

Cypress-Fairbanks Independent School District

Cypress Lakes High School

2021-2022 Campus Improvement Plan



Mission Statement

The mission of Cypress Lakes High School is to empower innovative, critical thinkers who VALUE diversity, ASPIRE to post-secondary readiness, LEAD with integrity, OWN their actions, and RESPOND to the changing demands of a globally competitive society.

Vision

LEAD: Learn, Empower, Achieve, Dream

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

MASTERS CATEGORY:

- In Biology, our ALL, Hisp, African Am, Eco. Dis., LEP and Eco Dis. groups scored higher than the cluster average.
- In English I, our Eco Dis, and SPED groups scored equal to the cluster averages.
- In English II, our African Am, Eco Dis and SPED groups scored higher than the cluster averages.
- In US History, our White and LEP groups scored higher than the cluster average.

MEETS CATEGORY:

- In Algebra I, our LEP group scored higher than the cluster average.
- In US History, our White group scored higher than the cluster average.
- In English I, our SPED group scored equal to the cluster average.
- In English II, our SPED scored higher than our target, district and cluster average.
- In Biology, our All group scored equal to our cluster average. Our His., Eco Dis. and LEP scored higher than the cluster average.

APPROACHES CATEGORY:

- In Biology, our LEP group scored higher than the cluster and district average.
In English II, our SPED group scored higher than the cluster and district averages.
In US History, our White group scored higher than the cluster average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: In English I and English II, our White, Hispanic and All averages were below our Cluster average in the Approaches, Meets and Masters categories. **Root Cause:** English Language Arts: We need to build back student engagement, confidence and teacher/students relationships that were lost last year due to COVID-19.

Problem Statement 2: Math: In Algebra I, our All, Hispanic, African Am., White, Eco. Dis. and SPED groups scored below our Cluster average in the Approaches, Meets and Masters categories. **Root Cause:** Math: We need to build back student engagement, confidence and teacher/students relationships that were lost last year due to COVID-19.

Problem Statement 3: Science: In Biology, our White students scored below our cluster average in the Approaches, Meets and Masters categories. **Root Cause:** Science: We need to build back student engagement, confidence and teacher/students relationships that were lost last year due to COVID-19.

Problem Statement 4: Social Studies: In U.S. History, our All, Hispanic, African Am., Eco Dis and SPED groups scored lower than our cluster average in Approaches, Meets and Masters categories. **Root Cause:** Social Studies: We need to build back student engagement, confidence and teacher/students relationships that were lost last year due to COVID-19.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students are not identified and enrolled in advanced/dual credit courses proportional to our campus demographics. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to provide economically disadvantaged students with information related to the value of advanced/dual credit courses and provide them with ways to build support structures at home.

Problem Statement 6: CTE Approved Industry Certifications: Increased participation and proper tracking of certifications is needed for accountability purposes. **Root Cause:** CTE Approved Industry Certifications: We need to work to ensure students stay committed to their program area and ultimately earn a certificate.

Problem Statement 7: Graduation Rate: Some students are not able to graduate with in the expected 4 years. **Root Cause:** Graduation Rate: We need to monitor daily student attendance to ensure student engagement and achievement in school leading to 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.

Student Attendance:

- Continue to use PBIS sub-committees, strategies and implementation.
- Increased monitoring of our freshman class through the Freshman Academy has led to significant improvement in the number of students retained their 9th grade year.
- Increased emphasis on College and Career readiness as determined by Dual Credit enrollment, which has increased yearly.
- Increased emphasis on the College Academy program, enabling students to earn an Associates of Science degree.
- Increased after school involvement in after school tutoring and extracurricular participation in part due to the grant we received for an after school food program.

Restorative Discipline:

Strengths include:

- Use restorative circles
- Parent and student conferences to teach appropriate behaviors
- scanning and tracking students late to 1st period classes
- increased number of tardy sweeps

Campus Safety:

Staff and student safety continues to be our biggest priority, several steps have been taken to create a positive and safe culture on our campus:

- All students are required to wear ID badges
- All students are required to wear a clear backpack
- All students are required to wear a face mask
- All students are required to maintain social distance
- The number of entry points into the building have been limited
- A secure entryway has been constructed at the main entrance of our building

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: School Culture and Climate: Due to a needed emphasis on keeping our school safe and secure for all staff members and students, processes and procedures must be developed, discussed and implemented. **Root Cause:** School Culture and Climate: School Culture and Climate: A continued emphasis on training staff and students about safety and security measures, along with emergency operating procedures.

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.

Along with 99% of Cypress Lakes teachers being certified and highly qualified in the content areas they teach, the following are also Staff Quality, Recruitment, and Retention Strengths:

- Able to offer Dual Credit courses in English III, English IV, US History, Government, Psychology, Sociology, College Algebra, Pre-Calculus, Calculus, Statistics, Biology, Chemistry, Environmental Science, Physics, Art History, and Spanish III/IV.
- Retain the majority of our teacher leadership inclusive of department chairs and team leaders.
- Provide a mentoring program for our new teachers through the New Teacher Mentor program where every first year teacher or teacher new to CFISD is paired with a veteran teacher.
- Provide on-going, on campus professional development in Curriculum and Instruction and Classroom Management through Wisdom Wednesdays and by offering a variety of on-campus professional development opportunities after school as well.
- Provide administration opportunities to receive HR training and attend Job Fairs to focus on quality recruitment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: At times, teacher/paraprofessional absences exceed the number of substitutes who pick up staff absences. **Root Cause:** Teacher/Paraprofessional Attendance: Campus administration needs to encourage routine attendance, taking absences only when they cannot be avoided.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

