Cypress-Fairbanks Independent School District

Cypress Ranch High School

2021-2022 Campus Improvement Plan

Mission Statement

Cypress Ranch is committed to a safe learning environment that teaches respect for self and others while encouraging creativity and perseverance.

Vision

To prepare students for a lifetime of learning, productivity, and service as innovative, responsible, compassionate citizens.

Value Statement

We are committed to:

- Collaborating together
- Achieving on all levels
- Analyzing relevant data
- Admitting to failure and changing course
- Becoming a Professional Learning Community

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Comprehensive Needs Assessment

Revised/Approved: October 13, 2021

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2020-2021 data.

Despite many challenges during the 2020-2021 data, we are proud at the level which our students succeeded on the STAAR End of Course exams. Our teachers worked hard to support our students obtain the following passing rate:

English I- 92% of students scored approaches or higher which was 1% above our target. We also exceeded our target for meets and masters performance

English II- 91% of students scored approaches or higher which is consistent with our scores from 2019. Additionally, we saw an 8% growth in meets and 13% growth in masters.

Algebra I- despite challenges from last year, 91% of students scored approaches or higher. This is above both the district average for 2021, the district average for 2019, and above our cluster average for 2021.

Biology- 96% of all students scored approaches or higher. This is above the district averages for 2021 and in line with our cluster average.

US History- 98% of all l students scored approaches or higher. This scores is above the district average for 2021 and in line with our cluster average.

3 National Merit Finalists

14 National Merit Commended Students

7 National Merit Hispanic Students

More than 400 students are enrolled in at least one Dual Credit class in the 2020-2021 school year. We anticipate a continued growth in our Dual Credit enrollment as we continue to grow our College Academy.

Our Advanced Placement students continue to excel. 734 students took a combined 1,353 tests in the spring of 2021 despite continued complications with

COVID 19. 63% of students earned a 3 or higher on their AP exam. 211 students qualified as AP Scholars.

Sports Accomplishments

Several Theatre students advancing to Nationals

Houston Livestock Show and Rodeo Award (Art)

Orchestra: 125 medals for superior ratings at UIL Solo and Ensemble including 28 state qualifiers

 4 Orchestras earned UIL Sweepstakes trophies

Classics: Overall grand champion team at CrowdPleasers competition held at Cy Woods Feb 6th

Choir: Mustang choirs presented four ensembles for UIL Concert and Sight Reading Assessment, and all four choirs earned Sweepstakes, which is the highest recognition. In addition, we had three singers earn placement in the Texas All State Choir, a very significant achievement which placed them in the top 1% of tens of thousands of students across the state.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: English I- There is a gap in the "meets" success rate of economically disadvantaged students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students. **Root Cause:** English Language Arts: English I- We need to continue to expose students to vocabulary that is used on the test. English II- We need to provide students with general reading strategies and strategies to increase stamina for sustained reading.

Problem Statement 2: English Language Arts Writing: English I- There is a gap in the "meets"success rate of economically disadvantaged students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students. **Root Cause:** English Language Arts Writing: English I- We need to work with students to keep their "voice" in their essays while continuing to work hard on following the requirements of an expository writing style. English II- We need to help students increase clarity and coherence in their writing.

Problem Statement 3: Math: We saw a decrease in the "approaches" level for all students. **Root Cause:** Math: We need to re-teach foundational math skills that were lost due to virtual instruction during COVID-19.

Problem Statement 4: Science: There is a gap in the "approaches" success rate of LEP students compared to all students. **Root Cause:** Science: We need to provide students with strategies to learn academic vocabulary as well as content specific vocabulary necessary to be successful on the EOC.

Problem Statement 5: Social Studies: There is a gap in the "approaches" success rate of LEP students when compared to all students. **Root Cause:** Social Studies: We need to provide students with strategies to learn social studies specific academic language.

Problem Statement 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students are underrepresented in advanced level courses. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to educate students on the short and long term benefits of advanced level classes.

