

Cypress-Fairbanks Independent School District

Cypress Falls High School

2021-2022 Campus Improvement Plan



Mission Statement

CFISD Mission Statement

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

Cypress Falls High School

Every student entering Cypress Falls High School will graduate college, career, or military ready through nurturing relationships, purposeful support, and innovative thinking.

Vision

Our vision at Cypress Falls High School is to inspire students and staff to be better versions of themselves.

Battle Cry

We Are One

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2020-21 data.

Approaches Standard

- Algebra I was above the district and cluster for LEP and Hispanic students.
- Biology was above the cluster group in all sub-populations.
- English I met all targets for 20-21.
- English II met 6 of 7 targets for 20-21.
- USH was above district for African American and SPED sub-populations.

Meet Standard

- Algebra I was above the district and/or cluster in SPED population
- Biology was above the district and/or cluster in 5 out of 6 sub-populations.
- English I met all targets from 20-21 and was above the cluster in 3 of 6 sub-populations.
- English II met all targets from 20-21 was above the cluster with the African American sub-population.
- USH was above the district and/or cluster with the African American sub-population.

Masters Standard

- Biology was above the cluster average in 3 of the 6 sub-populations.
- USH was above the district and cluster with African American sub-population.
- English I and English II made improvements with several sub-populations.
- English II exceeded the district/cluster with African American and Special Education students.

Other:

- National Merit Scholars/National Hispanic Scholars: 4
- CTE Certifications
- Dual Credit Enrollment: 425 students in the Fall, 385 students in the Spring

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: The economically disadvantaged student group is the largest number of students not achieving meets and masters levels. **Root Cause:**

English Language Arts: Teachers are not aware of barriers economically disadvantaged students must overcome in order to achieve at more rigorous levels.

Problem Statement 2: Math: The economically disadvantaged student group has the greatest number of students who did not reach meets or masters levels. **Root Cause:** Math: We need to increase students confidence in their math and problem solving skills.

Problem Statement 3: Science: The economically disadvantaged student group represents the largest number of students who did not reach meets or masters level. **Root Cause:** Science: We need to provide real world relevance in lessons and increased rigor in daily activities.

Problem Statement 4: Social Studies: The economically disadvantaged student group represents the largest number of students who did not reach meets or masters level. **Root Cause:** Social Studies: We need to encourage students to believe they can achieve at high levels.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students are not enrolling and remaining in advanced courses at the same rate as other student groups. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to work with our economically disadvantaged students to develop a grit and a growth mindset.

Problem Statement 6: CTE Approved Industry Certifications: Not all students participating in CTE courses are earning available certifications. **Root Cause:** CTE Approved Industry Certifications: We need to work toward all students being prepared to take and pass their certificate tests and assist in paying for the exams when scholarships are available.

Problem Statement 7: Graduation Rate: Not all student graduate in four years. **Root Cause:** Graduation Rate: We need to help students regain credit for core classes (that may have been lost due to COVID-19) to ensure on-time graduation.

Problem Statement 8: 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 Falls has built a culture of trust with our We Are One battle cry. Our latest EPS survey shows that most staff members have a positive outlook concerning their jobs and are satisfied with the work climate. Many describe the school as family. This perception is not limited to staff. Students, parents, community members and substitute teachers have offered both written and verbal feedback that reflects this family environment. Our staff goal is to get students plugged into an organization as soon as they enter the school. Fish Camp and Freshman Orientation serve to welcome and engage our newest Eagles and their families. Once our freshman start school, we have a Freshman Focus plan to assist our youngest students to establish good work habits as we build communication between home and school. Monday Morning Notes, Eagle Pride Newsletter and Friday Motivation communication efforts serve to build positive communication among our school community. The intentional development of the culture at Cypress Falls has made this trait one of our greatest strengths.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: 100% of students and staff are not connected at school. **Root Cause:** School Culture and Climate: We have not offered a way for 100% of our students and staff to connect at Cypress Falls.

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.