The parent and community involvement at Cypress Lakes High School has several strengths. We strive to keep the lines of communication open with our parents and our community. We do this through such avenues as the ones listed below:

Spartan Showcase

Advanced Placement Meetings

At-Risk Parent Meetings

CPOC Meetings

Face-to-Face Visits

School Messenger Emails

School Messenger Callouts

Home Access Center (HAC)

Athletic Parent Meetings

Twitter

Booster Club involvement

Fine Arts community participation

Community participation in the Superintendent's Fun Run and the Northwest Harris County Heartwalk, in addition to other philanthropic projects, increase yearly.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: A gap remains in parents and community engagement. **Root Cause:** Parent and Community Engagement: We need to make parents and community members fully aware of opportunities to be involved on campus.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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 Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data




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







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.






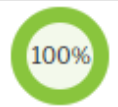




Evaluation Data Sources: End of Course Assessments: Algebra I, Biology, English I, English II, U.S. History

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: English Language Arts: With the use of reading data analysis, teachers will design books- of-choice units within the mini-lesson model. Teachers will also provide accelerated Instruction after school and on Saturdays for students that were not successful or did not take the English I and II EOC during the 2020-21 school year.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Ongoing Professional Development opportunities.</p> <p>Staff Responsible for Monitoring: English I Teachers English II Teachers English I Team Leader English II Team Leader English DC English CIC Director of Instruction DIHT Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: English Language Arts Writing: With ongoing professional development opportunities to enhance allows for student choice of topic and structure.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Ongoing Professional Development opportunities. Provide professional development days, facilitated by our English CIC, to hold writing pullouts to analyze student writing data.</p> <p>Staff Responsible for Monitoring: English I Teachers English II Teachers English I Team Leader English II Team Leader English DC English CIC Director of Instruction DIHT Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Math: Through the continued implementation of blended learning, teachers will place an emphasis on the teacher-led sessions, as well as the increase of academic vocabulary activities. Teachers will also provide accelerated Instruction after school and on Saturdays for students that were not successful or did not take the Algebra I EOC during the 2020-21 school year.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>With support from our District Math Coach, teachers will be supported as they plan for purposeful breakout/small group instruction in their classrooms.</p> <p>Staff Responsible for Monitoring: Algebra I Teachers Algebra I Team Leader Math DC District Math Coach Math CIC Director of Instruction Principal</p> <p>Meet or exceed the targets on the attached CIP target table. With support from our District Math Coach, teachers will be supported as they plan for purposeful small group instruction in their classrooms. Problem</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| <p>Strategy 4: Science: Teachers will plan for the targeted implementation of reading strategies and academic vocabulary activities to increase student achievement. Teachers will also provide accelerated Instruction after school and on Saturdays for students that were not successful or did not take the Biology EOC during the 2020-21 school year.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>With consistent involvement from our District Science Coach, teachers will be supported during team planning. Work cross-curricular with our English CIC to provide reading and vocabulary strategies.</p> <p>Staff Responsible for Monitoring: Biology I Teachers Biology I Team Leader Science DC District Science Coach Director of Instruction Principal</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Social Studies: Social Studies: Teachers will plan for the increase of academic vocabulary activities, as well as the use of these vocabulary terms within a variety of writing opportunities. Teachers will also provide accelerated Instruction after school and on Saturdays for students that were not successful or did not take the U.S. History EOC during the 2020-21 school year.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Work cross-curricular with our English CIC to provide writing and vocabulary strategies.</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Teachers and counselors will develop relationships with students in order to encourage them to take advanced courses. Our College Academy Counselor will encourage our economically disadvantaged students to remain in the College Academy. We will target our high achieving economically disadvantaged students using ASPIRE and PSAT scores.</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: Principal Associate Principal Lead Counselor CTE Counselor College & Career Specialist Director of Instruction CTE Teachers CATE DC AAS</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | |
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



| Strategy 7 Details | Formative Reviews | | |
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| <p>Strategy 7: CTE Approved Industry Certifications: CTE teachers will increase participation and performance in earning industry certifications across all areas with specific focus on accountability certification areas. CTE teachers will also continue to secure Cy-Hope scholarships for certification test fees for eligible students.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Director of Instruction Lead Counselor CTE Counselor CATE DC CATE Teachers AAS</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Graduation Rate: In order to increase 4 year graduation rate, our staff will monitor attendance and exercise a targeted academic approach to increase academic success and attendance rates, specifically for PEIMS identified At-Risk students, with the belief that when students are academically successful and regularly present at school, they are more connected to the school setting, their personal goals for the future, and are more likely to graduate on time.</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: Principal Associate Principal Director of Instruction Lead Counselor Counselors Assistant Principals AAS Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| <p>Strategy 9: Dropout Prevention: Identify students at-risk of dropping out of school and meet with them individually to develop a success plan.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Director of Instruction Lead Counselor Counselors Assistant Principals AAS Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | |
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| 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 that includes: The Core teams will develop curriculum for their content that supports content specific learning gaps. The lesson/enrichment activity will not have to be the same for all students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Director of Instruction Lead Counselor Counselors Assistant Principals AAS Teachers</p> | Formative | | |
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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








| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: EOC Tutoring/EOC Boot Camps - Targeted students (all "placed" students/ repeat STAAR testers/ reclassified freshmen/ 5th year Seniors) and all core academic area students will be invited/encouraged to attend Boot Camps and tutoring. All Core teachers will also provide accelerated Instruction after school and on Saturdays for students that were not successful or did not take the EOC during the 2020-21 school year.</p> <p>Strategy's Expected Result/Impact: The students attending our EOC Boot Camp and tutoring will successfully master STAAR EOC algebra and English I and II at a rate of 70% by May, 2022.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Interventionist - Interventionists will push into classrooms to assist students with learning gaps</p> <p>Strategy's Expected Result/Impact: 70% of all students will successfully pass STAAR and will successfully earn credit in all academic areas by May, 2022.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: Interventionist - ESSER III - \$80,000, Off Contract Instructional Pay - ESSER III - \$15,000</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Counselors will conduct Character Strength Assessments and support students in addressing social emotional needs. possible guidance lesson program specializing in SEL.</p> <p>Strategy's Expected Result/Impact: 100% of students will complete SEL guidance lessons to increase the well being and reduce students in crisis, suffering from depression, or generally struggling emotionally.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: SEL Services - ESSER III - \$5,000</p> | Formative | | |
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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 | | |
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| <p>Strategy 1: Accelerated Instruction after school 4 days a week and two Saturdays in the Fall and Spring. Strategy's Expected Result/Impact: Increase student performance on all EOC testing. Staff Responsible for Monitoring: AAS CIC Funding Sources: Off Contract Staff Pay - Special Allotment: Compensatory Education - \$60,000</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Hire 2 additional English Teachers, a Behavior Interventionist and an At-Risk Paraprofessional to provide additional support to the identified at risk students. Strategy's Expected Result/Impact: Increase student performance on all EOC testing. Staff Responsible for Monitoring: AAS CIC Funding Sources: 3 additional professional positions and 1 additional paraprofessional position - Special Allotment: Compensatory Education - \$232,000</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide professional development to teachers who provide services to identified at-risk students. Strategy's Expected Result/Impact: Increase student performance on all EOC testing. Staff Responsible for Monitoring: AAS CIC Funding Sources: Consultants - Special Allotment: Compensatory Education - \$14,400, Contacted Services - Special Allotment: Compensatory Education - \$7,700</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| <p>Strategy 4: Provide instructional resources to teachers and students who are identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Increase student performance on all EOC testing.</p> <p>Staff Responsible for Monitoring: AAS CIC</p> <p>Funding Sources: supplies, materials and scholarships - Special Allotment: Compensatory Education - \$38,680</p> | Formative | | |
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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 | | |
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| <p>Strategy 1: Campus Safety: Re-implementation of PBIS (VALOR) strategy of active supervision. Assistant Principals will continue to implement restorative discipline strategies. Students, staff, and community will be aware of the CFISD Tipline and understand how to use it.</p> <p>Strategy's Expected Result/Impact: Increased active supervision by staff. Reduction of discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principal Behavior Interventionist</p> | Formative | | |
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| 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: Entire Staff</p> | Formative | | |
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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 95%.










Evaluation Data Sources: Student attendance records


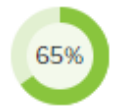

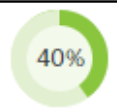
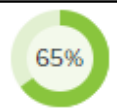





| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Student Attendance: Teachers report to Administrators the names of students who have 3 or more absences in one week. Campus will conduct focus dropout recovery efforts including targeted phone calls and home visits to students identified as dropouts.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 1%.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Behavior Interventionist Counselors AAS</p> | Formative | | |
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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 2%.

Evaluation Data Sources: Discipline reports








| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Restorative Discipline: PBIS practices will continue. Student and parent conferences will be held in order to teach appropriate behaviors. Increased communication with parents. Peer mediation strategies.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%. Staff Responsible for Monitoring: Associate Principal Assistant Principals Behavior Interventionist</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: In School Suspensions: Campus Assistant Principals meet to re-evaluate consequences for discipline infractions. We are also implementing a reflective piece to help prevent the student's behavior from escalating.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Behavior Interventionist</p> | Formative | | |
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| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Out of School Suspensions: PBIS will continue to be implemented. Restorative discipline practices will continue to be implemented. Administrative conferences will be held to discuss alternative consequences.</p> <p>Strategy's Expected Result/Impact: Select ONE: Out of school suspensions will be reduced by 1%. Staff Responsible for Monitoring: Associate Principal Assistant Principals</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |

| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Restorative discipline practices will continue to be implemented. Administrative conferences will be held to discuss alternative consequences.</p> <p>Strategy's Expected Result/Impact: Select ONE: DAEP placements of African American students will be reduced by 2%.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principal Behavior Interventionist</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Violence Prevention: Our campus will continue to utilize PBIS, VALOR, in order to teach the expected student behaviors. These lessons are taught throughout the year and are reinforced each time a student is out of compliance. VALOR stands for Value, Aspire, Lead, Own, and Respond.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Behavior Interventionist</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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 2%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Strategy 1: Teacher/Paraprofessional Attendance: Teachers who have perfect attendance for each grading period will be acknowledged. Our administrative staff and department chairs actively monitor staff attendance by grading period.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal Principal's Secretary Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p>  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

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Strategy 1: High-Quality Professional Development: High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our AAS team. Some areas of focus for this will be: Quantum Learning, GT training, ESL Strategies, Culturally Responsive Teaching practices, and more.</p> <p>Strategy's Expected Result/Impact: As result of these professional development trainings teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Director of Instruction</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 2%.

