP current sub populations and exceeded our target for the Hispanic, White, Eco Dis, and LEP current in meets.

Biology exceeded the target in meets for White sub population by 2 percentage points.

Biology met the target of 6% in masters for Special Education sub population.

Algebra exceeded all schools in our cluster. Only decreasing by 2% in approaches.

U.S. History maintained 57% in masters.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English Language Arts: Based on the 2021 STAAR data and test data from the 2020-21 school year, our Emerging Bilingual students struggle to meet standards in the English I and II EOC test. **Root Cause:** English Language Arts: The pandemic and hybrid learning caused large gaps communication skills and reading. We need to work on increasing the foundational Language Arts skills of reading, writing, speaking, and listening.

**Problem Statement 2:** English Language Arts Writing: Our Emerging Bilingual students struggle to meet standards in the English I and II EOC test. **Root Cause:** English Language Arts: The pandemic and hybrid learning caused large gaps communication skills and reading. We need to work on increasing the foundational Language Arts skills of reading, writing, speaking, and listening.

**Problem Statement 3:** Math: Based on the 2021 STAAR data and test data from the 2020-21 school year, students need to move to the next level of Meets and Masters. **Root Cause:** Math: We need to provide increased individualized instruction, practice, and academic vocabulary that is aligned with the rigor of the EOC.

**Problem Statement 4:** Science: Based on the 2021 STAAR data and test data from the 2020-21 school year, African American and Special Education sub populations performed the lowest. **Root Cause:** Science: We need to provide students with experiences that will enable them to attach vocabulary and connect learning with the real world.

**Problem Statement 5:** Social Studies: Based on the 2021 STAAR data and test data from the 2020-21 school year, our Special Ed, Emerging Bilingual students, and African American students scored lower than the district and cluster %. **Root Cause:** Social Studies: We need to ensure we are providing support to meet the individualized learning needs of all students.

**Problem Statement 6:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Many of our Economically Disadvantaged students either do not register or struggle to remain in these classes due to the level of rigor. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to work with parents and students to set up support structures at home that will support the rigor of advanced courses.

**Problem Statement 7:** CTE Approved Industry Certifications: Our students do not see the relevance and value of the certifications and struggle to pay the fees for the certification tests. **Root Cause:** CTE Approved Industry Certifications: We need to help students make a connection between earning a certificate and high school and future employment opportunities.

**Problem Statement 8:** Graduation Rate: A significant amount of students are not on track to graduate in four years. **Root Cause:** Graduation Rate: We need to help students catch up on credits that may have been lost due to attendance issues during the pandemic.

**Problem Statement 9:** Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

# School Culture and Climate

## School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Cypress Creek continues to implement restorative discipline strategies and techniques which have continued to minimize the number of students placed outside of the classroom. Additionally, the faculty and staff continues to implement, follow, and adhere to all safety protocols and guidelines that are required surrounding drills and project safety lessons.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: A correlation between student attendance and student discipline exists, which has the potential of negatively influencing students' academic progress. **Root Cause:** School Culture and Climate: We need to work to ensure academic success for all students to reduce the number of mandatory ALC placements.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention.

Professional development opportunities specific to each job responsibility continue to build the teachers and paraprofessionals instructional strategies and techniques. Additionally, the faculty and staff at Cypress Creek High School are able to work collaboratively within their own professional learning communities to build and strengthen their teaching capacities.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: When teachers and paraprofessionals are absent on particular days of the week, a shortage of substitutes causes other teachers to combine classes or lose one of their planning periods. **Root Cause:** Teacher/Paraprofessional Attendance: We need to work to reduce teacher absences on Mondays, Fridays, and days before/after a holiday.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

The parents and community of Cypress Creek High School continue to be engaged through various methods including: athletic events, fine art course performances, and academic/advanced-level meetings. Furthermore, the campus has strengthened its efforts in translating informational meeting agendas to Spanish, implementing a Spanish Speaking Liaison role on our campus, providing teachers with a translating schedule of staff who are Spanish speaking to assist with parent phone calls, which helps to strengthen the campus' level of engagement with parents and the community.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Although the majority of the student population of Cypress Creek is minority, fewer minority parents attend school functions. **Root Cause:** Parent and Community Engagement: We need to provide parents with information on the benefits of attending campus events, provide various times for school events and work to have translation services available as needed.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals







Revised/Approved: October 21, 2021





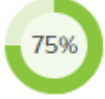




**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.










**Performance Objective 1: Curriculum and Instruction & Accountability:** By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.











**Evaluation Data Sources:** End of Course Assessments: Algebra I, Biology, English I, English II, US History

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details  | Formative Reviews   |   |   |
|---|---|---|---|
| <p><b>Strategy 1:</b> English Language Arts: Sheltered Instructional Strategies will be used to assist in developing more proficient readers in class. These strategies include: the use of daily academic language, think-pair-share, talk-read &amp; talk-write, sentence stems, Socratic seminars, gallery walks, question deconstruction, independent choice reading, and speaking with synonyms.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CIC's, AAS, English Department Chair, English I &amp; II Team Leaders, In Class Support (Sped) English Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>           | Formative   |   |   |
|   | Nov   | Feb   | May   |
|   |    |    |    |
| Strategy 2 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 2:</b> English Language Arts Writing: Sheltered Instructional Strategies will be used to assist in developing more proficient readers and writers in class. These strategies include: the use of daily academic language, think-pair-share, talk-read &amp; talk-write, sentence stems, Socratic seminars, gallery walks, question deconstruction, entrance tickets, and speaking with synonyms.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CIC's, AAS, English Department Chair, English I &amp; II Team Leaders, In-Class Support (Sped) English Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> | Formative   |   |   |
|   | Nov   | Feb   | May   |
|   |  |  |  |

| Strategy 3 Details  | Formative Reviews  |  |  |
|---|--|--|--|
| <p><b>Strategy 3: Math:</b> Components that will specifically target vocabulary development will include vocabulary embedded into formative and summative assessments, data analysis of each assessment, and purposeful grouping and seating charts to specifically target student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CIC's, AAS, Math Department Chair, Algebra I Team Leader, In-Class Support (Sped) Algebra Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>   | <b>Formative</b>   |  |  |
|   | <b>Nov</b>   | <b>Feb</b>   | <b>May</b>   |
|   |   |   |   |
| Strategy 4 Details  | Formative Reviews  |  |  |
| <p><b>Strategy 4: Science:</b> Teachers will purposefully plan engaging lessons that include components of student discourse. Vocabulary development opportunities will be given to students to assist in connecting terms to real world. Students will also be provided more open-ended questions that are reflective or higher order thinking. Additionally, formative assessments will be used to measure an increase in critical thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CIC's, AAS, Science Department Chair, Biology Team Leader, In-Class Support (Sped) Biology Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> | <b>Formative</b>   |  |  |
|   | <b>Nov</b>   | <b>Feb</b>   | <b>May</b>   |
|   |   |   |   |
| Strategy 5 Details  | Formative Reviews  |  |  |
| <p><b>Strategy 5: Social Studies:</b> The social studies team will work together to plan lesson that incorporate skills to enhance specific content vocabulary. To ensure students are grasping academic language, a vocabulary component will be added to each unit test. Each teacher will also develop a word wall format in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CICs, AAS, Social Studies Department Chair, US History Team Leader, In-Class Support (Sped) US History Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>   | <b>Formative</b>   |  |  |
|   | <b>Nov</b>   | <b>Feb</b>   | <b>May</b>   |
|   |  |  |  |

