

Cypress-Fairbanks Independent School District

Cypress Park High School

2021-2022 Campus Improvement Plan



Mission Statement

Rise Up! Take Courage! Do It!

"THE PARK WAY"

Motto:

Your success now determines your next!

Honor Code:

As a member of the Cypress Park Community I will exemplify honesty and integrity in my academic and personal endeavors and encourage others to do the same.

Purpose Statement:

To equip students to think critically, make wise choices, excel academically and to have the courage to live with great purpose.

Vision

Cypress Park High School will serve the learning community by creating a culture of excellence that empowers all individuals to reach beyond their greatest potential. We will provide a safe and positive learning community based on mutual respect, scholarly achievement and service. Students will be challenged to dream big and work hard in order to meet the demands of our global society. Our goal is to lead, guide and support students to make responsible decisions that result in multiple options for career and college pathways.

Core Beliefs

We believe that all students WILL excel.
We believe that we are responsible for our behavior.
We believe in the value of quality work.
We believe in being solution driven.
We believe in serving the community.
We believe that teamwork results in excellence.
We believe that all students WILL discover their greatness within.

T.I.G.E.R.S. Attributes of Excellence

Trust Integrity Grit Excel Respect Service

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

NOTE: Due to COVID-19, there were no Distinction Designations awarded to any school in Texas.

The following were strengths based on 2020-21 data:

- The overall Approaches performance level and almost all groups either remained at the 2019 levels or improved in the English I EOC; the overall Masters percentage also rose 2% from 2019 levels.
- The overall Approaches performance level for the English II EOC improved by 8%. The overall Meets performance level improved by 11% while all groups had at least a 1% gain. Three groups had double-digits improvements in Approaches performance levels: African-American group improving 18%, Eco Dis with a 12% improvement, and the SPED group improving 21%.
- The Algebra EOC Approaches performance level was the highest in our campus cluster, while scoring second in the Meets and Masters levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: Our target problems for the 2021-22 school year include increasing student outcomes to the point where students are scoring in the "meets" and "masters" categories. **Root Cause:** English Language Arts: We need to provide instruction that enables our student to understand of how their ELA objectives are relevant and will help them in a later career.

Problem Statement 2: English Language Arts: Our target problems for the 2021-22 school year include getting more students to achieve meets rather than approaches (at least a 3% growth from 51%-54% in English I and at least 3% growth from 65%-68% in English II) and to lower our 30% (in English I) and 20% (in English II) unsuccessful percentage in writing. **Root Cause:** English Language Arts Writing: We believe that there wasn't enough scaffolding, opportunities for students to write during the 2018-19 and 2019-20 school years, lack of immediate feedback due to COVID-19 learning environments.

Problem Statement 3: Math: Our target problems for the 2021-22 school year include getting more students to achieve in the "meets" and "masters" categories on the EOC. **Root Cause:** Math: We need to provide students with more individualized instruction, practice, and academic vocabulary that is aligned with the rigor of the test.

Problem Statement 4: Science: English Language Learners, White and Special Education students are not reaching academic goals at a rate comparable to other demographics on our campus. **Root Cause:** Science: We are not developing relevant connections that foster understanding for the English Language Learners and Special Education students. We need to create purposeful lessons which utilize academic vocabulary and comprehension skills to develop stronger analysis among all student groups. We also need to create more rigorous and relevant lessons for all students

Problem Statement 5: Social Studies: Our target problems for the 2021-22 school year include getting more students back to "approaches", "meets" and "masters", with emphasis on our SPED and LEP populations. **Root Cause:** Social Studies: We need to address individual student learning gaps caused by COVID-19.

Problem Statement 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Many of our Eco Dis students struggle to remain in College Academy

because of the increased rigor level of the work **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to provide students and parents with options to build support structures at home enabling an advanced level students to meet the level of academic rigor.

Problem Statement 7: CTE Approved Industry Certifications: Our students do not see the relevance and value of the certifications and struggle to pay the fees for the certification tests. **Root Cause:** CTE Approved Industry Certifications: We need to ensure that instruction is in alignment with certification requirements and that we provide support for our students in registering for the certification tests.

Problem Statement 8: Graduation Rate: Not all (i.e., 100%) of Cypress Park High School students are graduating in four years. **Root Cause:** Graduation Rate: Cypress Park must set intentional procedures for increasing daily student attendance that will result in increased student success throughout the year yielding an increased 4-year graduation rate.