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

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Strategy 1: Parent and Family Engagement: Administer a staff survey asking the following questions: 1) What ideas do you have for increasing parent involvement on our campus? 2) Can you use a parent volunteer for your class/club/organization?If so, how? Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. Staff Responsible for Monitoring: Principal Lead Counselor College & Career Specialist Assistant Principal Director of Instruction AAS Behavior Interventionist</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

State Compensatory

Budget for Cypress Lakes High School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Cypress Lakes High School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------|--------------------------|------------|
| 1 position | Behavior Interventionist | 1 |
| 1 position | AAS | 1 |
| 1 position | DI Helping Teacher | 1 |
| 2 position | CIC | 1 |
| 22 position | Teacher | 1 |

Campus Funding Summary

| ESSER III | | | | | |
|-------------------------------------------|-----------|----------|--------------------------------------------------------------------------------|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | Off Contract Instructional Pay | | \$15,000.00 |
| 1 | 2 | 2 | Interventionist | | \$80,000.00 |
| 1 | 2 | 3 | SEI Services | | \$5,000.00 |
| Sub-Total | | | | | \$100,000.00 |
| Special Allotment: Compensatory Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 2 | 3 additional professional positions and 1 additional paraprofessional position | | \$232,000.00 |
| 1 | 3 | 3 | Contacted Services | | \$7,700.00 |
| 1 | 3 | 3 | Consultants | | \$14,400.00 |
| 1 | 3 | 4 | supplies, materials and scholarships | | \$38,680.00 |
| Sub-Total | | | | | \$292,780.00 |
| Special Allotment: Compensatory Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Off Contract Staff Pay | | \$60,000.00 |
| Sub-Total | | | | | \$60,000.00 |

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 Lakes | All | 520 | 341 | 66% | 71% | 5% | 661 | 496 | 75% |
| Algebra I | All Testers | Cypress Lakes | Hispanic | 311 | 208 | 67% | 72% | 5% | 363 | 269 | 74% |
| Algebra I | All Testers | Cypress Lakes | Am. Indian | * | * | * | * | * | 7 | 4 | 57% |
| Algebra I | All Testers | Cypress Lakes | Asian | 14 | 14 | 100% | 100% | 0% | 18 | 15 | 83% |
| Algebra I | All Testers | Cypress Lakes | African Am. | 143 | 85 | 59% | 64% | 5% | 212 | 157 | 74% |
| Algebra I | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Cypress Lakes | White | 40 | 29 | 73% | 78% | 5% | 35 | 30 | 86% |
| Algebra I | All Testers | Cypress Lakes | Two or More | 10 | 4 | 40% | 45% | 5% | 26 | 21 | 81% |
| Algebra I | All Testers | Cypress Lakes | Eco. Dis. | 377 | 243 | 64% | 69% | 5% | 533 | 399 | 75% |
| Algebra I | All Testers | Cypress Lakes | LEP Current | 117 | 66 | 56% | 61% | 5% | 134 | 83 | 62% |
| Algebra I | All Testers | Cypress Lakes | At-Risk | 385 | 235 | 61% | 66% | 5% | 538 | 388 | 72% |
| Algebra I | All Testers | Cypress Lakes | SPED | 74 | 23 | 31% | 36% | 5% | 74 | 33 | 45% |
| Biology | All Testers | Cypress Lakes | All | 776 | 665 | 86% | 91% | 5% | 886 | 759 | 86% |
| Biology | All Testers | Cypress Lakes | Hispanic | 462 | 397 | 86% | 91% | 5% | 487 | 412 | 85% |
| Biology | All Testers | Cypress Lakes | Am. Indian | 5 | 4 | 80% | 85% | 5% | 6 | 3 | 50% |
| Biology | All Testers | Cypress Lakes | Asian | 42 | 40 | 95% | 100% | 5% | 50 | 50 | 100% |
| Biology | All Testers | Cypress Lakes | African Am. | 181 | 145 | 80% | 85% | 5% | 254 | 218 | 86% |
| Biology | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| Biology | All Testers | Cypress Lakes | White | 69 | 64 | 93% | 98% | 5% | 57 | 50 | 88% |
| Biology | All Testers | Cypress Lakes | Two or More | 16 | 14 | 88% | 93% | 5% | 31 | 25 | 81% |
| Biology | All Testers | Cypress Lakes | Eco. Dis. | 539 | 459 | 85% | 90% | 5% | 677 | 564 | 83% |
| Biology | All Testers | Cypress Lakes | LEP Current | 130 | 85 | 65% | 70% | 5% | 142 | 80 | 56% |
| Biology | All Testers | Cypress Lakes | At-Risk | 480 | 386 | 80% | 85% | 5% | 626 | 509 | 81% |
| Biology | All Testers | Cypress Lakes | SPED | 74 | 36 | 49% | 54% | 5% | 83 | 41 | 49% |
| English I | All Testers | Cypress Lakes | All | 781 | 532 | 68% | 73% | 5% | 958 | 641 | 67% |
| English I | All Testers | Cypress Lakes | Hispanic | 479 | 322 | 67% | 72% | 5% | 533 | 347 | 65% |
| English I | All Testers | Cypress Lakes | Am. Indian | 6 | 2 | 33% | 58% | 25% | 6 | 4 | 67% |
| English I | All Testers | Cypress Lakes | Asian | 40 | 33 | 83% | 88% | 5% | 52 | 47 | 90% |
| English I | All Testers | Cypress Lakes | African Am. | 173 | 109 | 63% | 68% | 5% | 277 | 180 | 65% |
| English I | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| English I | All Testers | Cypress Lakes | White | 65 | 50 | 77% | 82% | 5% | 62 | 45 | 73% |
| English I | All Testers | Cypress Lakes | Two or More | 17 | 15 | 88% | 93% | 5% | 28 | 18 | 64% |
| English I | All Testers | Cypress Lakes | Eco. Dis. | 551 | 361 | 66% | 71% | 5% | 738 | 477 | 65% |
| English I | All Testers | Cypress Lakes | LEP Current | 149 | 43 | 29% | 34% | 5% | 169 | 49 | 29% |
| English I | All Testers | Cypress Lakes | At-Risk | 499 | 277 | 56% | 61% | 5% | 708 | 413 | 58% |
| English I | All Testers | Cypress Lakes | SPED | 74 | 17 | 23% | 28% | 5% | 101 | 21 | 21% |