Hiring quality staff members has always been a focus at Cypress Falls. Our interview team includes teacher leaders, administrators and other key personnel as we seek to find those not only highly qualified in their content areas, but those with a growth mindset as we seek to better serve our students. In general, teachers come to Cypress Falls and stay. This longevity is a result of the positive culture. Our new staff members are assigned a mentor to serve as a key resource during that first year. Our lead mentor provides support through timely staff development and collaboration from August to May. Our team leaders, department chairmen and curriculum coaches each invest in our new staff members so they have a network of people behind them during their first year on our campus. Growing leaders is the standard at Cypress Falls as we offer many opportunities for emerging leaders. We offer many and varied opportunities for teachers to grow individually and as teams. According to district data, substitutes choose to come to Cypress Falls over other schools which speaks to the culture on our campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our absence rate is greater than 4%. **Root Cause:** Teacher/Paraprofessional Attendance: We need to provide teachers with the resources needed to address the physical, mental, and emotional stress caused by the teaching profession.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Cypress Falls has rich volunteer experiences for families and students who are involved in extra-curricular activities. We have several community partners who contribute to the success of students and their families. Our staff believes in the importance of both promoting upcoming school events and celebrating student achievements via social media (Facebook, Twitter, Instagram and school website). This positive communication builds trust and allows the entire school community to celebrate success and stay informed concerning school issues. We open our building to an evening program offering ESL and GED classes to parents and community members. Leaders make efforts to invite families through home visits, personal letters of invitation and contact through our feeder schools. It has been an overwhelming success and continues to grow each year. We also have multiple opportunities for special parent nights (STAAR Parent Nights for juniors and senior who have not passed STAAR, Hispanic Parent Nights, College Fair, Senior Parent meetings, etc.).

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Not all parents are involved in school activities. **Root Cause:** Parent and Community Engagement: Some parents/families are unaware of opportunities for involvement or are unable to attend the opportunities we offer.

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)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data










- Parent surveys and/or other feedback




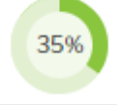


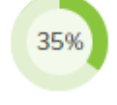


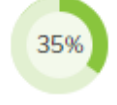


Goals

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: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: English teams will focus on building rigor and relevance by incorporating student choice for novel selections. Teams will plan lessons that connect critical ELA TEKS with skills needed for success in life outside of school.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: English teachers, DC, TLs, AAS, CIC, DI</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English Language Arts Writing: English teachers will provide frequent, personal feedback during all stages of the writing process for both face-to-face and online learners.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: DI, Appraiser, Department Chair, Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: The Algebra I team will use strategies to create a collaborative classroom culture in order to build student grit and confidence in math. The team will use IXL during class activities in order to provide students immediate feedback when working independently or in small groups.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Appraiser, Team Leader, Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Biology teachers will use their additional planning period to intentionally plan for building real world relevance into lessons and increasing rigor of instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Biology Team, CIC, DC, DI, AAS</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: US History teachers will include purposeful, structured planning to differentiate for and incorporate the use of strategies that create a growth mindset where students get feedback to learn from their mistakes instead of settling for minimal efforts/results.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: DI, Appraiser, Department Chair, Team Leader</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We will work with students to build a grit and growth mindset.</p> <p>Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 3%.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, CCS</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CTE Approved Industry Certifications: CTE teachers will participate in certification goal-setting conferences in November. These CTE meetings will be led by DI and CATE DC and will include the CTE Counselors. Previous data will be reviewed and goals will be set for student certifications. Groups will meet again in May to ensure accurate data is entered to document all certifications earned.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 3 from 2018-2019%.</p> <p>Staff Responsible for Monitoring: CTE DC, TLs, CTE Counselors, DI</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			










Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Graduation Rate:</p> <p>1. Cypress Falls will use an At-Risk referral process for staff to utilize to bring together a focused meeting of those involved with the student (parents, teachers, counselor, AP, etc) in order to create a targeted plan/contract for success. A focus will be on students with attendance issues.</p> <p>2. Counselors and Administrators will focus on data related to our four year graduation rate and four year graduation plans used for distinction designations.</p> <p>3. Staff will have opportunities for learning related to the needs of at-risk students with a special focus on ELLs.</p> <p>Strategy's Expected Result/Impact: All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10%</p> <p>Staff Responsible for Monitoring: APs, AAS, Counselors, Associate Principal</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Dropout Prevention: We will utilize a staff member to oversee our Repeat 9th Grade Initiative. She will work with a team to identify repeat 9th graders at-risk of dropping out and form a plan for graduation.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: Repeat 9th Initiative Temporary Worker, CICs, AAS, Admin Staff</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction to focus on the gaps in learning due to loss of instruction during the pandemic.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Team Leaders, Department Chairs, Appraisers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative		
	Nov	Feb	May
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: Met Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students who are targeted for Accelerated Instruction will have opportunities to participate in Super Saturday Camps including instructional field trips, high interest learning opportunities and CTE integrated lessons.</p> <p>Strategy's Expected Result/Impact: Students attending Super Saturday with have a 90% course completion rate.</p> <p>Staff Responsible for Monitoring: Director of Instruction, AAS, CICs</p> <p>Funding Sources: Snacks - ESSER III - \$500, Transportation - ESSER III - \$1,000, Supplies and Materials - ESSER III - \$2,000 , Extended Day Pay - ESSER III - \$6,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students targeted for Accelerated Instruction will be invited to attend Catch Up Camp after school. They will participate in hands-on, student-centered, cross-curricular lessons to address learning loss during the pandemic.</p> <p>Strategy's Expected Result/Impact: 92% of the students attending the 2021-2022 Catch Up Camp will pass their course.</p> <p>Staff Responsible for Monitoring: AAS, Director of Instruction</p> <p>Funding Sources: Supplies and Materials - ESSER III - \$1,000, Extra Duty Pay for teaching and planning - ESSER III - \$6,000, Snacks - ESSER III - \$1,500</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Class Size Reduction teacher - Reduce numbers in Algebra I - Due to the large number of 8th grade math failures coming into Algebra I in 9th grade, we need to decrease student teacher ratio so students receive more personal feedback during their learning.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, Algebra I will have a 92% course completion rate.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: Staff - ESSER III - \$77,725.11</p>	Formative		
	Nov	Feb	May
			











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will work with Seidlitz (Nancy Motley) to provide staff development and coaching for administration and teachers in working with Emerging Bilingual students.</p> <p>Strategy's Expected Result/Impact: 90% of ELL students will earn credit for their core courses.</p> <p>Staff Responsible for Monitoring: DIHT, Director of Instruction</p> <p>Funding Sources: Substitutes for Staff Development - ESSER III - \$4,274.89</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 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











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize two CIC's and a part-time temporary worker to coach teachers and track at-risk students.</p> <p>Strategy's Expected Result/Impact: Increased graduation rates for at-risk students.</p> <p>Staff Responsible for Monitoring: DI</p> <p>Funding Sources: Temporary Workers - Special Allotment: Compensatory Education - 11-6122 - \$30,000, Salaries and Benefits for CIC's - Special Allotment: Compensatory Education - 6100 - \$145,937.52</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide substitutes so teachers may:</p> <ul style="list-style-type: none"> *Attend staff development related to improving achievement for at-risk students *Engage in extended planning to design engaging lessons to accomplish student achievement goals, or *Engage in team data digs to track the progress of at-risk students *Provide consulting with Seidlitz for instructional strategies for teaching Emerging Bilingual students <p>Strategy's Expected Result/Impact: Improved STAAR scores, graduation rates</p> <p>Staff Responsible for Monitoring: DI</p> <p>Funding Sources: Substitute pay for staff development - Special Allotment: Compensatory Education - 11-6112 - \$20,000, Staff Conference or PD registration fees - Special Allotment: Compensatory Education - 13-6299 - \$6,000, Staff Travel Reimbursement - Special Allotment: Compensatory Education - 13-6411 - \$6,000, Supplies for Staff Development (books, learning materials) - Special Allotment: Compensatory Education - 13-6399 - \$4,000, Consulting - Seidlitz (Nancy Motley) - Special Allotment: Compensatory Education - \$18,000</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide extra duty pay, supplies, and materials for teachers of at-risk students to use as they work to meet their achievement goals through first time instruction and interventions.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores and graduation rates</p> <p>Staff Responsible for Monitoring: DI</p> <p>Funding Sources: Supplies and Materials for lessons - Special Allotment: Compensatory Education - 11-6399 - \$21,457.38, Extended Day Tutorial Pay - Special Allotment: Compensatory Education - 11-6118 - \$10,000</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use IXL for supplemental instruction for at-risk Algebra I students.</p> <p>Strategy's Expected Result/Impact: Improved graduation rates</p> <p>Staff Responsible for Monitoring: DI, Principal</p> <p>Funding Sources: Supplies - IXL - Special Allotment: Compensatory Education - 11-6399 - \$7,000</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 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