Problem Statement 7: CTE Approved Industry Certifications: Students enrolled in CTE courses are not earning certifications. **Root Cause:** CTE Approved Industry Certifications: We need to educate students on the benefits of pursuing certification.

Problem Statement 8: Graduation Rate: Not all seniors graduated. **Root Cause:** Graduation Rate: We need to identify students who have lost course credit or those who have fallen behind on their four year plan and provide them with support to re-gain credit and graduate on time.

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

School Culture and Climate

School Culture and Climate Strengths

At Cypress Ranch, the main goal is that all students learn. We work hard to maintain rigor in the classroom while supporting students through their educational journey. At Cypress Ranch, the motto is "It's A Great Day To Be A Mustang", and we work together to make sure that every day is great.

In 2020-2021 we began the year introducing "I am CR!" We have continued to make the "I am CR!" mantra a part of our every day. I am CR is a mindset. I am CR is a desire to be a part of something bigger than yourself; a desire to contribute and make things better. I am CR is doing what's right, even when it's difficult. I am CR is pushing yourself just a little bit harder. I am CR is a compassion for others. I am CR represents what we strive for every day: Integrity, Attitude, Mindfulness, Compassion, and Respect.

The following are the strengths of the campus in regard to School Culture and Climate:

We work hard to make sure that we recognize and encourage each other. For the last four years, we have changed the ways that we recognize staff members for their hard work. We now begin each staff meeting with "Five Minutes of Fame" where anyone can share not only their own success but the success of others. "Five Minutes of Fame" allows us to celebrate academic and professional successes as well as personal milestones as a campus family. Additionally, each month appreciation is shown to the staff with a themed event. We believe that when our staff feels valued and appreciated that they will pass that on to our students who will in turn, feel like they are part of our extended Mustang Family.

We are proud of our 97.9% attendance rate- particularly with the trying year we had as a result of the pandemic. We believe that we have created a culture where students want to be in school. We work hard to help all
students connect to at least one club, organization, or group. Feeling like you belong to the Mustang Family plays an important role not only in attendance but also in school safety.

Just like we work hard to make sure our staff is supported, we work hard to help students feel supported as well. With mentoring programs such as 'Stang Support and Pony Up, we have built-in supports to help ensure students' emotional and academic success. 'Stang Support supplements the regular educational program for the benefit of at-risk students in an effort to ease the transition from middle school to high school. This year we have also included some 9th and 10th grade students who learned remotely last year and did not experience success. Staff mentors work with the students over the span of their high school years to increase academic achievement and reduce the drop-out rate by supporting positive school-related attitudes, performance, and behavior. Pony Up pairs upperclassmen with freshman to help navigate 9th grade from a student's point of view. The program strategically covers topics relevant to the academic and social needs of high school students. We feel like this sense of belonging that is created by these programs supports our attendance and campus safety goals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students lose credit due to excessive absences. **Root Cause:** School Culture and Climate: We need to be quicker to react when

students have multiple absences.

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.

One of our top priorities is hiring highly-qualified staff. We employ various strategies to recruit and retain quality staff members. We take time to thoroughly interview and get to know prospective employees.
Throughout the year, we support our new teachers through the New Teacher Mentor Program. Under the guidance of our lead mentors, teachers are supported as we approach key points of the school year. New teachers are also paired with a curriculum based mentor to help them navigate their first year of teaching.

Recognizing the value of staff development, we strive to offer a variety of staff development opportunities on campus. From book studies to technology training and teacher share sessions, we know that by offering opportunities on our campus for growth we will reap the benefits of our own investment.

We take pride in making sure that our teacher leaders continue to grow. Department Chair and Team Leader meetings focus both on school business and leadership growth. As a result, we have strong teams that support each other personally and professionally. We believe that this camaraderie will help our teacher attendance rate to improve. For the 2020-2021 school year, our teachers were in attendance 93% of the time. While this is a small decrease from previous years, we believe that this is a strength and a testament to our teachers as they navigate COVID and quarantine.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher and Paraprofessional absences increased slightly in the 2020-2021 school year. When a teacher or paraprofessional is absent there is a decrease in the quality of instruction. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals are more likely to come to work when they feel valued and important to the success of the school.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Our VIPS are a vital part of our success and are on campus on a daily basis. While COVID led to a lack of opportunities to have visitors on campus, we are excited to welcome parents, volunteers, and community back to campus. We believe we have created a welcoming school culture where parents are encouraged to take an active role in their child's education.