Problem Statement 9: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods in 2020-2021 necessitated by the need for 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 Park High School has a culture that is committed to building a community of excellence by focusing on the importance of attendance, attitude (growth mindset) and academics. Our focus on a the common goal of being the best at-promise high school in our district, state and nation, along with a commitment to a common language, understanding and practice grounded in the Park Way has established a climate of excellence and a culture of love, service and care at Cypress Park. Our commitment that all students can reach their highest potential with the support of committed teachers and adults is our strength.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Economically Disadvantaged students need intentional instruction and support structures that lead to academic success. **Root Cause:** School Culture and Climate: Cypress Park High School needs to continue to build a community of excellence by allocating time within the school day to instruct students on the importance of attendance, attitude (growth mindset) and academics. Our strategy is to teach targeted lessons for students in the following areas: social-emotional, safety, academic, building community, student involvement in campus life through our Community Time structure.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus in regard to Staff Quality, Recruitment and Retention: Leadership Capacity Building, Professional Development Opportunities and ongoing Instructional support are areas of strength as noted below.

Strategies and Structures for building capacity and leadership: Aspiring Leaders will provide structures for building leadership capacity. This professional development will be led by the administrative team. Last year's study of Professional Learning Communities: Learning By Doing book study will be continued and utilized across our campus to move forward in common language and practices. Teachers pursuing Masters Degrees are encouraged to shadow and assist counselors, Assistant Principals and other administrators. Opportunities are available for teachers to sub in the AP office as assistant principals. Staff are identified for Teacher Leadership Academies and other leadership opportunities.

Professional development opportunities are available through our district's wealth of offerings. The Director of Instruction provides opportunities for CTE. PD is also provided through our Blended Learning, Model Classroom Project and ICLE consultants. The campus theme for the 2021-22 school year is The Great Return. This focus is tied to the return of students to campus and our commitment to excellence in instructional practices, relational practices and professional learning communities in our campus work. We will also continue to work with our instructional teams on the importance of how we teach, not just on what we are teaching. Teachers are supported in their growth by their mentors (if new to teaching), instructional coaches, team leaders, department chairs and appraisers.

Teachers whose performance is below district standards receive support from Campus Instructional Coaches, Team Leaders and Department Chairs as well as campus administration. Interventions take place and teachers are provided a support goal and plan to improve instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our teachers and paraprofessionals need to have fewer absences. The goal will be to have 5% fewer absences in the 2021-22 school year. **Root Cause:** Teacher/Paraprofessional Attendance: Teaching is a difficult and labor-intensive job, requiring many hours past the instructional day that result in a high number of absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement: Parents receive communication in a variety of platforms including School Messenger, Schoology, Home Access Center, Remind and Social Media. Parents continue to respond positively and attended events in greater numbers than in past years.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Cypress Park needs to continue to increase parent involvement in all areas. **Root Cause:** Parent and Community Engagement: We need to make parents aware of opportunities for their involvement and activities for students such as advanced placement, dual credit, and certifications.

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
- HB3 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data










Goals

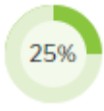








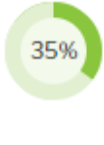


Revised/Approved: November 1, 2021







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

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

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: We will use blended learning to provide opportunities to grow as independent learners and have powerful first-time instruction. We will provide opportunities for student academic tracking and objective breakdowns to support students in better understanding their level of knowledge to make personal goals for academic growth.</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, Campus Instructional Coach, Team Leaders, English Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English Language Arts Writing: Our strategy is to provide more opportunities to write, revise, and edit and to include a lot more teacher modeling. We will also seek to give more immediate feedback to students. Our goal is to balance reading and writing, so that the writing task becomes authentic and relevant as we progress using our new English TEKSs.</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, Campus Instructional Coach, Team Leaders, English Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: We will create assignments that meet the rigor level of tests, use formative assessments to provide feedback to meet their individual needs for growth, and have students use the DPM analysis to self-assess and set individual goals to meet growth.</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, Campus Instructional Coach, Team Leaders, Math Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: We will create relevant connections to build an adequate foundation for our English Learner students using vocabulary acquisition strategies on a routine basis throughout each of our units.</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, Campus Instructional Coach, Team Leaders, Science Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: To support our English Language Learners and Special Education students, we will utilize Blended Learning and have specific times set aside where both the general education teacher and the in-class support specialist will work in small groups or one-on-one settings to facilitate learning of the material.</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, Campus Instructional Coach, Team Leaders, Social Studies Teachers</p>	Formative		
	Nov	Feb	May
			