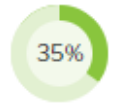
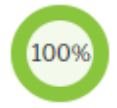





Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: A staff supervision duty schedule will be implemented in order to ensure adult supervision around the building throughout the entire school day. This will include limited, monitored access points at the start of the school day.</p> <p>Strategy's Expected Result/Impact: Improved student and staff safety and fewer student behavior problems in hallways and common areas.</p> <p>Staff Responsible for Monitoring: All staff, Admin Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: All staff with supervision from Safety Team</p>	Formative		
	Nov	Feb	May
			
 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 2021-21 school year, student attendance will be at 95%.










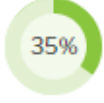
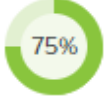

Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Homeless Students: We will work to identify homeless students. Strategy's Expected Result/Impact: 100% of homeless students will be identified Staff Responsible for Monitoring: EASE Counselor, Lead Counselor, Counselors, Assistant Principals, Associate Principal</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 21-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divides.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Associate, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divide</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: APs, Associate</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divide</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: APs, Associate</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divide.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: APs , Associate</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Utilize SOAR and PBIS to teach and reinforce positive student behaviors. Strategy's Expected Result/Impact: Violent Incidents will be reduced by 10% Staff Responsible for Monitoring: APs, Associate	Formative		
	Nov	Feb	May
	 35%	 100%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 326 659 370">  No Progress </div> <div data-bbox="764 326 980 370">  Accomplished </div> <div data-bbox="1079 326 1331 370">  Continue/Modify </div> <div data-bbox="1436 326 1625 370">  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 5%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Acknowledge perfect attendance for staff in various ways (social media, Monday Morning Notes, Teacher SOAR drawings, and other various means of recognition).</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, DI, Associate Principal</p> <p>TEA Priorities: 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: Teachers will receive job targeted professional development based on identified needs.








Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on needs and interest. Both face-to-face and virtual opportunities on a variety of topics will be available. Some areas of focus will be technology, GT training, ELL instruction, ESL certification prep, and culturally responsive teaching practices.</p> <p>Strategy's Expected Result/Impact: Quality first time instruction</p> <p>Staff Responsible for Monitoring: DI, Principal, Teacher Leaders</p> <p>TEA Priorities: 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 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Increase opportunities for parent involvement by continuing face-to-face and virtual opportunities.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, DI</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>			

State Compensatory

Budget for Cypress Falls High School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Cypress Falls High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	CIC	1
1 position	DI Helping Teacher	1
17 positions	Teacher	1
2 position	AAS	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies and Materials		\$2,000.00
1	2	1	Extended Day Pay		\$6,000.00
1	2	1	Transportation		\$1,000.00
1	2	1	Snacks		\$500.00
1	2	2	Snacks		\$1,500.00
1	2	2	Supplies and Materials		\$1,000.00
1	2	2	Extra Duty Pay for teaching and planning		\$6,000.00
1	2	3	Staff		\$77,725.11
1	2	4	Substitutes for Staff Development		\$4,274.89
Sub-Total					\$100,000.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Salaries and Benefits for CIC's	6100	\$145,937.52
1	3	1	Temporary Workers	11-6122	\$30,000.00
1	3	2	Staff Conference or PD registration fees	13-6299	\$6,000.00
1	3	2	Supplies for Staff Development (books, learning materials)	13-6399	\$4,000.00
1	3	2	Substitute pay for staff development	11-6112	\$20,000.00
1	3	2	Staff Travel Reimbursement	13-6411	\$6,000.00
1	3	2	Consulting - Seidlitz (Nancy Motley)		\$18,000.00
1	3	3	Extended Day Tutorial Pay	11-6118	\$10,000.00
1	3	3	Supplies and Materials for lessons	11-6399	\$21,457.38
1	3	4	Supplies - IXL	11-6399	\$7,000.00
Sub-Total					\$268,394.90