| Strategy 6 Details  | Formative Reviews   |   |   |
|---|---|---|---|
| <p><b>Strategy 6:</b> Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Campus administrators and current Advanced Placement and Dual Credit teachers will serve as a team in establishing outreach programs, including evening informational meetings that will be in English and Spanish. Campus administrators will host purposeful conferences with parents whose students have demonstrated academic ability of performing well in Advanced Placement and Dual Credit classes</p> <p><b>Strategy's Expected Result/Impact:</b> The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Coordinating Counselor, College &amp; Career Specialist, Dual Credit Counselor, Student Alpha-Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>   | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>May</b>  |
|   |    |    |    |
| Strategy 7 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 7:</b> CTE Approved Industry Certifications: Campus administrators and current CTE teachers will serve as a team in establishing outreach programs, including "Ask Me" Conference for all Freshman PACE students, Elective night for Middle School. Flyers will also be sent home in English and Spanish informing students and parents of the CTE opportunities. CTE teachers and counselors will also work cohesively in conferencing with students to ensuring they are aware of financial assistance and benefits of earning their certifications</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students earning an industry certification will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Coordinating Counselor, CTE Counselor, College &amp; Career Specialist, CTE Department Chair, Business Department Chair</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>   | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>May</b>  |
|   |    |    |    |
| Strategy 8 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 8:</b> Graduation Rate: To increase the campus graduation rate, the Coordinating Counselor, along with students' alpha-counselors, will annually review each students' transcript to ensure they are assigned to the appropriate courses. The counseling team, with the help of the Academic Achievement Specialists and the Special Education Administrator, will work to ensure students are on track by the end of their sophomore year in high school, which increases the chance of students graduating in a four-year time frame.</p> <p><b>Strategy's Expected Result/Impact:</b> All: 90% or higher or increase of .10%<br/> African American: 90% or higher or increase of .10%<br/> Hispanic: 90% or higher or increase of .10%<br/> White: 90% or higher or increase of .10%<br/> Economically Disadvantaged: 90% or higher or increase of .10%</p> <p><b>Staff Responsible for Monitoring:</b> Coordinating Counselor, Alpha-Counselors, Academic Achievement Specialists, Special Education Administrator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>May</b>  |
|   |  |  |  |

| Strategy 9 Details   | Formative Reviews   |   |   |
|--|---|---|---|
| <p><b>Strategy 9:</b> Dropout Prevention: Coordinating Counselor, along with the Academic Achievement Specialists, students' alpha-counselors, and DCR teacher will host individual conferences with students and parents who are potential dropouts and/or will not graduate within four years. Possible interventions, including Saturday School, DCR, CBE, will be discussed.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1.5%.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Coordinating Counselor, Academic Achievement Specialist, Assistant Principals, Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>  | <b>Formative</b>  |   |   |
|  | <b>Nov</b>  | <b>Feb</b>  | <b>May</b>  |
|  |  |  |  |
| Strategy 10 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 10:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each week that includes re-teaching and reassessing of specific instructional skills students may have developed during the COVID pandemic.</p> <p>Monday -English - skills include 7th (writing) through English III<br/> Tuesday - Math - skills include 8th grade through Algebra II<br/> Wednesday - Science - skills are dependent on whether the course is a life science or earth science<br/> Thursday - Social Studies - skills are dependent on level of course taken<br/> Friday - assessment of skills</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CIC's, Core Department Chairs (i.e. math, English, science, social studies), In-Class Support (Sped) teachers, Special Ed Administrator, Academic Achievement Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> | <b>Formative</b>  |   |   |
|  | <b>Nov</b>  | <b>Feb</b>  | <b>May</b>  |
|  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |   |   |   |




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





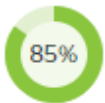
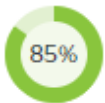




**Performance Objective 2:** ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

**Summative Evaluation:** Significant progress made toward meeting Objective



| Strategy 1 Details   | Formative Reviews   |   |   |
|--|---|---|---|
| <p><b>Strategy 1:</b> The Zip Zap Zone initiative is to assist students in closing the learning gap since students lost 25% of instructional time from the 2019-2020 school year. During the 2021 school year connect students without technology for the first grading period, lost instructional time and fell behind with content. Some students fell behind with credits for their core classes during the freshman and sophomore years.</p> <p>The first goal will focus on "zipping" the gap from the previous year's loss of content for the core content areas. By doing this, students will become more successful in their core classes and improve their EOC scores. During the first six weeks of each semester, students would attend targeted tutorials that focus on specific TEKS needed to be successful for that semester. Students would be invited to this initiative in the fall based on their previous year's EOC/STAAR scores. Students would be invited for the spring semester based on testing data from the fall semester.</p> <p>The second goal is to increase the on-track graduation rate by focusing on students obtaining all core credits by the end of their sophomore year. In order to accomplish this, students would "zap" their zeroes every Thursday. This would aid students in passing classes and work on obtaining credits. Students would be invited by teachers every Tuesday for "zap" day.</p> <p>The "Zip Zap Zone" aligns with Cypress Creek's campus Improvement Plan by improving the on time graduation rate and closing the learning gap for students.</p> <p>Students for the "Zip Zap Zone" would have the opportunity to eat dinner before going home.</p> <p>Teachers would be paid for the "Zip Zap Zone" Thursday.</p> <p>The Zip Zap Zone has evolved through Accelerated instruction due to the number of students who are required to receive 30 hours of AI. We are now addressing gaps and AI through after school instruction for two hours each day. Students stay after school from 3:00-5:00 pm, they are provided dinner and transportation home.</p> <p>Monday - English<br/> Tuesday - Math<br/> Wednesday - Science<br/> Thursday - Social Studies</p> <p>The Academic Achievement Specialists will assist in the development, facilitation, and evaluation of the initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending the 2021-2022 Zip Zap Zone will close the learning gap in all core areas increasing success in the core content classes and increase their EOC scores in December 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction</p> <p><b>Funding Sources:</b> Extra Duty pay for Teachers - ESSER III - \$13,624.46</p> | Formative   |   |   |
|  | Nov   | Feb   | May   |
|  |  |  |  |











| Strategy 2 Details  | Formative Reviews   |   |   |
|---|---|---|---|
| <p><b>Strategy 2:</b> Class Size Reduction Teacher - Algebra I Teacher</p> <p><b>Strategy's Expected Result/Impact:</b> Smaller classes will allow teachers to focus on students' gaps and give more one on one instruction that allows teachers to differentiate and meets students' individual learning needs. We will raise the passing rate of students in Algebra 1 by 5% and passing the EOC exam by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction</p> <p><b>Funding Sources:</b> Additional Alg. I Teacher - ESSER III - \$79,401.33</p>   | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>May</b>  |
|   |  |  |  |
| Strategy 3 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 3:</b> Purchase Suite 360 and PBIS Rewards Program</p> <p><b>Strategy's Expected Result/Impact:</b> We want to decrease the amount of days students spend in DMC, SAH and DAEP by giving them alternative ways to handle emotional situations and process through it. We want to decrease the amount of days students are placed in DMC, SAH and DAEP by 10% by conducting school wide lessons with Suite 360 and using it as an alternative lesson instead of a DM, SAH, DAEP placement. This lessons will address social and emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction</p> <p><b>Funding Sources:</b> Suite 360 - ESSER III - \$6,974.21</p> | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>May</b>  |
|   |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>  |   |   |   |