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 to encourage them to take advanced courses. Our College Academy Advisor will encourage our Eco Dis students to remain in College Academy. Continue to pursue professional development opportunities that provide support for teachers with increasing rigor for at-risk students; AP teachers encourage students to utilize Collegeboard Resources for AP test preparation. Target high achieving Eco-Dis students using 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: Director of Instruction, Lead Counselor, College and Career Specialist, College Academy Mentor, Counselors and Teachers of Advanced Classes</p> <p>Funding Sources: Funding for Economically Disadvantaged Students in Advanced Courses - Special Allotment: Compensatory Education - 6229</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CTE Approved Industry Certifications: CTE Teachers will ensure that their instruction is in alignment with certification requirements and provide support for students to pursue certifications. CTE Teachers will seek to increase the number of students taking certification tests by 50%. Counselors will also encourage students to enroll in CTE courses and pursue certifications.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 25%.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, Department Chairs and Teachers of Classes that offer certification</p>	Formative		
	Nov	Feb	May
			

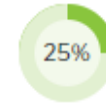
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Graduation Rate: We will utilize the following programs to work toward having an exceptional graduation rate for our graduation class of 2022 and beyond: Habitudes Curriculum, Community Mentor Program, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support, Chick Fil A Leader Academy, Student Scholarships for CFISD Summer School for at-risk students.</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: Director of Instruction, Lead Counselor, Counselors, Assistant Principals, Academic Achievement Specialists</p> <p>Funding Sources: Funding for Teacher-Student Mentor Program - Special Allotment: Compensatory Education - 6399</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: Habitudes Curriculum, Community Mentor Program, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support, Chick Fil A Leader Academy, Student Scholarships for CFISD Summer School for at-risk students.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, Counselors, Assistant Principals, Academic Achievement Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Funding for Teacher-Student Mentor Program - Special Allotment: Compensatory Education - 6399</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 30 minutes of targeted instruction daily in all Core classes each week that includes the following: Targeted instructional focus time that is differentiated to student needs provided weekly that is delineated in lesson plans occurring daily for each core content (except on Wednesdays). Interventions</p>	Formative		
	Nov	Feb	May

will focus on the End of Course subjects and grade level in a proactive approach and small groups of re-testers will be given material that focus on their outstanding STAAR or End of Course exam. Data based on classroom tests and benchmarks will also drive specific skills and reinforcement.

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

Staff Responsible for Monitoring: Director of Instruction, Team Leaders, Campus Instructional Coaches and Academic Achievement Specialists

Funding Sources: Funding for Instructional Materials for Targeted Instructional Focus Time - Special Allotment: Compensatory Education - 6399



0% No Progress

100% Accomplished







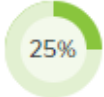






Continue/Modify

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.









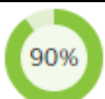
Evaluation Data Sources: STAAR and Locally Developed Assessments