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 Falls	All	436	342	78%	80%	2%	536	456	85%
Algebra I	All Testers	Cypress Falls	Hispanic	248	198	80%	82%	2%	337	283	84%
Algebra I	All Testers	Cypress Falls	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Falls	Asian	15	14	93%	94%	1%	14	12	86%
Algebra I	All Testers	Cypress Falls	African Am.	108	80	74%	76%	2%	120	105	88%
Algebra I	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Falls	White	45	35	78%	80%	2%	51	43	84%
Algebra I	All Testers	Cypress Falls	Two or More	16	12	75%	77%	2%	13	12	92%
Algebra I	All Testers	Cypress Falls	Eco. Dis.	318	241	76%	78%	2%	424	357	84%
Algebra I	All Testers	Cypress Falls	LEP Current	84	56	67%	70%	3%	120	88	73%
Algebra I	All Testers	Cypress Falls	At-Risk	324	242	75%	77%	2%	417	343	82%
Algebra I	All Testers	Cypress Falls	SPED	59	33	56%	58%	2%	73	52	71%
Biology	All Testers	Cypress Falls	All	682	613	90%	92%	2%	755	681	90%
Biology	All Testers	Cypress Falls	Hispanic	378	338	89%	91%	2%	452	406	90%
Biology	All Testers	Cypress Falls	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Falls	Asian	56	55	98%	98%	0%	44	43	98%
Biology	All Testers	Cypress Falls	African Am.	125	104	83%	85%	2%	157	137	87%
Biology	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Falls	White	97	94	97%	97%	0%	76	71	93%
Biology	All Testers	Cypress Falls	Two or More	21	19	90%	92%	2%	22	20	91%
Biology	All Testers	Cypress Falls	Eco. Dis.	454	406	89%	91%	2%	562	503	90%
Biology	All Testers	Cypress Falls	LEP Current	100	70	70%	72%	2%	134	96	72%
Biology	All Testers	Cypress Falls	At-Risk	387	324	84%	86%	2%	488	417	85%
Biology	All Testers	Cypress Falls	SPED	57	39	68%	70%	2%	71	48	68%
English I	All Testers	Cypress Falls	All	711	537	76%	78%	2%	809	576	71%
English I	All Testers	Cypress Falls	Hispanic	395	285	72%	73%	1%	484	338	70%
English I	All Testers	Cypress Falls	Am. Indian	5	4	80%	82%	2%	*	*	*
English I	All Testers	Cypress Falls	Asian	57	54	95%	96%	1%	44	42	95%
English I	All Testers	Cypress Falls	African Am.	134	90	67%	70%	3%	173	112	65%
English I	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Falls	White	98	88	90%	92%	2%	81	62	77%
English I	All Testers	Cypress Falls	Two or More	21	16	76%	78%	2%	23	20	87%
English I	All Testers	Cypress Falls	Eco. Dis.	475	333	70%	72%	2%	598	410	69%
English I	All Testers	Cypress Falls	LEP Current	108	29	27%	40%	13%	152	53	35%
English I	All Testers	Cypress Falls	At-Risk	416	255	61%	63%	2%	546	328	60%
English I	All Testers	Cypress Falls	SPED	67	27	40%	42%	2%	82	24	29%