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 Lakes | All | 738 | 537 | 73% | 78% | 5% | 869 | 641 | 74% |
| English II | All Testers | Cypress Lakes | Hispanic | 407 | 287 | 71% | 76% | 5% | 513 | 391 | 76% |
| English II | All Testers | Cypress Lakes | Am. Indian | * | * | * | * | * | * | * | * |
| English II | All Testers | Cypress Lakes | Asian | 50 | 44 | 88% | 93% | 5% | 49 | 42 | 86% |
| English II | All Testers | Cypress Lakes | African Am. | 200 | 142 | 71% | 76% | 5% | 205 | 129 | 63% |
| English II | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| English II | All Testers | Cypress Lakes | White | 52 | 42 | 81% | 86% | 5% | 73 | 56 | 77% |
| English II | All Testers | Cypress Lakes | Two or More | 24 | 18 | 75% | 80% | 5% | 23 | 18 | 78% |
| English II | All Testers | Cypress Lakes | Eco. Dis. | 504 | 361 | 72% | 76% | 4% | 612 | 438 | 72% |
| English II | All Testers | Cypress Lakes | LEP Current | 86 | 21 | 24% | 29% | 5% | 164 | 82 | 50% |
| English II | All Testers | Cypress Lakes | At-Risk | 437 | 252 | 58% | 63% | 5% | 550 | 336 | 61% |
| English II | All Testers | Cypress Lakes | SPED | 65 | 29 | 45% | 50% | 5% | 85 | 21 | 25% |
| US History | All Testers | Cypress Lakes | All | 714 | 642 | 90% | 95% | 5% | 702 | 653 | 93% |
| US History | All Testers | Cypress Lakes | Hispanic | 421 | 383 | 91% | 96% | 5% | 371 | 342 | 92% |
| US History | All Testers | Cypress Lakes | Am. Indian | * | * | * | * | * | * | * | * |
| US History | All Testers | Cypress Lakes | Asian | 47 | 44 | 94% | 99% | 5% | 47 | 45 | 96% |
| US History | All Testers | Cypress Lakes | African Am. | 182 | 154 | 85% | 90% | 5% | 203 | 188 | 93% |
| US History | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | 6 | 6 | 100% |
| US History | All Testers | Cypress Lakes | White | 47 | 45 | 96% | 100% | 4% | 54 | 51 | 94% |
| US History | All Testers | Cypress Lakes | Two or More | 16 | 15 | 94% | 99% | 5% | 20 | 20 | 100% |
| US History | All Testers | Cypress Lakes | Eco. Dis. | 467 | 413 | 88% | 93% | 5% | 481 | 446 | 93% |
| US History | All Testers | Cypress Lakes | LEP Current | 73 | 49 | 67% | 72% | 5% | 76 | 57 | 75% |
| US History | All Testers | Cypress Lakes | At-Risk | 284 | 219 | 77% | 82% | 5% | 385 | 337 | 88% |
| US History | All Testers | Cypress Lakes | SPED | 50 | 30 | 60% | 65% | 5% | 64 | 49 | 77% |