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide extended day tutoring.</p> <p>Strategy's Expected Result/Impact: By May 2022, we expect that identified students participating in the tutorial and 8th period DCR will increase their academic performance in the core content areas to achieve a minimum of a 70 semester average.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Teacher tutorial pay - ESSER III</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core content area interventionist (English)</p> <p>Strategy's Expected Result/Impact: By May 2022, 70% students identified will be achieving a minimum of a 70 in their English course and pass the English I and/or English II STAAR End-of-Course Exam.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: English Interventionist - ESSER III - \$70,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Materials/Training to support Social/Emotional supports for students</p> <p>Strategy's Expected Result/Impact: Students will demonstrate growth of their own social/emotional learning and awareness when comparing a pre-student survey and post-student survey after experiences lesson on social/emotional skills development.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Habitudes Curriculum - ESSER III - \$20,000</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 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: Geometry (Math) Teacher Strategy's Expected Result/Impact: By May 2022, 70% students identified will be achieving a minimum of a 70 in their Geometry course. Staff Responsible for Monitoring: Principal, Director of Instruction Funding Sources: Supplemental Geometry teacher - Special Allotment: Compensatory Education - \$70,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted English III Teacher Strategy's Expected Result/Impact: By May 2022, 70% students identified will be achieving a minimum of a 70 in their English course and pass the English I and/or English II STAAR End-of-Course Exam. Staff Responsible for Monitoring: Principal, Director of Instruction Funding Sources: Supplemental English teacher - Special Allotment: Compensatory Education - \$70,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: English Campus Instructional Coach Strategy's Expected Result/Impact: Students and staff will benefit from instructional support in English, new teachers on campus, and technology needs. Staff Responsible for Monitoring: Principal, Director of Instruction Funding Sources: Supplemental Instructional Coach and academic aides - Special Allotment: Compensatory Education - \$89,521</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide consultants for staff development.</p> <p>Strategy's Expected Result/Impact: Teachers and Administration will benefit from on-site coaching and professional development thus creating an atmosphere of common language, understanding and practice for the students.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: Professional Development from consultants - Special Allotment: Compensatory Education - \$36,550</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide supplemental support for at-risk students.</p> <p>Strategy's Expected Result/Impact: Meet or Exceed target on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal and Director of Instruction</p> <p>Funding Sources: Supplies, Parent Mailout - Special Allotment: Compensatory Education - \$20,000</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 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: We will utilize the following strategies: Provide Community Time Lessons that focus on problem-solving skills, work with students individually on conflict resolution, provide positive reinforcement using PBIS resources, use restorative questioning strategies and reflective assignments to help students reflect on behaviors.</p> <p>Strategy's Expected Result/Impact: The expected outcome is a decrease in student behaviors that cause classroom disruptions that interfere with an orderly school environment and result in students being removed from class by 5% by June 2022.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</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 and 100% of students will know the expectations for an actual emergency/crisis.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</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 2021-22 school year, student attendance will be at 95%.










Evaluation Data Sources: Student attendance records






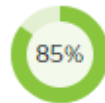




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: We will utilize the following strategies to address our need to improve student attendance: 1. Increase communication between attendance officer, the Academic Achievement Specialists, the attendance office and the assistant principals by scheduling weekly meetings. 2. Utilize Cognos reports to identify students with attendance issues and provide interventions to these students and their families (counseling, encouragement, meetings) 3. Provide quality instructional practices that encourage students to attend school. 4. Continue to build relationships based on mutual respect and understanding. 5. Academic Achievement Specialists will track student attendance after attendance officer contract conferences and meet with students who continue to be chronically absent.</p> <p>Strategy's Expected Result/Impact: We will meet or exceed the district attendance target of 95%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists, Attendance Officer</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: We will promote the use of Restorative Practices in addressing student behavior by: (1) Providing continual training for teachers on restorative practices for classroom use; (2) Providing opportunities for staff to observe restorative processes in action; (3) Providing opportunities for staff to give input and feedback on restorative processes.</p> <p>Strategy's Expected Result/Impact: Teacher Discipline referrals will be decreased by 5% and staff's buy-in and comfort level with the restorative process will increase by utilizing Restorative Discipline processes to reduce the number of discipline referrals and consequences and to increase the number of students receiving face-to-face first-time instruction.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to removal from the classroom.</p> <p>Strategy's Expected Result/Impact: We will close the discipline gap for in-school suspensions for African American, Hispanic, White, and Special Education student groups to be within 10% of each other. In School Suspensions for Special Education and African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate Principals, Assistant Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to removal from school.</p> <p>Strategy's Expected Result/Impact: We will close the discipline gap for out-of-school suspensions for African American, Hispanic, White, and Special Education student groups to be within 10% of each other. Out of school suspensions for Special Education and African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to removal from school</p> <p>Strategy's Expected Result/Impact: We will close the discipline gap for DAEP placements for African American, Hispanic, White, and Special Education student groups to be within 10% of each other. DAEP placements of African American and Special Education students will be reduced by 5%</p> <p>Staff Responsible for Monitoring: Associate Principal and Assistant Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will promote the use of Restorative and Relational Practices in addressing student behaviors to reduce and/or prevent behaviors from becoming violent by: (1) Providing continual training for teachers on Restorative Practices for classroom use; (2) Providing Code of Conduct talks to students that inform students of campus expectations and rules, and that emphasizes the responsibility to report violations either to counselor, assistant principal or through the Tip line; and (3) Identify high risk areas and provide appropriate supervision and monitoring.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</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 5%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will provide increased support by encouraging teachers and para-educators to increase their attendance and by engaging the following strategies: (1) Providing opportunities for fellowship (such as PBIS activities, Appreciation Lunches, Chili Cook-Off, etc.); (2) Writing positive notes throughout the year to encourage teachers and para-educators; (3) Providing an incentive to encourage attendance in the spring semester.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Department Chairs and Team Leaders</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will be provided with professional development in Instructional Practices including Blended Learning, Model Classroom Project, ICLE Rigor and Relevance and Jensen strategies training as in years past. The Campus Instructional Coaches and Director of Instruction Helping Teacher will provide monthly PLC opportunities as well as a Walk the Park opportunity that follows. Job embedded opportunities to observe colleagues utilizing Blended Learning, MCP and ICLE strategies will be provided throughout the year.</p> <p>Strategy's Expected Result/Impact: Blended Learning, Model Classroom and ICLE Rigor/Relevance will result in higher quality first time instruction with a result of a higher level of critical thinking yielding higher results on state testing.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Campus Instructional Coaches, Director of Instruction Helping Teacher</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 3%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will provide multiple forms of communication to advertise and inform parents of the varied opportunities available to them to partner with the school for their students' success through School Messenger, Schoology, Remind, and social media.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Department Chairs</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Cypress Park 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 Park High School