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

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Significant progress made toward meeting Objective











| Strategy 1 Details  | Formative Reviews  |  |  |
|---|--|--|--|
| <p><b>Strategy 1:</b> Hired 1 additional teacher to help with the student to teacher ratio in our classes and to provide support to our Emerging Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rates, increased passing rates on the STAAR EOCs and increased passing rates on report cards ensuring students earn credit.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction and Academic Achievement Specialists</p> <p><b>Funding Sources:</b> Extra duty pay for teachers - Special Allotment: Compensatory Education - \$70,000</p> | <b>Formative</b>   |  |  |
|   | <b>Nov</b>   | <b>Feb</b>   | <b>May</b>   |
|   |   |   |   |
| Strategy 2 Details  | Formative Reviews  |  |  |
| <p><b>Strategy 2:</b> Provide supplemental support for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Supplies, Books for Read 180 - Special Allotment: Compensatory Education - \$13,826</p>  | <b>Formative</b>   |  |  |
|   | <b>Nov</b>   | <b>Feb</b>   | <b>May</b>   |
|   |  |  |  |
|  No Progress  Accomplished  Continue/Modify  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: Student Safety:** By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

**Evaluation Data Sources:** Record of safety drills and other required safety actions

**Summative Evaluation:** Met Objective








| Strategy 1 Details  | Formative Reviews  |  |  |
|---|--|--|--|
| <p><b>Strategy 1: Campus Safety:</b></p> <p>By utilizing a "HELP" communication tool, along with the reinforcements of clear backpacks, ID's, and face masks, we will create an environment that is safe and conducive to learning. These limited interruptions will enhance first-time instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be receiving instruction due to fewer students lingering in the hallways. Fewer non-compliance disruptions will occur.</p> <p>An increase in the quality and delivery of first-time instruction will be noted.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Formative</b>   |  |  |
|   | <b>Nov</b>   | <b>Feb</b>   | <b>May</b>   |
|   |   |   |   |
| Strategy 2 Details  | Formative Reviews  |  |  |
| <p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</b></p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>   | <b>Formative</b>   |  |  |
|   | <b>Nov</b>   | <b>Feb</b>   | <b>May</b>   |
|   |  |  |  |
|  No Progress  Accomplished  Continue/Modify  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: Student Attendance:** By the end of the 2021-22 school year, student attendance will be at 98%.

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** Significant progress made toward meeting Objective







| Strategy 1 Details   | Formative Reviews   |   |   |
|--|---|---|---|
| <p><b>Strategy 1: Student Attendance:</b> A campus-specific monitoring system will be initiated in order to immediately address teachers who are not accurately submitting their attendance in a timely manner. Appraisers will address teachers individually.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 98%.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative   |   |   |
|  | Nov   | Feb   | May   |
|  |  |  |  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |   |   |   |







**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.








**Performance Objective 3: Restorative Discipline:** By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details   | Formative Reviews   |   |   |
|--|---|---|---|
| <p><b>Strategy 1:</b> Restorative Discipline: Teachers struggling with classroom management techniques that lead to student office referrals will be supported by Campus Instructional Coaches and Appraisers.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction, Special Ed Administrator, CICs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>  | <b>Formative</b>  |   |   |
|  | <b>Nov</b>  | <b>Feb</b>  | <b>May</b>  |
|  |  |  |  |
| Strategy 2 Details   | Formative Reviews   |   |   |
| <p><b>Strategy 2:</b> In School Suspensions: Faculty and staff will actively participate in the following professional learning and training: Book Studies (i.e. , No More Teaching Without Positive Relationships), campus professional development focused on building relationships, and promotion of PBIS.</p> <p>Through these professional learning and training, our faculty and staff will gather different approaches of more effectively working with our students (i.e. SPED African American) to reduce the number of In School Suspension placements and increase the level and quality of first-time instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | <b>Formative</b>  |   |   |
|  | <b>Nov</b>  | <b>Feb</b>  | <b>May</b>  |
|  |  |  |  |

| Strategy 3 Details  | Formative Reviews   |   |   |
|---|---|---|---|
| <p><b>Strategy 3:</b> Out of School Suspensions: Faculty and staff will actively participate in the following professional learning and training: Book Studies (i.e. , No More Teaching Without Positive Relationships), campus professional development focused on building relationships, and promotion of PBIS.</p> <p>Through these professional learning and training, our faculty and staff will gather different approaches of more effectively working with our students (i.e. SPED African American) to reduce the number of In Out of School Suspensions and increase the level and quality of first-time instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Will not be disproportional according to our student body demographics.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>                      | Formative   |   |   |
|   | Nov   | Feb   | May   |
|   |  |  |  |
| Strategy 4 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 4:</b> Disciplinary Alternative Education Program (DAEP) Placements: Faculty and staff will actively participate in the following professional learning and training: Book Studies (i.e. , No More Teaching Without Positive Relationships), campus professional development focused on building relationships, and promotion of PBIS.</p> <p>Through these professional learning and training, our faculty and staff will gather different approaches of more effectively working with our students (i.e. SPED African American) to reduce the number of In DAEP placements and increase the level and quality of first-time instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> DAEP placements of African American students will be reduced by 50%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative   |   |   |
|   | Nov   | Feb   | May   |
|   |  |  |  |

| Strategy 5 Details   | Formative Reviews   |   |   |
|--|---|---|---|
| <p><b>Strategy 5:</b> Violence Prevention: Faculty and staff will actively participate in the following professional learning and training: Book Studies (i.e. , No More Teaching Without Positive Relationships), campus professional development focused on building relationships, and promotion of PBIS. Additionally, specific faculty/staff will be trained on and will utilize Suite 360 and Everyday Speech programs in order to assist in reducing students' violent behaviors in school.</p> <p>Through these professional learning and training, our faculty and staff will gather different approaches of more effectively working with our students (i.e. SPED African American) to reduce the number of In DAEP placements and increase the level and quality of first-time instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative   |   |   |
|  | Nov   | Feb   | May   |
|  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>   |   |   |   |










**Goal 3: Human Capital:** The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 10%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Significant progress made toward meeting Objective








| Strategy 1 Details   | Formative Reviews   |   |   |
|--|---|---|---|
| <p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: The administrative team will provide incentives, including consumable treats and other rewards for teachers and paraprofessionals who exemplify attendance practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | Formative   |   |   |
|  | Nov   | Feb   | May   |
|  |  |  |  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |   |   |   |

**Goal 3: Human Capital:** The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning  
 Walk-throughs  
 Lesson Plans  
 Teacher feedback/Survey