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 Lakes | All | 520 | 137 | 26% | 31% | 5% | 661 | 244 | 37% |
| Algebra I | All Testers | Cypress Lakes | Hispanic | 311 | 82 | 26% | 31% | 5% | 363 | 133 | 37% |
| Algebra I | All Testers | Cypress Lakes | Am. Indian | * | * | * | * | * | 7 | 2 | 29% |
| Algebra I | All Testers | Cypress Lakes | Asian | 14 | 8 | 57% | 62% | 5% | 18 | 13 | 72% |
| Algebra I | All Testers | Cypress Lakes | African Am. | 143 | 28 | 20% | 25% | 5% | 212 | 72 | 34% |
| Algebra I | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Cypress Lakes | White | 40 | 18 | 45% | 50% | 5% | 35 | 16 | 46% |
| Algebra I | All Testers | Cypress Lakes | Two or More | 10 | 1 | 10% | 15% | 5% | 26 | 8 | 31% |
| Algebra I | All Testers | Cypress Lakes | Eco. Dis. | 377 | 100 | 27% | 32% | 5% | 533 | 196 | 37% |
| Algebra I | All Testers | Cypress Lakes | LEP Current | 117 | 29 | 25% | 30% | 5% | 134 | 27 | 20% |
| Algebra I | All Testers | Cypress Lakes | At-Risk | 385 | 88 | 23% | 28% | 5% | 538 | 173 | 32% |
| Algebra I | All Testers | Cypress Lakes | SPED | 74 | 8 | 11% | 16% | 5% | 74 | 8 | 11% |
| Biology | All Testers | Cypress Lakes | All | 776 | 469 | 60% | 65% | 5% | 886 | 566 | 64% |
| Biology | All Testers | Cypress Lakes | Hispanic | 462 | 285 | 62% | 67% | 5% | 487 | 300 | 62% |
| Biology | All Testers | Cypress Lakes | Am. Indian | 5 | 2 | 40% | 45% | 5% | 6 | 3 | 50% |
| Biology | All Testers | Cypress Lakes | Asian | 42 | 34 | 81% | 86% | 5% | 50 | 45 | 90% |
| Biology | All Testers | Cypress Lakes | African Am. | 181 | 86 | 48% | 53% | 5% | 254 | 157 | 62% |
| Biology | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| Biology | All Testers | Cypress Lakes | White | 69 | 49 | 71% | 76% | 5% | 57 | 43 | 75% |
| Biology | All Testers | Cypress Lakes | Two or More | 16 | 12 | 75% | 80% | 5% | 31 | 17 | 55% |
| Biology | All Testers | Cypress Lakes | Eco. Dis. | 539 | 312 | 58% | 63% | 5% | 677 | 411 | 61% |
| Biology | All Testers | Cypress Lakes | LEP Current | 130 | 39 | 30% | 35% | 5% | 142 | 38 | 27% |
| Biology | All Testers | Cypress Lakes | At-Risk | 480 | 225 | 47% | 52% | 5% | 626 | 333 | 53% |
| Biology | All Testers | Cypress Lakes | SPED | 74 | 11 | 15% | 20% | 5% | 83 | 16 | 19% |
| English I | All Testers | Cypress Lakes | All | 781 | 390 | 50% | 55% | 5% | 958 | 499 | 52% |
| English I | All Testers | Cypress Lakes | Hispanic | 479 | 231 | 48% | 53% | 5% | 533 | 265 | 50% |
| English I | All Testers | Cypress Lakes | Am. Indian | 6 | 2 | 33% | 38% | 5% | 6 | 2 | 33% |
| English I | All Testers | Cypress Lakes | Asian | 40 | 29 | 73% | 78% | 5% | 52 | 41 | 79% |
| English I | All Testers | Cypress Lakes | African Am. | 173 | 73 | 42% | 47% | 5% | 277 | 138 | 50% |
| English I | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| English I | All Testers | Cypress Lakes | White | 65 | 41 | 63% | 68% | 5% | 62 | 40 | 65% |
| English I | All Testers | Cypress Lakes | Two or More | 17 | 13 | 76% | 81% | 5% | 28 | 13 | 46% |
| English I | All Testers | Cypress Lakes | Eco. Dis. | 551 | 255 | 46% | 51% | 5% | 738 | 366 | 50% |
| English I | All Testers | Cypress Lakes | LEP Current | 149 | 19 | 13% | 18% | 5% | 169 | 23 | 14% |
| English I | All Testers | Cypress Lakes | At-Risk | 499 | 160 | 32% | 37% | 5% | 708 | 284 | 40% |
| English I | All Testers | Cypress Lakes | SPED | 74 | 9 | 12% | 17% | 5% | 101 | 9 | 9% |