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

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Teacher tutorial pay		\$0.00
1	2	2	English Interventionist		\$70,000.00
1	2	3	Habitudes Curriculum		\$20,000.00
Sub-Total					\$90,000.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Supplies, Parent Mailout		\$20,000.00
Sub-Total					\$20,000.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Funding for Economically Disadvantaged Students in Advanced Courses	6229	\$0.00
1	1	8	Funding for Teacher-Student Mentor Program	6399	\$0.00
1	1	9	Funding for Teacher-Student Mentor Program	6399	\$0.00
1	1	10	Funding for Instructional Materials for Targeted Instructional Focus Time	6399	\$0.00
1	3	1	Supplemental Geometry teacher		\$70,000.00
1	3	2	Supplemental English teacher		\$70,000.00
1	3	3	Supplemental Instructional Coach and academic aides		\$89,521.00
1	3	4	Professional Development from consultants		\$36,550.00
Sub-Total					\$266,071.00

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 Park	All	454	335	74%	89%	15%	584	420	72%
Algebra I	All Testers	Cypress Park	Hispanic	258	190	74%	88%	14%	358	259	72%
Algebra I	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Park	Asian	6	6	100%	100%	0%	9	9	100%
Algebra I	All Testers	Cypress Park	African Am.	158	115	73%	84%	11%	184	127	69%
Algebra I	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Park	White	21	16	76%	84%	8%	23	18	78%
Algebra I	All Testers	Cypress Park	Two or More	9	7	78%	100%	22%	9	6	67%
Algebra I	All Testers	Cypress Park	Eco. Dis.	350	259	74%	91%	17%	453	315	70%
Algebra I	All Testers	Cypress Park	LEP Current	70	48	69%	81%	12%	97	68	70%
Algebra I	All Testers	Cypress Park	At-Risk	351	249	71%	80%	9%	482	336	70%
Algebra I	All Testers	Cypress Park	SPED	51	28	55%	75%	20%	65	34	52%
Biology	All Testers	Cypress Park	All	669	564	84%	92%	8%	808	698	86%
Biology	All Testers	Cypress Park	Hispanic	391	322	82%	92%	10%	487	415	85%
Biology	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Park	Asian	22	19	86%	95%	9%	23	22	96%
Biology	All Testers	Cypress Park	African Am.	204	178	87%	91%	4%	238	208	87%
Biology	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Park	White	38	34	89%	94%	5%	44	38	86%
Biology	All Testers	Cypress Park	Two or More	12	10	83%	92%	9%	13	13	100%
Biology	All Testers	Cypress Park	Eco. Dis.	491	417	85%	92%	7%	604	512	85%
Biology	All Testers	Cypress Park	LEP Current	89	56	63%	64%	1%	114	78	68%
Biology	All Testers	Cypress Park	At-Risk	414	319	77%	80%	3%	581	480	83%
Biology	All Testers	Cypress Park	SPED	53	31	58%	71%	13%	60	34	57%
English I	All Testers	Cypress Park	All	700	490	70%	70%	0%	878	610	69%
English I	All Testers	Cypress Park	Hispanic	400	287	72%	73%	1%	522	365	70%
English I	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Park	Asian	23	17	74%	88%	14%	23	17	74%
English I	All Testers	Cypress Park	African Am.	219	147	67%	68%	1%	263	175	67%
English I	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Park	White	42	30	71%	76%	5%	51	40	78%
English I	All Testers	Cypress Park	Two or More	13	8	62%	75%	13%	16	11	69%
English I	All Testers	Cypress Park	Eco. Dis.	522	358	69%	70%	1%	659	442	67%
English I	All Testers	Cypress Park	LEP Current	94	30	32%	33%	1%	135	49	36%
English I	All Testers	Cypress Park	At-Risk	448	257	57%	65%	8%	655	405	62%
English I	All Testers	Cypress Park	SPED	48	16	33%	35%	2%	74	20	27%