**Summative Evaluation:** Met Objective








| Strategy 1 Details   | Formative Reviews   |   |   |
|--|---|---|---|
| <p><b>Strategy 1:</b> High-Quality Professional Development: Teachers will receive additional professional development in the following areas:</p> <p>Schoology (and its resources)<br/>           Navigating Technology for Student and Teacher Success (i.e. use of HoverCam, Promethean Board, Laptop, LightSpeed)<br/>           Conducting Effective Instructional Strategies Via Zoom, Schoology Conference</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop their instructional and relational capacity to effectively teach and build relationships with their students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CICs, Department Chairs, Team Leaders, Appraisal Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> | Formative   |   |   |
|  | Nov   | Feb   | May   |
|  |  |  |  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |   |   |   |

**Goal 4: Family and Community Engagement:** Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

**Performance Objective 1:** By the end of the 2021-22 school year, parent and family engagement will increase by 10%.

**Evaluation Data Sources:** Parent Surveys and feedback  
 Activity sign-in sheets/records  
 Documentation logs from our Spanish Speaking Liaison  
 Use of District translators

**Summative Evaluation:** Met Objective

| Strategy 1 Details   | Formative Reviews   |   |   |
|--|---|---|---|
| <p><b>Strategy 1: Parent and Family Engagement:</b></p> <p>Through community outreach programs, including bilingual parent meetings and events, Spanish Speaking Secretaries Translating Schedule to assist staff with contact, and the implementation of our Spanish Speaking Liaison, will see an increase of minority students' parents attending school-related activities virtually.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Dir of Instruction</p> | Formative   |   |   |
|  | Nov   | Feb   | May   |
|  |  |  |  |
| <p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>   |   |   |   |

# State Compensatory

## Budget for Cypress Creek High School

**Total SCE Funds:** \$13,268.00

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

Supplies, Read 180 Books, Composition Books, Learning Game Modern US Sets Freck, Whiteboards and markers,

## Personnel for Cypress Creek High School

| <u>Name</u> | <u>Position</u>                 | <u>FTE</u> |
|-------------|---------------------------------|------------|
| 1 Position  | DI Helping Teacher              | 1          |
| 19 Position | Teachers                        | 1          |
| 2 Positions | Academic Achievement Specialist | 1          |

# Campus Funding Summary

| ESSER III                                 |           |          |                              |              |                     |
|---|-----------|----------|------------------------------|--------------|---------------------|
| Goal                                      | Objective | Strategy | Resources Needed             | Account Code | Amount              |
| 1   | 2         | 1        | Extra Duty pay for Teachers  |              | \$13,624.46         |
| 1   | 2         | 2        | Additional Alg. I Teacher    |              | \$79,401.33         |
| 1   | 2         | 3        | Suite 360                    |              | \$6,974.21          |
| <b>Sub-Total</b>                          |           |          |                              |              | <b>\$100,000.00</b> |
| Special Allotment: Compensatory Education |           |          |                              |              |                     |
| Goal                                      | Objective | Strategy | Resources Needed             | Account Code | Amount              |
| 1   | 3         | 1        | Extra duty pay for teachers  |              | \$70,000.00         |
| 1   | 3         | 2        | Supplies, Books for Read 180 |              | \$13,826.00         |
| <b>Sub-Total</b>                          |           |          |                              |              | <b>\$83,826.00</b>  |

# Addendums

Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability

**2021-22 Approaches CIP Targets**

The targets listed below meet minimum expectations.  
 Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

| EOC       | Tester Group | Campus        | Student Group | Tested 2021 | 2021 Approaches |      | 2022 Approaches Incremental Growth Target | % Growth Needed | Tested 2022 | 2022 Approaches |      |
|-----------|--------------|---------------|---------------|-------------|-----------------|------|---|-----------------|-------------|-----------------|------|
|           |              |               |               |             | #               | %    |   |                 |             | #               | %    |
| Algebra I | All Testers  | Cypress Creek | All           | 561         | 479             | 85%  | 91%                                       | 6%              | 671         | 559             | 83%  |
| Algebra I | All Testers  | Cypress Creek | Hispanic      | 265         | 226             | 85%  | 85%                                       | 0%              | 288         | 248             | 86%  |
| Algebra I | All Testers  | Cypress Creek | Am. Indian    | *           | *               | *    | *   | *               | *           | *               | *    |
| Algebra I | All Testers  | Cypress Creek | Asian         | 25          | 24              | 96%  | 97%                                       | 1%              | 28          | 27              | 96%  |
| Algebra I | All Testers  | Cypress Creek | African Am.   | 183         | 150             | 82%  | 87%                                       | 5%              | 245         | 187             | 76%  |
| Algebra I | All Testers  | Cypress Creek | Pac. Islander | *           | *               | *    | *   | *               | *           | *               | *    |
| Algebra I | All Testers  | Cypress Creek | White         | 78          | 70              | 90%  | 95%                                       | 5%              | 80          | 70              | 88%  |
| Algebra I | All Testers  | Cypress Creek | Two or More   | 9           | 8               | 89%  | 90%                                       | 1%              | 28          | 25              | 89%  |
| Algebra I | All Testers  | Cypress Creek | Eco. Dis.     | 373         | 312             | 84%  | 87%                                       | 3%              | 457         | 368             | 81%  |
| Algebra I | All Testers  | Cypress Creek | LEP Current   | 62          | 47              | 76%  | 82%                                       | 6%              | 99          | 72              | 73%  |
| Algebra I | All Testers  | Cypress Creek | At-Risk       | 361         | 296             | 82%  | 87%                                       | 5%              | 464         | 375             | 81%  |
| Algebra I | All Testers  | Cypress Creek | SPED          | 48          | 30              | 63%  | 74%                                       | 11%             | 77          | 36              | 47%  |
| Biology   | All Testers  | Cypress Creek | All           | 827         | 703             | 85%  | 90%                                       | 5%              | 921         | 787             | 85%  |
| Biology   | All Testers  | Cypress Creek | Hispanic      | 350         | 287             | 82%  | 87%                                       | 5%              | 370         | 313             | 85%  |
| Biology   | All Testers  | Cypress Creek | Am. Indian    | *           | *               | *    | *   | *               | *           | *               | *    |
| Biology   | All Testers  | Cypress Creek | Asian         | 97          | 94              | 97%  | 98%                                       | 1%              | 71          | 69              | 97%  |
| Biology   | All Testers  | Cypress Creek | African Am.   | 211         | 162             | 77%  | 85%                                       | 8%              | 286         | 220             | 77%  |
| Biology   | All Testers  | Cypress Creek | Pac. Islander | *           | *               | *    | *   | *               | *           | *               | *    |
| Biology   | All Testers  | Cypress Creek | White         | 148         | 139             | 94%  | 98%                                       | 4%              | 153         | 144             | 94%  |
| Biology   | All Testers  | Cypress Creek | Two or More   | 20          | 20              | 100% | 100%                                      | 0%              | 38          | 38              | 100% |
| Biology   | All Testers  | Cypress Creek | Eco. Dis.     | 482         | 389             | 81%  | 86%                                       | 5%              | 562         | 458             | 81%  |
| Biology   | All Testers  | Cypress Creek | LEP Current   | 73          | 43              | 59%  | 65%                                       | 6%              | 103         | 64              | 62%  |
| Biology   | All Testers  | Cypress Creek | At-Risk       | 407         | 301             | 74%  | 75%                                       | 1%              | 532         | 423             | 80%  |
| Biology   | All Testers  | Cypress Creek | SPED          | 50          | 26              | 52%  | 60%                                       | 8%              | 74          | 37              | 50%  |
| English I | All Testers  | Cypress Creek | All           | 887         | 677             | 76%  | 77%                                       | 1%              | 977         | 690             | 71%  |
| English I | All Testers  | Cypress Creek | Hispanic      | 378         | 285             | 75%  | 75%                                       | 0%              | 401         | 283             | 71%  |
| English I | All Testers  | Cypress Creek | Am. Indian    | *           | *               | *    | *   | *               | *           | *               | *    |
| English I | All Testers  | Cypress Creek | Asian         | 101         | 90              | 89%  | 90%                                       | 1%              | 74          | 66              | 89%  |
| English I | All Testers  | Cypress Creek | African Am.   | 238         | 156             | 66%  | 72%                                       | 6%              | 298         | 166             | 56%  |
| English I | All Testers  | Cypress Creek | Pac. Islander | *           | *               | *    | *   | *               | *           | *               | *    |
| English I | All Testers  | Cypress Creek | White         | 147         | 125             | 85%  | 90%                                       | 5%              | 160         | 140             | 88%  |
| English I | All Testers  | Cypress Creek | Two or More   | 21          | 20              | 95%  | 96%                                       | 1%              | 41          | 33              | 80%  |
| English I | All Testers  | Cypress Creek | Eco. Dis.     | 529         | 382             | 72%  | 72%                                       | 0%              | 605         | 380             | 63%  |
| English I | All Testers  | Cypress Creek | LEP Current   | 82          | 30              | 37%  | 40%                                       | 3%              | 120         | 48              | 40%  |
| English I | All Testers  | Cypress Creek | At-Risk       | 456         | 271             | 59%  | 63%                                       | 4%              | 597         | 350             | 59%  |
| English I | All Testers  | Cypress Creek | SPED          | 56          | 20              | 36%  | 40%                                       | 4%              | 76          | 20              | 26%  |