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 Falls	All	660	503	76%	78%	2%	762	623	82%
English II	All Testers	Cypress Falls	Hispanic	372	267	72%	74%	2%	425	339	80%
English II	All Testers	Cypress Falls	Am. Indian	*	*	*	*	*	5	4	80%
English II	All Testers	Cypress Falls	Asian	55	46	84%	86%	2%	57	51	89%
English II	All Testers	Cypress Falls	African Am.	112	80	71%	73%	2%	160	123	77%
English II	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Falls	White	105	96	91%	92%	1%	94	89	95%
English II	All Testers	Cypress Falls	Two or More	14	13	93%	94%	1%	20	17	85%
English II	All Testers	Cypress Falls	Eco. Dis.	410	290	71%	73%	2%	541	429	79%
English II	All Testers	Cypress Falls	LEP Current	95	27	28%	35%	7%	132	60	45%
English II	All Testers	Cypress Falls	At-Risk	344	200	58%	60%	2%	414	280	68%
English II	All Testers	Cypress Falls	SPED	38	11	29%	32%	3%	56	27	48%
US History	All Testers	Cypress Falls	All	723	670	93%	95%	2%	649	599	92%
US History	All Testers	Cypress Falls	Hispanic	380	342	90%	92%	2%	360	329	91%
US History	All Testers	Cypress Falls	Am. Indian	12	11	92%	94%	2%	*	*	*
US History	All Testers	Cypress Falls	Asian	66	65	98%	98%	0%	52	49	94%
US History	All Testers	Cypress Falls	African Am.	137	127	93%	95%	2%	114	102	89%
US History	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Falls	White	111	109	98%	99%	1%	106	103	97%
US History	All Testers	Cypress Falls	Two or More	17	16	94%	96%	2%	15	14	93%
US History	All Testers	Cypress Falls	Eco. Dis.	406	365	90%	92%	2%	451	409	91%
US History	All Testers	Cypress Falls	LEP Current	57	32	56%	58%	2%	94	71	76%
US History	All Testers	Cypress Falls	At-Risk	225	183	81%	83%	2%	316	268	85%
US History	All Testers	Cypress Falls	SPED	44	32	73%	75%	2%	37	27	73%

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 Falls	All	436	185	42%	44%	2%	536	309	58%
Algebra I	All Testers	Cypress Falls	Hispanic	248	108	44%	46%	2%	337	187	55%
Algebra I	All Testers	Cypress Falls	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Falls	Asian	15	10	67%	69%	2%	14	10	71%
Algebra I	All Testers	Cypress Falls	African Am.	108	34	31%	35%	4%	120	70	58%
Algebra I	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Falls	White	45	23	51%	53%	2%	51	31	61%
Algebra I	All Testers	Cypress Falls	Two or More	16	8	50%	52%	2%	13	11	85%
Algebra I	All Testers	Cypress Falls	Eco. Dis.	318	129	41%	43%	2%	424	244	58%
Algebra I	All Testers	Cypress Falls	LEP Current	84	17	20%	22%	2%	120	44	37%
Algebra I	All Testers	Cypress Falls	At-Risk	324	124	38%	40%	2%	417	207	50%
Algebra I	All Testers	Cypress Falls	SPED	59	16	27%	29%	2%	73	25	34%
Biology	All Testers	Cypress Falls	All	682	439	64%	66%	2%	755	525	70%
Biology	All Testers	Cypress Falls	Hispanic	378	233	62%	64%	2%	452	290	64%
Biology	All Testers	Cypress Falls	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Falls	Asian	56	52	93%	95%	2%	44	39	89%
Biology	All Testers	Cypress Falls	African Am.	125	59	47%	49%	2%	157	106	68%
Biology	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Falls	White	97	80	82%	84%	2%	76	69	91%
Biology	All Testers	Cypress Falls	Two or More	21	12	57%	59%	2%	22	19	86%
Biology	All Testers	Cypress Falls	Eco. Dis.	454	266	59%	61%	2%	562	367	65%
Biology	All Testers	Cypress Falls	LEP Current	100	27	27%	29%	2%	134	40	30%
Biology	All Testers	Cypress Falls	At-Risk	387	182	47%	49%	2%	488	275	56%
Biology	All Testers	Cypress Falls	SPED	57	19	33%	35%	2%	71	23	32%
English I	All Testers	Cypress Falls	All	711	431	61%	63%	2%	809	459	57%
English I	All Testers	Cypress Falls	Hispanic	395	226	57%	60%	3%	484	259	54%
English I	All Testers	Cypress Falls	Am. Indian	5	2	40%	42%	2%	*	*	*
English I	All Testers	Cypress Falls	Asian	57	48	84%	86%	2%	44	40	91%
English I	All Testers	Cypress Falls	African Am.	134	64	48%	50%	2%	173	84	49%
English I	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Falls	White	98	80	82%	85%	3%	81	56	69%
English I	All Testers	Cypress Falls	Two or More	21	11	52%	54%	2%	23	19	83%
English I	All Testers	Cypress Falls	Eco. Dis.	475	259	55%	57%	2%	598	318	53%
English I	All Testers	Cypress Falls	LEP Current	108	15	14%	16%	2%	152	30	20%
English I	All Testers	Cypress Falls	At-Risk	416	167	40%	44%	4%	546	224	41%
English I	All Testers	Cypress Falls	SPED	67	12	18%	20%	2%	82	16	20%