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 Lakes | All | 738 | 435 | 59% | 64% | 5% | 869 | 482 | 55% |
| English II | All Testers | Cypress Lakes | Hispanic | 407 | 236 | 58% | 63% | 5% | 513 | 278 | 54% |
| English II | All Testers | Cypress Lakes | Am. Indian | * | * | * | * | * | * | * | * |
| English II | All Testers | Cypress Lakes | Asian | 50 | 40 | 80% | 85% | 5% | 49 | 38 | 78% |
| English II | All Testers | Cypress Lakes | African Am. | 200 | 105 | 53% | 58% | 5% | 205 | 101 | 49% |
| English II | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| English II | All Testers | Cypress Lakes | White | 52 | 37 | 71% | 76% | 5% | 73 | 45 | 62% |
| English II | All Testers | Cypress Lakes | Two or More | 24 | 13 | 54% | 59% | 5% | 23 | 16 | 70% |
| English II | All Testers | Cypress Lakes | Eco. Dis. | 504 | 287 | 57% | 62% | 5% | 612 | 323 | 53% |
| English II | All Testers | Cypress Lakes | LEP Current | 86 | 8 | 9% | 0% | -9% | 164 | 34 | 21% |
| English II | All Testers | Cypress Lakes | At-Risk | 437 | 168 | 38% | 43% | 5% | 550 | 202 | 37% |
| English II | All Testers | Cypress Lakes | SPED | 65 | 17 | 26% | 31% | 5% | 85 | 7 | 8% |
| US History | All Testers | Cypress Lakes | All | 714 | 496 | 69% | 74% | 5% | 702 | 515 | 73% |
| US History | All Testers | Cypress Lakes | Hispanic | 421 | 289 | 69% | 74% | 5% | 371 | 278 | 75% |
| US History | All Testers | Cypress Lakes | Am. Indian | * | * | * | * | * | * | * | * |
| US History | All Testers | Cypress Lakes | Asian | 47 | 40 | 85% | 90% | 5% | 47 | 43 | 91% |
| US History | All Testers | Cypress Lakes | African Am. | 182 | 111 | 61% | 66% | 5% | 203 | 126 | 62% |
| US History | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | 6 | 6 | 100% |
| US History | All Testers | Cypress Lakes | White | 47 | 43 | 91% | 96% | 5% | 54 | 43 | 80% |
| US History | All Testers | Cypress Lakes | Two or More | 16 | 12 | 75% | 80% | 5% | 20 | 18 | 90% |
| US History | All Testers | Cypress Lakes | Eco. Dis. | 467 | 317 | 68% | 73% | 5% | 481 | 341 | 71% |
| US History | All Testers | Cypress Lakes | LEP Current | 73 | 24 | 33% | 38% | 5% | 76 | 29 | 38% |
| US History | All Testers | Cypress Lakes | At-Risk | 284 | 127 | 45% | 50% | 5% | 385 | 225 | 58% |
| US History | All Testers | Cypress Lakes | SPED | 50 | 13 | 26% | 31% | 5% | 64 | 24 | 38% |