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Approaches CIP Targets**

The targets listed below meet minimum expectations.  
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

| EOC        | Tester Group | Campus        | Student Group | Tested 2021 | 2021 Approaches |     | 2022 Approaches Incremental Growth Target | % Growth Needed | Tested 2022 | 2022 Approaches |      |
|------------|--------------|---------------|---------------|-------------|-----------------|-----|---|-----------------|-------------|-----------------|------|
|            |              |               |               |             | #               | %   |   |                 |             | #               | %    |
| English II | All Testers  | Cypress Creek | All           | 777         | 601             | 77% | 78%                                       | 1%              | 871         | 679             | 78%  |
| English II | All Testers  | Cypress Creek | Hispanic      | 286         | 207             | 72% | 76%                                       | 4%              | 377         | 286             | 76%  |
| English II | All Testers  | Cypress Creek | Am. Indian    | *           | *               | *   | *   | *               | *           | *               | *    |
| English II | All Testers  | Cypress Creek | Asian         | 61          | 52              | 85% | 88%                                       | 3%              | 96          | 89              | 93%  |
| English II | All Testers  | Cypress Creek | African Am.   | 217         | 148             | 68% | 70%                                       | 2%              | 237         | 163             | 69%  |
| English II | All Testers  | Cypress Creek | Pac. Islander | *           | *               | *   | *   | *               | *           | *               | *    |
| English II | All Testers  | Cypress Creek | White         | 183         | 167             | 91% | 94%                                       | 3%              | 143         | 125             | 87%  |
| English II | All Testers  | Cypress Creek | Two or More   | 26          | 24              | 92% | 93%                                       | 1%              | 17          | 15              | 88%  |
| English II | All Testers  | Cypress Creek | Eco. Dis.     | 449         | 315             | 70% | 75%                                       | 5%              | 505         | 371             | 73%  |
| English II | All Testers  | Cypress Creek | LEP Current   | 86          | 29              | 34% | 35%                                       | 1%              | 88          | 38              | 43%  |
| English II | All Testers  | Cypress Creek | At-Risk       | 390         | 231             | 59% | 60%                                       | 1%              | 413         | 245             | 59%  |
| English II | All Testers  | Cypress Creek | SPED          | 36          | 8               | 22% | 30%                                       | 8%              | 70          | 29              | 41%  |
| US History | All Testers  | Cypress Creek | All           | 732         | 676             | 92% | 95%                                       | 3%              | 740         | 682             | 92%  |
| US History | All Testers  | Cypress Creek | Hispanic      | 265         | 241             | 91% | 94%                                       | 3%              | 282         | 254             | 90%  |
| US History | All Testers  | Cypress Creek | Am. Indian    | *           | *               | *   | *   | *               | *           | *               | *    |
| US History | All Testers  | Cypress Creek | Asian         | 86          | 82              | 95% | 96%                                       | 1%              | 69          | 69              | 100% |
| US History | All Testers  | Cypress Creek | African Am.   | 181         | 156             | 86% | 94%                                       | 8%              | 195         | 167             | 86%  |
| US History | All Testers  | Cypress Creek | Pac. Islander | *           | *               | *   | *   | *               | *           | *               | *    |
| US History | All Testers  | Cypress Creek | White         | 168         | 166             | 99% | 99%                                       | 0%              | 175         | 175             | 100% |
| US History | All Testers  | Cypress Creek | Two or More   | 30          | 29              | 97% | 99%                                       | 2%              | 17          | 15              | 88%  |
| US History | All Testers  | Cypress Creek | Eco. Dis.     | 374         | 331             | 89% | 94%                                       | 5%              | 414         | 370             | 89%  |
| US History | All Testers  | Cypress Creek | LEP Current   | 38          | 18              | 47% | 66%                                       | 19%             | 64          | 47              | 73%  |
| US History | All Testers  | Cypress Creek | At-Risk       | 220         | 174             | 79% | 80%                                       | 1%              | 318         | 267             | 84%  |
| US History | All Testers  | Cypress Creek | SPED          | 47          | 28              | 60% | 66%                                       | 6%              | 43          | 30              | 70%  |



Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Meets CIP Targets**

The targets listed below meet minimum expectations.  
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

| EOC       | Tester Group | Campus        | Student Group | Tested 2021 | 2021 Meets |     | 2022 Meets Incremental Growth Target | % Growth Needed | Tested 2022 | 2022 Meets |     |
|-----------|--------------|---------------|---------------|-------------|------------|-----|--------------------------------------|-----------------|-------------|------------|-----|
|           |              |               |               |             | #          | %   |                                      |                 |             | #          | %   |
| Algebra I | All Testers  | Cypress Creek | All           | 561         | 295        | 53% | 67%                                  | 14%             | 671         | 321        | 48% |
| Algebra I | All Testers  | Cypress Creek | Hispanic      | 265         | 135        | 51% | 65%                                  | 14%             | 288         | 147        | 51% |
| Algebra I | All Testers  | Cypress Creek | Am. Indian    | *           | *          | *   | *                                    | *               | *           | *          | *   |
| Algebra I | All Testers  | Cypress Creek | Asian         | 25          | 21         | 84% | 89%                                  | 5%              | 28          | 21         | 75% |
| Algebra I | All Testers  | Cypress Creek | African Am.   | 183         | 81         | 44% | 49%                                  | 5%              | 245         | 91         | 37% |
| Algebra I | All Testers  | Cypress Creek | Pac. Islander | *           | *          | *   | *                                    | *               | *           | *          | *   |
| Algebra I | All Testers  | Cypress Creek | White         | 78          | 50         | 64% | 69%                                  | 5%              | 80          | 46         | 58% |
| Algebra I | All Testers  | Cypress Creek | Two or More   | 9           | 7          | 78% | 83%                                  | 5%              | 28          | 15         | 54% |
| Algebra I | All Testers  | Cypress Creek | Eco. Dis.     | 373         | 196        | 53% | 56%                                  | 3%              | 457         | 193        | 42% |
| Algebra I | All Testers  | Cypress Creek | LEP Current   | 62          | 28         | 45% | 60%                                  | 15%             | 99          | 34         | 34% |
| Algebra I | All Testers  | Cypress Creek | At-Risk       | 361         | 161        | 45% | 56%                                  | 11%             | 464         | 196        | 42% |
| Algebra I | All Testers  | Cypress Creek | SPED          | 48          | 8          | 17% | 33%                                  | 16%             | 77          | 11         | 14% |
| Biology   | All Testers  | Cypress Creek | All           | 827         | 518        | 63% | 70%                                  | 7%              | 921         | 565        | 61% |
| Biology   | All Testers  | Cypress Creek | Hispanic      | 350         | 193        | 55% | 60%                                  | 5%              | 370         | 208        | 56% |
| Biology   | All Testers  | Cypress Creek | Am. Indian    | *           | *          | *   | *                                    | *               | *           | *          | *   |
| Biology   | All Testers  | Cypress Creek | Asian         | 97          | 84         | 87% | 90%                                  | 3%              | 71          | 62         | 87% |
| Biology   | All Testers  | Cypress Creek | African Am.   | 211         | 96         | 45% | 51%                                  | 6%              | 286         | 134        | 47% |
| Biology   | All Testers  | Cypress Creek | Pac. Islander | *           | *          | *   | *                                    | *               | *           | *          | *   |
| Biology   | All Testers  | Cypress Creek | White         | 148         | 125        | 84% | 88%                                  | 4%              | 153         | 126        | 82% |
| Biology   | All Testers  | Cypress Creek | Two or More   | 20          | 19         | 95% | 96%                                  | 1%              | 38          | 33         | 87% |
| Biology   | All Testers  | Cypress Creek | Eco. Dis.     | 482         | 260        | 54% | 60%                                  | 6%              | 562         | 298        | 53% |
| Biology   | All Testers  | Cypress Creek | LEP Current   | 73          | 15         | 21% | 27%                                  | 6%              | 103         | 27         | 26% |
| Biology   | All Testers  | Cypress Creek | At-Risk       | 407         | 159        | 39% | 43%                                  | 4%              | 532         | 237        | 45% |
| Biology   | All Testers  | Cypress Creek | SPED          | 50          | 10         | 20% | 29%                                  | 9%              | 74          | 14         | 19% |
| English I | All Testers  | Cypress Creek | All           | 887         | 529        | 60% | 61%                                  | 1%              | 977         | 556        | 57% |
| English I | All Testers  | Cypress Creek | Hispanic      | 378         | 208        | 55% | 58%                                  | 3%              | 401         | 219        | 55% |
| English I | All Testers  | Cypress Creek | Am. Indian    | *           | *          | *   | *                                    | *               | *           | *          | *   |
| English I | All Testers  | Cypress Creek | Asian         | 101         | 81         | 80% | 85%                                  | 5%              | 74          | 60         | 81% |
| English I | All Testers  | Cypress Creek | African Am.   | 238         | 114        | 48% | 50%                                  | 2%              | 298         | 118        | 40% |
| English I | All Testers  | Cypress Creek | Pac. Islander | *           | *          | *   | *                                    | *               | *           | *          | *   |
| English I | All Testers  | Cypress Creek | White         | 147         | 106        | 72% | 77%                                  | 5%              | 160         | 126        | 79% |
| English I | All Testers  | Cypress Creek | Two or More   | 21          | 19         | 90% | 95%                                  | 5%              | 41          | 31         | 76% |
| English I | All Testers  | Cypress Creek | Eco. Dis.     | 529         | 277        | 52% | 55%                                  | 3%              | 605         | 286        | 47% |
| English I | All Testers  | Cypress Creek | LEP Current   | 82          | 11         | 13% | 15%                                  | 2%              | 120         | 23         | 19% |
| English I | All Testers  | Cypress Creek | At-Risk       | 456         | 162        | 36% | 40%                                  | 4%              | 597         | 234        | 39% |
| English I | All Testers  | Cypress Creek | SPED          | 56          | 10         | 18% | 20%                                  | 2%              | 76          | 8          | 11% |

Cypress-Fairbanks Independent School District  
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**2021-22 Meets CIP Targets**

The targets listed below meet minimum expectations.  
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