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 Park	All	711	570	80%	81%	1%	781	607	78%
English II	All Testers	Cypress Park	Hispanic	429	338	79%	80%	1%	451	345	76%
English II	All Testers	Cypress Park	Am. Indian	5	2	40%	71%	31%	*	*	*
English II	All Testers	Cypress Park	Asian	28	28	100%	100%	0%	26	20	77%
English II	All Testers	Cypress Park	African Am.	197	162	82%	83%	1%	241	193	80%
English II	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Park	White	43	33	77%	78%	1%	45	35	78%
English II	All Testers	Cypress Park	Two or More	9	7	78%	79%	1%	15	12	80%
English II	All Testers	Cypress Park	Eco. Dis.	475	380	80%	81%	1%	569	434	76%
English II	All Testers	Cypress Park	LEP Current	60	20	33%	34%	1%	124	62	50%
English II	All Testers	Cypress Park	At-Risk	402	277	69%	70%	1%	442	285	64%
English II	All Testers	Cypress Park	SPED	46	18	39%	50%	11%	55	21	38%
US History	All Testers	Cypress Park	All	677	622	92%	96%	4%	712	647	91%
US History	All Testers	Cypress Park	Hispanic	377	347	92%	97%	5%	427	390	91%
US History	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Park	Asian	25	23	92%	100%	8%	30	28	93%
US History	All Testers	Cypress Park	African Am.	211	193	91%	92%	1%	201	180	90%
US History	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Park	White	46	43	93%	96%	3%	43	39	91%
US History	All Testers	Cypress Park	Two or More	16	14	88%	100%	12%	8	7	88%
US History	All Testers	Cypress Park	Eco. Dis.	466	422	91%	95%	4%	477	431	90%
US History	All Testers	Cypress Park	LEP Current	50	32	64%	80%	16%	66	41	62%
US History	All Testers	Cypress Park	At-Risk	258	207	80%	81%	1%	333	273	82%
US History	All Testers	Cypress Park	SPED	40	29	73%	76%	3%	45	33	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 Park	All	454	161	35%	58%	23%	584	188	32%
Algebra I	All Testers	Cypress Park	Hispanic	258	93	36%	57%	21%	358	109	30%
Algebra I	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Park	Asian	6	5	83%	92%	9%	9	7	78%
Algebra I	All Testers	Cypress Park	African Am.	158	53	34%	58%	24%	184	57	31%
Algebra I	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Park	White	21	8	38%	56%	18%	23	11	48%
Algebra I	All Testers	Cypress Park	Two or More	9	2	22%	43%	21%	9	3	33%
Algebra I	All Testers	Cypress Park	Eco. Dis.	350	129	37%	58%	21%	453	136	30%
Algebra I	All Testers	Cypress Park	LEP Current	70	15	21%	30%	9%	97	25	26%
Algebra I	All Testers	Cypress Park	At-Risk	351	102	29%	40%	11%	482	137	28%
Algebra I	All Testers	Cypress Park	SPED	51	10	20%	21%	1%	65	11	17%
Biology	All Testers	Cypress Park	All	669	387	58%	70%	12%	808	509	63%
Biology	All Testers	Cypress Park	Hispanic	391	226	58%	69%	11%	487	306	63%
Biology	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Park	Asian	22	17	77%	86%	9%	23	19	83%
Biology	All Testers	Cypress Park	African Am.	204	109	53%	66%	13%	238	138	58%
Biology	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Park	White	38	29	76%	81%	5%	44	35	80%
Biology	All Testers	Cypress Park	Two or More	12	5	42%	75%	33%	13	10	77%
Biology	All Testers	Cypress Park	Eco. Dis.	491	279	57%	69%	12%	604	364	60%
Biology	All Testers	Cypress Park	LEP Current	89	20	22%	28%	6%	114	35	31%
Biology	All Testers	Cypress Park	At-Risk	414	173	42%	50%	8%	581	307	53%
Biology	All Testers	Cypress Park	SPED	53	12	23%	31%	8%	60	16	27%
English I	All Testers	Cypress Park	All	700	358	51%	53%	2%	878	467	53%
English I	All Testers	Cypress Park	Hispanic	400	206	52%	53%	1%	522	278	53%
English I	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Park	Asian	23	15	65%	75%	10%	23	16	70%
English I	All Testers	Cypress Park	African Am.	219	104	47%	48%	1%	263	131	50%
English I	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Park	White	42	26	62%	63%	1%	51	32	63%
English I	All Testers	Cypress Park	Two or More	13	6	46%	58%	12%	16	9	56%
English I	All Testers	Cypress Park	Eco. Dis.	522	258	49%	50%	1%	659	334	51%
English I	All Testers	Cypress Park	LEP Current	94	13	14%	20%	6%	135	22	16%
English I	All Testers	Cypress Park	At-Risk	448	142	32%	40%	8%	655	277	42%
English I	All Testers	Cypress Park	SPED	48	7	15%	16%	1%	74	10	14%