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 Lakes | All | 520 | 42 | 8% | 13% | 5% | 661 | 104 | 16% |
| Algebra I | All Testers | Cypress Lakes | Hispanic | 311 | 21 | 7% | 12% | 5% | 363 | 52 | 14% |
| Algebra I | All Testers | Cypress Lakes | Am. Indian | * | * | * | * | * | 7 | 0 | 0% |
| Algebra I | All Testers | Cypress Lakes | Asian | 14 | 3 | 21% | 26% | 5% | 18 | 9 | 50% |
| Algebra I | All Testers | Cypress Lakes | African Am. | 143 | 11 | 8% | 13% | 5% | 212 | 33 | 16% |
| Algebra I | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Cypress Lakes | White | 40 | 6 | 15% | 20% | 5% | 35 | 6 | 17% |
| Algebra I | All Testers | Cypress Lakes | Two or More | 10 | 1 | 10% | 15% | 5% | 26 | 4 | 15% |
| Algebra I | All Testers | Cypress Lakes | Eco. Dis. | 377 | 30 | 8% | 13% | 5% | 533 | 85 | 16% |
| Algebra I | All Testers | Cypress Lakes | LEP Current | 117 | 8 | 7% | 12% | 5% | 134 | 9 | 7% |
| Algebra I | All Testers | Cypress Lakes | At-Risk | 385 | 22 | 6% | 11% | 5% | 538 | 64 | 12% |
| Algebra I | All Testers | Cypress Lakes | SPED | 74 | 1 | 1% | 6% | 5% | 74 | 4 | 5% |
| Biology | All Testers | Cypress Lakes | All | 776 | 207 | 27% | 32% | 5% | 886 | 196 | 22% |
| Biology | All Testers | Cypress Lakes | Hispanic | 462 | 110 | 24% | 29% | 5% | 487 | 108 | 22% |
| Biology | All Testers | Cypress Lakes | Am. Indian | 5 | 1 | 20% | 25% | 5% | 6 | 1 | 17% |
| Biology | All Testers | Cypress Lakes | Asian | 42 | 21 | 50% | 55% | 5% | 50 | 28 | 56% |
| Biology | All Testers | Cypress Lakes | African Am. | 181 | 39 | 22% | 27% | 5% | 254 | 37 | 15% |
| Biology | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| Biology | All Testers | Cypress Lakes | White | 69 | 26 | 38% | 43% | 5% | 57 | 18 | 32% |
| Biology | All Testers | Cypress Lakes | Two or More | 16 | 10 | 63% | 68% | 5% | 31 | 4 | 13% |
| Biology | All Testers | Cypress Lakes | Eco. Dis. | 539 | 131 | 24% | 29% | 5% | 677 | 129 | 19% |
| Biology | All Testers | Cypress Lakes | LEP Current | 130 | 7 | 5% | 10% | 5% | 142 | 7 | 5% |
| Biology | All Testers | Cypress Lakes | At-Risk | 480 | 59 | 12% | 17% | 5% | 626 | 72 | 12% |
| Biology | All Testers | Cypress Lakes | SPED | 74 | 4 | 5% | 10% | 5% | 83 | 4 | 5% |
| English I | All Testers | Cypress Lakes | All | 781 | 88 | 11% | 16% | 5% | 958 | 88 | 9% |
| English I | All Testers | Cypress Lakes | Hispanic | 479 | 42 | 9% | 14% | 5% | 533 | 44 | 8% |
| English I | All Testers | Cypress Lakes | Am. Indian | 6 | 1 | 17% | 22% | 5% | 6 | 0 | 0% |
| English I | All Testers | Cypress Lakes | Asian | 40 | 16 | 40% | 45% | 5% | 52 | 10 | 19% |
| English I | All Testers | Cypress Lakes | African Am. | 173 | 13 | 8% | 13% | 5% | 277 | 21 | 8% |
| English I | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| English I | All Testers | Cypress Lakes | White | 65 | 13 | 20% | 25% | 5% | 62 | 9 | 15% |
| English I | All Testers | Cypress Lakes | Two or More | 17 | 3 | 18% | 23% | 5% | 28 | 4 | 14% |
| English I | All Testers | Cypress Lakes | Eco. Dis. | 551 | 51 | 9% | 14% | 5% | 738 | 55 | 7% |
| English I | All Testers | Cypress Lakes | LEP Current | 149 | 1 | 1% | 6% | 5% | 169 | 2 | 1% |
| English I | All Testers | Cypress Lakes | At-Risk | 499 | 15 | 3% | 8% | 5% | 708 | 23 | 3% |
| English I | All Testers | Cypress Lakes | SPED | 74 | 1 | 1% | 6% | 5% | 101 | 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 Lakes | All | 738 | 64 | 9% | 14% | 5% | 869 | 79 | 9% |
| English II | All Testers | Cypress Lakes | Hispanic | 407 | 27 | 7% | 12% | 5% | 513 | 40 | 8% |
| English II | All Testers | Cypress Lakes | Am. Indian | * | * | * | * | * | * | * | * |
| English II | All Testers | Cypress Lakes | Asian | 50 | 15 | 30% | 35% | 5% | 49 | 14 | 29% |
| English II | All Testers | Cypress Lakes | African Am. | 200 | 11 | 6% | 11% | 5% | 205 | 12 | 6% |
| English II | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | * | * | * |
| English II | All Testers | Cypress Lakes | White | 52 | 8 | 15% | 20% | 5% | 73 | 6 | 8% |
| English II | All Testers | Cypress Lakes | Two or More | 24 | 3 | 13% | 18% | 5% | 23 | 6 | 26% |
| English II | All Testers | Cypress Lakes | Eco. Dis. | 504 | 38 | 8% | 13% | 5% | 612 | 41 | 7% |
| English II | All Testers | Cypress Lakes | LEP Current | 86 | 0 | 0% | 5% | 5% | 164 | 1 | 1% |
| English II | All Testers | Cypress Lakes | At-Risk | 437 | 4 | 1% | 6% | 5% | 550 | 14 | 3% |
| English II | All Testers | Cypress Lakes | SPED | 65 | 1 | 2% | 7% | 5% | 85 | 0 | 0% |
| US History | All Testers | Cypress Lakes | All | 714 | 304 | 43% | 48% | 5% | 702 | 298 | 42% |
| US History | All Testers | Cypress Lakes | Hispanic | 421 | 170 | 40% | 45% | 5% | 371 | 146 | 39% |
| US History | All Testers | Cypress Lakes | Am. Indian | * | * | * | * | * | * | * | * |
| US History | All Testers | Cypress Lakes | Asian | 47 | 31 | 66% | 71% | 5% | 47 | 33 | 70% |
| US History | All Testers | Cypress Lakes | African Am. | 182 | 58 | 32% | 37% | 5% | 203 | 69 | 34% |
| US History | All Testers | Cypress Lakes | Pac. Islander | * | * | * | * | * | 6 | 3 | 50% |
| US History | All Testers | Cypress Lakes | White | 47 | 36 | 77% | 82% | 5% | 54 | 36 | 67% |
| US History | All Testers | Cypress Lakes | Two or More | 16 | 8 | 50% | 55% | 5% | 20 | 10 | 50% |
| US History | All Testers | Cypress Lakes | Eco. Dis. | 467 | 193 | 41% | 46% | 5% | 481 | 191 | 40% |
| US History | All Testers | Cypress Lakes | LEP Current | 73 | 12 | 16% | 21% | 5% | 76 | 3 | 4% |
| US History | All Testers | Cypress Lakes | At-Risk | 284 | 61 | 21% | 26% | 5% | 385 | 87 | 23% |
| US History | All Testers | Cypress Lakes | SPED | 50 | 7 | 14% | 19% | 5% | 64 | 9 | 14% |

Cypress Lakes

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 73% to 81% by June 2025.

Yearly Target Goals

| 2021 | 2022 | 2023 | 2024 | 2025 |
|------|------|------|------|------|
| 73% | 75% | 77% | 79% | 81% |

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 | 65% | 72% | 79% | | 85% | | 82% | 86% | 70% | | 59% | 77% | 55% |
| 2021-22 | 2022-23 | 67% | 74% | 81% | NA | 87% | NA | 84% | 88% | 72% | NA | 61% | 79% | 57% |
| 2022-23 | 2023-24 | 69% | 76% | 83% | NA | 89% | NA | 86% | 90% | 74% | NA | 63% | 81% | 59% |
| 2023-24 | 2024-25 | 71% | 78% | 85% | NA | 91% | NA | 88% | 92% | 76% | NA | 65% | 83% | 61% |
| 2024-25 | 2025-26 | 73% | 80% | 87% | NA | 93% | NA | 90% | 94% | 78% | NA | 67% | 85% | 63% |

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.