Our instructional platform Schoology allows parents access to materials for each class that their child is enrolled in. This platform allows parents to stayed informed of activities within the classroom. We also have a Cypress Ranch Schoology which we use to communicate key information.

In addition, we have numerous parent nights, curriculum nights, and grade level meetings. Our "Pony Up for Parents" program remains strong and is our main way of helping freshman parents to be active and knowledgeable members of the Cypress Ranch family. Pony Up for parents is designed to help with specific information needed to help parents support their children as they transition to high school. We hold a special meeting for our freshman parents at the beginning of the year where we work to lay a positive groundwork and give parents insight into high school.

Our counselors host grade-level parent meetings each year to address the specific needs of students in that particular grade. This year we hosted a spirit filled pep rally to start the year. Fall sports were introduced and our Ranch Rowdies, Cheerleaders, and Classics performed and amped up the CR spirit. A similar pep rally took place after the homecoming parade. Both events were well attended not just by students but by families and the community as well.

Finally, almost all of our clubs find community service as one of the est ways to contribute to our community. This allows them the opportunity not only to serve others, but to reach out to members of the community and introduce them to Cypress Ranch.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents are sometimes unaware of meetings, information, or other opportunities that are available. **Root Cause:** Parent and Community Engagement: We need to use Schoology and our marquee to communicate key events in the school year and important information.

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- 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
- Student failure and/or retention rates

Student Data: Student Groups

- 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
- Violence and/or violence prevention records
- School safety data

Employee Data

- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

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

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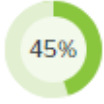
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2021, 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts:	**Formative**		
	Nov	**Feb**	**May**

English I- We will use context clues to help support students in their acquisition of test specific vocabulary and other unknown vocabulary identified in mentor texts.
 	
English II- We will increase student choice allowing students to choose personally relevant, high-interest, diverse books in an effort to have students read every day.
     Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
 	
     English I- Students will become familiar with a wide range of vocabulary which will result in higher scores on the EOC exam.
     English II- Student stamina for independent reading will increase.
     Staff Responsible for Monitoring: English Teams, English Department Chair, English CIC
	45%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: English Language Arts Writing:	**Formative**		
	Nov	**Feb**	**May**

English I- We will teach students to blend their personal narratives and expository writing by using their personal experiences.
 	
English II- Through the use of model texts, we will teach students how to make connections with their lives and write in a meaningful way.
     Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
 	
     Students will improve the quality of their writing resulting in a higher composition score on the EOC.
     Staff Responsible for Monitoring: English Teams, English Department Chair, English CIC
	45%	70%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: Math: We will use data to drive instruction focused on filling gaps and strengthening foundational math skills particularly algebraic skills.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
 	
    Students will have a solid foundation in math skills which will result in increased scores on the EOC.
    Staff Responsible for Monitoring: Algebra Team, Math Department Chair, Math CIC
	Formative		

	Nov	Feb	May
	40%	70%	90%

Strategy 4 Details	Formative Reviews		

Strategy 4: Science: We will create "cheat sheets" for each unit that focus on key understandings and key vocabulary necessary for success.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
 	
    Students will become familiar with varied academic vocabulary and as a result increase their scores on the EOC exam.
    Staff Responsible for Monitoring: Biology Team, Science Department Chair, Science CIC
	Formative		

	Nov	Feb	May
	40%	70%	90%

Strategy 5 Details	Formative Reviews		

Strategy 5: Social Studies: We will use Key Points documents to front load academic language at the beginning of each unit to build social studies specific vocabulary.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
 	
    Students will increase their vocabulary and as a result increase their score on the EOC.
    Staff Responsible for Monitoring: US History Team, Social Studies Department Chair
	Formative		