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 Park	All	711	461	65%	66%	1%	781	439	56%
English II	All Testers	Cypress Park	Hispanic	429	270	63%	64%	1%	451	251	56%
English II	All Testers	Cypress Park	Am. Indian	5	2	40%	57%	17%	*	*	*
English II	All Testers	Cypress Park	Asian	28	27	96%	97%	1%	26	17	65%
English II	All Testers	Cypress Park	African Am.	197	127	64%	65%	1%	241	133	55%
English II	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Park	White	43	28	65%	66%	1%	45	30	67%
English II	All Testers	Cypress Park	Two or More	9	7	78%	79%	1%	15	6	40%
English II	All Testers	Cypress Park	Eco. Dis.	475	296	62%	63%	1%	569	307	54%
English II	All Testers	Cypress Park	LEP Current	60	7	12%	15%	3%	124	27	22%
English II	All Testers	Cypress Park	At-Risk	402	181	45%	50%	5%	442	148	33%
English II	All Testers	Cypress Park	SPED	46	10	22%	23%	1%	55	7	13%
US History	All Testers	Cypress Park	All	677	500	74%	79%	5%	712	528	74%
US History	All Testers	Cypress Park	Hispanic	377	279	74%	81%	7%	427	316	74%
US History	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Park	Asian	25	22	88%	89%	1%	30	28	93%
US History	All Testers	Cypress Park	African Am.	211	147	70%	72%	2%	201	140	70%
US History	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Park	White	46	39	85%	89%	4%	43	36	84%
US History	All Testers	Cypress Park	Two or More	16	12	75%	85%	10%	8	5	63%
US History	All Testers	Cypress Park	Eco. Dis.	466	338	73%	75%	2%	477	351	74%
US History	All Testers	Cypress Park	LEP Current	50	15	30%	41%	11%	66	22	33%
US History	All Testers	Cypress Park	At-Risk	258	122	47%	50%	3%	333	184	55%
US History	All Testers	Cypress Park	SPED	40	14	35%	36%	1%	45	17	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 Park	All	454	72	16%	27%	11%	584	75	13%
Algebra I	All Testers	Cypress Park	Hispanic	258	43	17%	27%	10%	358	42	12%
Algebra I	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Park	Asian	6	3	50%	58%	8%	9	5	56%
Algebra I	All Testers	Cypress Park	African Am.	158	21	13%	25%	12%	184	22	12%
Algebra I	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Park	White	21	4	19%	30%	11%	23	3	13%
Algebra I	All Testers	Cypress Park	Two or More	9	1	11%	29%	18%	9	2	22%
Algebra I	All Testers	Cypress Park	Eco. Dis.	350	57	16%	27%	11%	453	53	12%
Algebra I	All Testers	Cypress Park	LEP Current	70	7	10%	17%	7%	97	9	9%
Algebra I	All Testers	Cypress Park	At-Risk	351	35	10%	20%	10%	482	47	10%
Algebra I	All Testers	Cypress Park	SPED	51	5	10%	11%	1%	65	0	0%
Biology	All Testers	Cypress Park	All	669	140	21%	25%	4%	808	181	22%
Biology	All Testers	Cypress Park	Hispanic	391	74	19%	23%	4%	487	105	22%
Biology	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Park	Asian	22	9	41%	48%	7%	23	10	43%
Biology	All Testers	Cypress Park	African Am.	204	38	19%	26%	7%	238	43	18%
Biology	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Park	White	38	16	42%	43%	1%	44	16	36%