| EOC        | Tester Group | Campus        | Student Group | Tested 2021 | 2021 Meets |     | 2022 Meets Incremental Growth Target | % Growth Needed | Tested 2022 | 2022 Meets |     |
|------------|--------------|---------------|---------------|-------------|------------|-----|--------------------------------------|-----------------|-------------|------------|-----|
|            |              |               |               |             | #          | %   |                                      |                 |             | #          | %   |
| English II | All Testers  | Cypress Creek | All           | 777         | 491        | 63% | 64%                                  | 1%              | 871         | 546        | 63% |
| English II | All Testers  | Cypress Creek | Hispanic      | 286         | 174        | 61% | 65%                                  | 4%              | 377         | 214        | 57% |
| English II | All Testers  | Cypress Creek | Am. Indian    | *           | *          | *   | *                                    | *               | *           | *          | *   |
| English II | All Testers  | Cypress Creek | Asian         | 61          | 50         | 82% | 85%                                  | 3%              | 96          | 81         | 84% |
| English II | All Testers  | Cypress Creek | African Am.   | 217         | 95         | 44% | 48%                                  | 4%              | 237         | 119        | 50% |
| English II | All Testers  | Cypress Creek | Pac. Islander | *           | *          | *   | *                                    | *               | *           | *          | *   |
| English II | All Testers  | Cypress Creek | White         | 183         | 151        | 83% | 85%                                  | 2%              | 143         | 119        | 83% |
| English II | All Testers  | Cypress Creek | Two or More   | 26          | 18         | 69% | 70%                                  | 1%              | 17          | 12         | 71% |
| English II | All Testers  | Cypress Creek | Eco. Dis.     | 449         | 242        | 54% | 58%                                  | 4%              | 505         | 280        | 55% |
| English II | All Testers  | Cypress Creek | LEP Current   | 86          | 15         | 17% | 20%                                  | 3%              | 88          | 12         | 14% |
| English II | All Testers  | Cypress Creek | At-Risk       | 390         | 149        | 38% | 40%                                  | 2%              | 413         | 138        | 33% |
| English II | All Testers  | Cypress Creek | SPED          | 36          | 5          | 14% | 20%                                  | 6%              | 70          | 18         | 26% |
| US History | All Testers  | Cypress Creek | All           | 732         | 575        | 79% | 83%                                  | 4%              | 740         | 566        | 76% |
| US History | All Testers  | Cypress Creek | Hispanic      | 265         | 202        | 76% | 80%                                  | 4%              | 282         | 208        | 74% |
| US History | All Testers  | Cypress Creek | Am. Indian    | *           | *          | *   | *                                    | *               | *           | *          | *   |
| US History | All Testers  | Cypress Creek | Asian         | 86          | 78         | 91% | 92%                                  | 1%              | 69          | 67         | 97% |
| US History | All Testers  | Cypress Creek | African Am.   | 181         | 112        | 62% | 70%                                  | 8%              | 195         | 116        | 59% |
| US History | All Testers  | Cypress Creek | Pac. Islander | *           | *          | *   | *                                    | *               | *           | *          | *   |
| US History | All Testers  | Cypress Creek | White         | 168         | 156        | 93% | 95%                                  | 2%              | 175         | 162        | 93% |
| US History | All Testers  | Cypress Creek | Two or More   | 30          | 27         | 90% | 91%                                  | 1%              | 17          | 12         | 71% |
| US History | All Testers  | Cypress Creek | Eco. Dis.     | 374         | 263        | 70% | 76%                                  | 6%              | 414         | 288        | 70% |
| US History | All Testers  | Cypress Creek | LEP Current   | 38          | 9          | 24% | 30%                                  | 6%              | 64          | 28         | 44% |
| US History | All Testers  | Cypress Creek | At-Risk       | 220         | 109        | 50% | 55%                                  | 5%              | 318         | 171        | 54% |
| US History | All Testers  | Cypress Creek | SPED          | 47          | 15         | 32% | 35%                                  | 3%              | 43          | 10         | 23% |

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

The targets listed below meet minimum expectations.  
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

| EOC       | Tester Group | Campus        | Student Group | Tested 2021 | 2021 Masters |     | 2022 Masters Incremental Growth Target | % Growth Needed | Tested 2022 | 2022 Masters |     |
|-----------|--------------|---------------|---------------|-------------|--------------|-----|--|-----------------|-------------|--------------|-----|
|           |              |               |               |             | #            | %   |  |                 |             | #            | %   |
| Algebra I | All Testers  | Cypress Creek | All           | 561         | 111          | 20% | 38%                                    | 18%             | 671         | 153          | 23% |
| Algebra I | All Testers  | Cypress Creek | Hispanic      | 265         | 62           | 23% | 28%                                    | 5%              | 288         | 74           | 26% |
| Algebra I | All Testers  | Cypress Creek | Am. Indian    | *           | *            | *   | *                                      | *               | *           | *            | *   |
| Algebra I | All Testers  | Cypress Creek | Asian         | 25          | 14           | 56% | 61%                                    | 5%              | 28          | 14           | 50% |
| Algebra I | All Testers  | Cypress Creek | African Am.   | 183         | 17           | 9%  | 14%                                    | 5%              | 245         | 28           | 11% |
| Algebra I | All Testers  | Cypress Creek | Pac. Islander | *           | *            | *   | *                                      | *               | *           | *            | *   |
| Algebra I | All Testers  | Cypress Creek | White         | 78          | 16           | 21% | 26%                                    | 5%              | 80          | 30           | 38% |
| Algebra I | All Testers  | Cypress Creek | Two or More   | 9           | 1            | 11% | 16%                                    | 5%              | 28          | 6            | 21% |
| Algebra I | All Testers  | Cypress Creek | Eco. Dis.     | 373         | 76           | 20% | 39%                                    | 19%             | 457         | 86           | 19% |
| Algebra I | All Testers  | Cypress Creek | LEP Current   | 62          | 13           | 21% | 23%                                    | 2%              | 99          | 19           | 19% |
| Algebra I | All Testers  | Cypress Creek | At-Risk       | 361         | 53           | 15% | 39%                                    | 24%             | 464         | 85           | 18% |
| Algebra I | All Testers  | Cypress Creek | SPED          | 48          | 3            | 6%  | 7%                                     | 1%              | 77          | 4            | 5%  |
| Biology   | All Testers  | Cypress Creek | All           | 827         | 225          | 27% | 32%                                    | 5%              | 921         | 194          | 21% |
| Biology   | All Testers  | Cypress Creek | Hispanic      | 350         | 66           | 19% | 23%                                    | 4%              | 370         | 67           | 18% |
| Biology   | All Testers  | Cypress Creek | Am. Indian    | *           | *            | *   | *                                      | *               | *           | *            | *   |
| Biology   | All Testers  | Cypress Creek | Asian         | 97          | 64           | 66% | 70%                                    | 4%              | 71          | 35           | 49% |
| Biology   | All Testers  | Cypress Creek | African Am.   | 211         | 25           | 12% | 18%                                    | 6%              | 286         | 17           | 6%  |
| Biology   | All Testers  | Cypress Creek | Pac. Islander | *           | *            | *   | *                                      | *               | *           | *            | *   |
| Biology   | All Testers  | Cypress Creek | White         | 148         | 63           | 43% | 50%                                    | 7%              | 153         | 64           | 42% |
| Biology   | All Testers  | Cypress Creek | Two or More   | 20          | 6            | 30% | 31%                                    | 1%              | 38          | 11           | 29% |
| Biology   | All Testers  | Cypress Creek | Eco. Dis.     | 482         | 93           | 19% | 23%                                    | 4%              | 562         | 77           | 14% |
| Biology   | All Testers  | Cypress Creek | LEP Current   | 73          | 3            | 4%  | 6%                                     | 2%              | 103         | 3            | 3%  |
| Biology   | All Testers  | Cypress Creek | At-Risk       | 407         | 32           | 8%  | 10%                                    | 2%              | 532         | 38           | 7%  |
| Biology   | All Testers  | Cypress Creek | SPED          | 50          | 3            | 6%  | 7%                                     | 1%              | 74          | 1            | 1%  |
| English I | All Testers  | Cypress Creek | All           | 887         | 150          | 17% | 20%                                    | 3%              | 977         | 138          | 14% |
| English I | All Testers  | Cypress Creek | Hispanic      | 378         | 45           | 12% | 15%                                    | 3%              | 401         | 40           | 10% |
| English I | All Testers  | Cypress Creek | Am. Indian    | *           | *            | *   | *                                      | *               | *           | *            | *   |
| English I | All Testers  | Cypress Creek | Asian         | 101         | 39           | 39% | 40%                                    | 1%              | 74          | 28           | 38% |
| English I | All Testers  | Cypress Creek | African Am.   | 238         | 20           | 8%  | 12%                                    | 4%              | 298         | 14           | 5%  |
| English I | All Testers  | Cypress Creek | Pac. Islander | *           | *            | *   | *                                      | *               | *           | *            | *   |
| English I | All Testers  | Cypress Creek | White         | 147         | 37           | 25% | 30%                                    | 5%              | 160         | 52           | 33% |
| English I | All Testers  | Cypress Creek | Two or More   | 21          | 9            | 43% | 45%                                    | 2%              | 41          | 4            | 10% |
| English I | All Testers  | Cypress Creek | Eco. Dis.     | 529         | 59           | 11% | 12%                                    | 1%              | 605         | 54           | 9%  |
| English I | All Testers  | Cypress Creek | LEP Current   | 82          | 0            | 0%  | 1%                                     | 1%              | 120         | 1            | 1%  |
| English I | All Testers  | Cypress Creek | At-Risk       | 456         | 15           | 3%  | 5%                                     | 2%              | 597         | 22           | 4%  |
| English I | All Testers  | Cypress Creek | SPED          | 56          | 0            | 0%  | 1%                                     | 1%              | 76          | 0            | 0%  |