	Nov	Feb	May
	45%	70%	95%

Strategy 6 Details	Formative Reviews		

Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We will identify students who qualify for and would be successful in advanced level/dual credit courses and work with students and parents to understand how advanced level courses my benefit them.
    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 5%.
    Staff Responsible for Monitoring: Academic Achievement Specialist, Counselors, Director of Instruction
	Formative		

	Nov	Feb	May
	30%	60%	80%

Strategy 7 Details	Formative Reviews		

Strategy 7: CTE Approved Industry Certifications: We will work to educated students and parents on the benefits of certifications.
    Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 5%.
    Staff Responsible for Monitoring: CTE Teachers, CTE Department Chair, CTE Counselor, Director of Instruction
	Formative		

	Nov	Feb	May
	35%	60%	90%

Strategy 8 Details	Formative Reviews		
Strategy 8: Graduation Rate: We will expand our Senior Watch list to include underclassmen who begin to fall behind in their four year plan.	**Formative**		
	Nov	**Feb**	**May**
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% **Staff Responsible for Monitoring:** Academic Achievement Specialist, Counselors, Director of Instruction	50%	65%	95%

Strategy 9 Details	Formative Reviews		
Strategy 9: Dropout Prevention: We will target students with excessive absences who are in danger of dropping out. We will create an action plan to support a students' successful return to school.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** Assistant Principals, Academic Achievement Specialist	40%	50%	90%

Strategy 10 Details	Formative Reviews		
Strategy 10: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day. Core teachers will work with students to review specific concepts missed/not mastered in Spring 2020. Teachers will also target student learning to help students move from meets to masters.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Team Leaders, Department Chair, Campus Instructional Coaches, Director of Instruction	60%	80%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Cypress Ranch High School
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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		
Strategy 1: Tutoring: After-school EOC strategy sessions	**Formative**		
Strategy's Expected Result/Impact: 80% of targeted/invited 9th grade economically disadvantaged students will attend 1 or more after-school EOC tutorial/strategy session each marking period. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	45%	45%	75%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Class Size Reduction Teacher (Algebra I)	**Formative**		
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, at least 95% of students enrolled in Algebra I will reach approaches or higher on the EOC. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	40%	40%	40%
0% No Progress 100% 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.

    Targeted or ESF High Priority
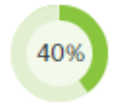
    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Staff members will monitor hallways and common areas before, during, and after school in order to minimize unsafe or unhealthy situations.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increased monitoring will result in a safer, healthier learning environment. **Staff Responsible for Monitoring:** All Staff	40%	60%	90%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal over safety	50%	80%	100%
0% No Progress 100% 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 97.9% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: We will reach out to students with ten or more absences each marking period. We will work with them to create an action plan to support them in improving their attendance.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97.9%. **Staff Responsible for Monitoring:** Attendance Office, Counselors, Assistant Principals, Director of Instruction	**Nov**	**Feb**	**May**
	40%	60%	80%
0% No Progress	100% 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 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		
Strategy 1: Restorative Discipline: We will utilize restorative practices in conjunction with Code of Conduct when making discipline decisions.	Formative		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals, Associate Principal	40%	60%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions : We will use restorative disciple as a means to build relationships and encourage appropriate behavior.	Formative		
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 5%.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals, Associate Principal	40%	45%	75%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: We will use restorative disciple as a means to build relationships and encourage appropriate behavior.	Formative		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5%.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals, Associate Principal	40%	45%	60%

Strategy 4 Details	Formative Reviews		
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: We will use restorative disciple as a means to build relationships and encourage appropriate behavior.	Formative		
Strategy's Expected Result/Impact: DAEP placements of African American students will continue to be 0%.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals, Associate Principal	40%	45%	50%

Strategy 5 Details	Formative Reviews

Strategy 5: Violence Prevention: We will use Project Safety to reinforce appropriate behavior and will advertise Tipline as a method for reporting unsafe actions.
 	