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	
					#	%				#	%
English II	All Testers	Cypress Falls	All	660	431	65%	68%	3%	762	503	66%
English II	All Testers	Cypress Falls	Hispanic	372	220	59%	61%	2%	425	277	65%
English II	All Testers	Cypress Falls	Am. Indian	*	*	*	*	*	5	4	80%
English II	All Testers	Cypress Falls	Asian	55	44	80%	82%	2%	57	48	84%
English II	All Testers	Cypress Falls	African Am.	112	65	58%	60%	2%	160	85	53%
English II	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Falls	White	105	90	86%	88%	2%	94	75	80%
English II	All Testers	Cypress Falls	Two or More	14	11	79%	81%	2%	20	14	70%
English II	All Testers	Cypress Falls	Eco. Dis.	410	234	57%	59%	2%	541	331	61%
English II	All Testers	Cypress Falls	LEP Current	95	15	16%	18%	2%	132	32	24%
English II	All Testers	Cypress Falls	At-Risk	344	137	40%	42%	2%	414	185	45%
English II	All Testers	Cypress Falls	SPED	38	8	21%	24%	3%	56	17	30%
US History	All Testers	Cypress Falls	All	723	583	81%	83%	2%	649	504	78%
US History	All Testers	Cypress Falls	Hispanic	380	283	74%	76%	2%	360	260	72%
US History	All Testers	Cypress Falls	Am. Indian	12	9	75%	78%	3%	*	*	*
US History	All Testers	Cypress Falls	Asian	66	63	95%	96%	1%	52	47	90%
US History	All Testers	Cypress Falls	African Am.	137	108	79%	81%	2%	114	83	73%
US History	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Falls	White	111	104	94%	96%	2%	106	99	93%
US History	All Testers	Cypress Falls	Two or More	17	16	94%	96%	2%	15	14	93%
US History	All Testers	Cypress Falls	Eco. Dis.	406	305	75%	77%	2%	451	325	72%
US History	All Testers	Cypress Falls	LEP Current	57	12	21%	23%	2%	94	35	37%
US History	All Testers	Cypress Falls	At-Risk	225	125	56%	58%	2%	316	182	58%
US History	All Testers	Cypress Falls	SPED	44	17	39%	41%	2%	37	16	43%

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 Falls	All	436	68	16%	18%	2%	536	167	31%
Algebra I	All Testers	Cypress Falls	Hispanic	248	40	16%	18%	2%	337	100	30%
Algebra I	All Testers	Cypress Falls	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Falls	Asian	15	4	27%	29%	2%	14	9	64%
Algebra I	All Testers	Cypress Falls	African Am.	108	11	10%	12%	2%	120	34	28%
Algebra I	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Falls	White	45	9	20%	22%	2%	51	16	31%
Algebra I	All Testers	Cypress Falls	Two or More	16	3	19%	21%	2%	13	8	62%
Algebra I	All Testers	Cypress Falls	Eco. Dis.	318	42	13%	15%	2%	424	136	32%
Algebra I	All Testers	Cypress Falls	LEP Current	84	7	8%	10%	2%	120	28	23%
Algebra I	All Testers	Cypress Falls	At-Risk	324	45	14%	16%	2%	417	103	25%
Algebra I	All Testers	Cypress Falls	SPED	59	2	3%	5%	2%	73	13	18%
Biology	All Testers	Cypress Falls	All	682	171	25%	27%	2%	755	196	26%
Biology	All Testers	Cypress Falls	Hispanic	378	83	22%	24%	2%	452	99	22%
Biology	All Testers	Cypress Falls	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Falls	Asian	56	29	52%	54%	2%	44	27	61%
Biology	All Testers	Cypress Falls	African Am.	125	14	11%	13%	2%	157	31	20%
Biology	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Falls	White	97	41	42%	44%	2%	76	28	37%
Biology	All Testers	Cypress Falls	Two or More	21	4	19%	21%	2%	22	10	45%
Biology	All Testers	Cypress Falls	Eco. Dis.	454	87	19%	21%	2%	562	124	22%
Biology	All Testers	Cypress Falls	LEP Current	100	7	7%	9%	2%	134	5	4%
Biology	All Testers	Cypress Falls	At-Risk	387	37	10%	12%	2%	488	55	11%
Biology	All Testers	Cypress Falls	SPED	57	4	7%	9%	2%	71	2	3%
English I	All Testers	Cypress Falls	All	711	105	15%	17%	2%	809	106	13%
English I	All Testers	Cypress Falls	Hispanic	395	43	11%	13%	2%	484	53	11%
English I	All Testers	Cypress Falls	Am. Indian	5	0	0%	2%	2%	*	*	*
English I	All Testers	Cypress Falls	Asian	57	26	46%	48%	2%	44	17	39%
English I	All Testers	Cypress Falls	African Am.	134	9	7%	9%	2%	173	14	8%
English I	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Falls	White	98	25	26%	28%	2%	81	20	25%
English I	All Testers	Cypress Falls	Two or More	21	2	10%	12%	2%	23	2	9%
English I	All Testers	Cypress Falls	Eco. Dis.	475	43	9%	11%	2%	598	62	10%
English I	All Testers	Cypress Falls	LEP Current	108	1	1%	3%	2%	152	0	0%
English I	All Testers	Cypress Falls	At-Risk	416	17	4%	6%	2%	546	20	4%
English I	All Testers	Cypress Falls	SPED	67	1	1%	3%	2%	82	1	1%