Biology	All Testers	Cypress Park	Two or More	12	3	25%	26%	1%	13	6	46%
Biology	All Testers	Cypress Park	Eco. Dis.	491	94	19%	23%	4%	604	128	21%
Biology	All Testers	Cypress Park	LEP Current	89	4	4%	9%	5%	114	5	4%
Biology	All Testers	Cypress Park	At-Risk	414	25	6%	10%	4%	581	63	11%
Biology	All Testers	Cypress Park	SPED	53	1	2%	6%	4%	60	3	5%
English I	All Testers	Cypress Park	All	700	80	11%	12%	1%	878	98	11%
English I	All Testers	Cypress Park	Hispanic	400	47	12%	13%	1%	522	54	10%
English I	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Park	Asian	23	4	17%	21%	4%	23	5	22%
English I	All Testers	Cypress Park	African Am.	219	21	10%	11%	1%	263	27	10%
English I	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Park	White	42	7	17%	18%	1%	51	10	20%
English I	All Testers	Cypress Park	Two or More	13	1	8%	25%	17%	16	2	13%
English I	All Testers	Cypress Park	Eco. Dis.	522	53	10%	11%	1%	659	62	9%
English I	All Testers	Cypress Park	LEP Current	94	0	0%	1%	1%	135	1	1%
English I	All Testers	Cypress Park	At-Risk	448	9	2%	5%	3%	655	28	4%
English I	All Testers	Cypress Park	SPED	48	1	2%	3%	1%	74	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 Park	All	711	54	8%	9%	1%	781	39	5%
English II	All Testers	Cypress Park	Hispanic	429	33	8%	9%	1%	451	18	4%
English II	All Testers	Cypress Park	Am. Indian	5	0	0%	1%	1%	*	*	*
English II	All Testers	Cypress Park	Asian	28	9	32%	33%	1%	26	4	15%
English II	All Testers	Cypress Park	African Am.	197	8	4%	5%	1%	241	12	5%
English II	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Park	White	43	3	7%	8%	1%	45	3	7%
English II	All Testers	Cypress Park	Two or More	9	1	11%	12%	1%	15	2	13%
English II	All Testers	Cypress Park	Eco. Dis.	475	32	7%	8%	1%	569	26	5%
English II	All Testers	Cypress Park	LEP Current	60	0	0%	1%	1%	124	1	1%
English II	All Testers	Cypress Park	At-Risk	402	6	1%	5%	4%	442	3	1%
English II	All Testers	Cypress Park	SPED	46	0	0%	1%	1%	55	0	0%
US History	All Testers	Cypress Park	All	677	302	45%	47%	2%	712	291	41%
US History	All Testers	Cypress Park	Hispanic	377	160	42%	50%	8%	427	172	40%
US History	All Testers	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Park	Asian	25	19	76%	77%	1%	30	19	63%
US History	All Testers	Cypress Park	African Am.	211	83	39%	40%	1%	201	75	37%
US History	All Testers	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Park	White	46	30	65%	66%	1%	43	20	47%
US History	All Testers	Cypress Park	Two or More	16	10	63%	64%	1%	8	5	63%
US History	All Testers	Cypress Park	Eco. Dis.	466	194	42%	44%	2%	477	192	40%
US History	All Testers	Cypress Park	LEP Current	50	6	12%	13%	1%	66	10	15%
US History	All Testers	Cypress Park	At-Risk	258	59	23%	25%	2%	333	75	23%
US History	All Testers	Cypress Park	SPED	40	9	23%	24%	1%	45	5	11%

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.