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

The targets listed below meet minimum expectations.  
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

| EOC        | Tester Group | Campus        | Student Group | Tested 2021 | 2021 Masters |     | 2022 Masters Incremental Growth Target | % Growth Needed | Tested 2022 | 2022 Masters |     |
|------------|--------------|---------------|---------------|-------------|--------------|-----|--|-----------------|-------------|--------------|-----|
|            |              |               |               |             | #            | %   |  |                 |             | #            | %   |
| English II | All Testers  | Cypress Creek | All           | 777         | 93           | 12% | 12%                                    | 0%              | 871         | 95           | 11% |
| English II | All Testers  | Cypress Creek | Hispanic      | 286         | 22           | 8%  | 10%                                    | 2%              | 377         | 21           | 6%  |
| English II | All Testers  | Cypress Creek | Am. Indian    | *           | *            | *   | *                                      | *               | *           | *            | *   |
| English II | All Testers  | Cypress Creek | Asian         | 61          | 19           | 31% | 35%                                    | 4%              | 96          | 32           | 33% |
| English II | All Testers  | Cypress Creek | African Am.   | 217         | 6            | 3%  | 5%                                     | 2%              | 237         | 8            | 3%  |
| English II | All Testers  | Cypress Creek | Pac. Islander | *           | *            | *   | *                                      | *               | *           | *            | *   |
| English II | All Testers  | Cypress Creek | White         | 183         | 42           | 23% | 25%                                    | 2%              | 143         | 29           | 20% |
| English II | All Testers  | Cypress Creek | Two or More   | 26          | 4            | 15% | 18%                                    | 3%              | 17          | 5            | 29% |
| English II | All Testers  | Cypress Creek | Eco. Dis.     | 449         | 23           | 5%  | 10%                                    | 5%              | 505         | 35           | 7%  |
| English II | All Testers  | Cypress Creek | LEP Current   | 86          | 0            | 0%  | 1%                                     | 1%              | 88          | 0            | 0%  |
| English II | All Testers  | Cypress Creek | At-Risk       | 390         | 1            | 0%  | 1%                                     | 1%              | 413         | 3            | 1%  |
| English II | All Testers  | Cypress Creek | SPED          | 36          | 0            | 0%  | 1%                                     | 1%              | 70          | 0            | 0%  |
| US History | All Testers  | Cypress Creek | All           | 732         | 419          | 57% | 60%                                    | 3%              | 740         | 380          | 51% |
| US History | All Testers  | Cypress Creek | Hispanic      | 265         | 133          | 50% | 52%                                    | 2%              | 282         | 123          | 44% |
| US History | All Testers  | Cypress Creek | Am. Indian    | *           | *            | *   | *                                      | *               | *           | *            | *   |
| US History | All Testers  | Cypress Creek | Asian         | 86          | 60           | 70% | 71%                                    | 1%              | 69          | 59           | 86% |
| US History | All Testers  | Cypress Creek | African Am.   | 181         | 70           | 39% | 41%                                    | 2%              | 195         | 66           | 34% |
| US History | All Testers  | Cypress Creek | Pac. Islander | *           | *            | *   | *                                      | *               | *           | *            | *   |
| US History | All Testers  | Cypress Creek | White         | 168         | 135          | 80% | 82%                                    | 2%              | 175         | 123          | 70% |
| US History | All Testers  | Cypress Creek | Two or More   | 30          | 21           | 70% | 73%                                    | 3%              | 17          | 9            | 53% |
| US History | All Testers  | Cypress Creek | Eco. Dis.     | 374         | 167          | 45% | 47%                                    | 2%              | 414         | 172          | 42% |
| US History | All Testers  | Cypress Creek | LEP Current   | 38          | 2            | 5%  | 10%                                    | 5%              | 64          | 10           | 16% |
| US History | All Testers  | Cypress Creek | At-Risk       | 220         | 60           | 27% | 30%                                    | 3%              | 318         | 72           | 23% |
| US History | All Testers  | Cypress Creek | SPED          | 47          | 6            | 13% | 15%                                    | 2%              | 43          | 5            | 12% |

Cypress Creek

## College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 76% to 84% by June 2025.

### Yearly Target Goals

| 2021 | 2022 | 2023 | 2024 | 2025 |
|------|------|------|------|------|
| 76%  | 78%  | 80%  | 82%  | 84%  |

### Closing the Gaps Student Groups Yearly Targets

| Annual Graduates | Reporting Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont. Enrolled |
|------------------|----------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020-21          | 2021-22        | 60%              | 75%      | 82%   |                 | 91%   |                  |                   | 84%        | 71%          |                     | 71% | 81%            | 56%                |
| 2021-22          | 2022-23        | 62%              | 77%      | 84%   | NA              | 93%   | NA               | NA                | 86%        | 73%          | NA                  | 73% | 83%            | 58%                |
| 2022-23          | 2023-24        | 64%              | 79%      | 86%   | NA              | 95%   | NA               | NA                | 88%        | 75%          | NA                  | 75% | 85%            | 60%                |
| 2023-24          | 2024-25        | 66%              | 81%      | 88%   | NA              | 97%   | NA               | NA                | 90%        | 77%          | NA                  | 77% | 87%            | 62%                |
| 2024-25          | 2025-26        | 68%              | 83%      | 90%   | NA              | 99%   | NA               | NA                | 92%        | 79%          | NA                  | 79% | 89%            | 64%                |

# 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 Schoology, the learning management system. Schoology 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 using Schoology) 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
  - 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;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - 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
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and 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 (Grade 6)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

## English Language Arts/Reading (Grade 7 & 8)

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- 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.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

## Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- 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.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.

## Science

- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
  - spiraling content and skills from prior units of study, courses and/or disciplines;
  - making explicit connections between concepts in different units, courses and/or disciplines;
  - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
  - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
  - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
  - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
  - create physical and cognitive models and identify the strengths and limitations of those models;
  - communicate results orally or in writing; and
  - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

**Social Studies**

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- “Chunk” lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students’ needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of technology for student learning.

**LOTE**

- Speak the target language more than English in all levels.
- Limit English translation by using visual clues to enhance student comprehension.
- Use activities that move students beyond “word-level” performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.