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 Falls	All	660	80	12%	14%	2%	762	90	12%
English II	All Testers	Cypress Falls	Hispanic	372	33	9%	11%	2%	425	40	9%
English II	All Testers	Cypress Falls	Am. Indian	*	*	*	*	*	5	0	0%
English II	All Testers	Cypress Falls	Asian	55	15	27%	29%	2%	57	25	44%
English II	All Testers	Cypress Falls	African Am.	112	12	11%	13%	2%	160	11	7%
English II	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Falls	White	105	18	17%	19%	2%	94	11	12%
English II	All Testers	Cypress Falls	Two or More	14	2	14%	16%	2%	20	3	15%
English II	All Testers	Cypress Falls	Eco. Dis.	410	44	11%	13%	2%	541	47	9%
English II	All Testers	Cypress Falls	LEP Current	95	0	0%	2%	2%	132	2	2%
English II	All Testers	Cypress Falls	At-Risk	344	10	3%	5%	2%	414	10	2%
English II	All Testers	Cypress Falls	SPED	38	1	3%	5%	2%	56	1	2%
US History	All Testers	Cypress Falls	All	723	415	57%	59%	2%	649	357	55%
US History	All Testers	Cypress Falls	Hispanic	380	190	50%	52%	2%	360	177	49%
US History	All Testers	Cypress Falls	Am. Indian	12	5	42%	43%	1%	*	*	*
US History	All Testers	Cypress Falls	Asian	66	54	82%	84%	2%	52	38	73%
US History	All Testers	Cypress Falls	African Am.	137	67	49%	51%	2%	114	52	46%
US History	All Testers	Cypress Falls	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Falls	White	111	90	81%	83%	2%	106	77	73%
US History	All Testers	Cypress Falls	Two or More	17	9	53%	55%	2%	15	12	80%
US History	All Testers	Cypress Falls	Eco. Dis.	406	197	49%	51%	2%	451	218	48%
US History	All Testers	Cypress Falls	LEP Current	57	4	7%	9%	2%	94	13	14%
US History	All Testers	Cypress Falls	At-Risk	225	58	26%	28%	2%	316	96	30%
US History	All Testers	Cypress Falls	SPED	44	9	20%	22%	2%	37	7	19%

Cypress Falls

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 70% to 78% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
70%	72%	74%	76%	78%

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	58%	65%	83%		89%			73%	64%	73%	53%	75%	49%
2021-22	2022-23	60%	67%	85%	NA	91%	NA	NA	75%	66%	75%	55%	77%	51%
2022-23	2023-24	62%	69%	87%	NA	93%	NA	NA	77%	68%	77%	57%	79%	53%
2023-24	2024-25	64%	71%	89%	NA	95%	NA	NA	79%	70%	79%	59%	81%	55%
2024-25	2025-26	66%	73%	91%	NA	97%	NA	NA	81%	72%	81%	61%	83%	57%

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.