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Assistant Principals, Associate Principal
	Formative		

	Nov	**Feb**	**May**
	50%	65%	100%

	0% No Progress	100% 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 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will continue to use a variety of incentives to acknowledge teachers and paraprofessionals with perfect attendance each marking period.	**Formative**		

Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.
    Staff Responsible for Monitoring: Director of Instruction, Principal
 	
    TEA Priorities: Recruit, support, retain teachers and principals
	Nov	Feb	May

	45%	60%	75%
0% No Progress 100% 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 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.
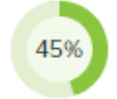
Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: We will provide on campus staff development in a variety of areas including: Technology (Schoology), supporting English Language Learners, Classroom Management etc.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We will see evidence of strategies presented in professional development during classroom instruction. **Staff Responsible for Monitoring:** Director of Instruction, Campus Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals	50%	60%	80%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will use social media and online methods of communication to reach parents and families.	**Formative**		
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Lead Counselor, Director of Instruction, Assistant Principals, Associate Principal, Principal	45%	60%	85%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

State Compensatory

Budget for Cypress Ranch High School

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Cypress Ranch High School

Name	Position	FTE
1 position	AAS	1
1 position	DI Helping Teacher	1
17 positions	Teacher	1

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 Ranch	All	335	304	91%	92%	1%	374	341	91%
Algebra I	All Testers	Cypress Ranch	Hispanic	106	98	92%	93%	1%	123	108	88%
Algebra I	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ranch	Asian	28	28	100%	100%	0%	40	38	95%
Algebra I	All Testers	Cypress Ranch	African Am.	88	75	85%	86%	1%	98	85	87%
Algebra I	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ranch	White	96	87	91%	92%	1%	98	95	97%
Algebra I	All Testers	Cypress Ranch	Two or More	15	14	93%	94%	1%	12	12	100%
Algebra I	All Testers	Cypress Ranch	Eco. Dis.	116	103	89%	90%	1%	143	123	86%
Algebra I	All Testers	Cypress Ranch	LEP Current	25	24	96%	97%	1%	37	31	84%
Algebra I	All Testers	Cypress Ranch	At-Risk	197	174	88%	89%	1%	224	198	88%
Algebra I	All Testers	Cypress Ranch	SPED	53	42	79%	80%	1%	52	39	75%
Biology	All Testers	Cypress Ranch	All	830	797	96%	97%	1%	896	871	97%
Biology	All Testers	Cypress Ranch	Hispanic	221	211	95%	96%	1%	227	219	96%
Biology	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ranch	Asian	138	136	99%	100%	1%	181	177	98%
Biology	All Testers	Cypress Ranch	African Am.	158	146	92%	93%	1%	161	151	94%
Biology	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ranch	White	278	270	97%	98%	1%	287	286	100%
Biology	All Testers	Cypress Ranch	Two or More	31	30	97%	98%	1%	34	32	94%
Biology	All Testers	Cypress Ranch	Eco. Dis.	220	202	92%	93%	1%	255	241	95%
Biology	All Testers	Cypress Ranch	LEP Current	31	27	87%	88%	1%	41	33	80%
Biology	All Testers	Cypress Ranch	At-Risk	246	224	91%	92%	1%	312	288	92%
Biology	All Testers	Cypress Ranch	SPED	56	44	79%	80%	1%	61	52	85%
English I	All Testers	Cypress Ranch	All	822	755	92%	93%	1%	904	822	91%
English I	All Testers	Cypress Ranch	Hispanic	221	197	89%	90%	1%	232	206	89%
English I	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Ranch	Asian	135	132	98%	99%	1%	185	172	93%
English I	All Testers	Cypress Ranch	African Am.	152	128	84%	85%	1%	158	134	85%
English I	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Ranch	White	279	265	95%	96%	1%	290	274	94%
English I	All Testers	Cypress Ranch	Two or More	31	30	97%	98%	1%	33	31	94%
English I	All Testers	Cypress Ranch	Eco. Dis.	221	184	83%	84%	1%	266	214	80%
English I	All Testers	Cypress Ranch	LEP Current	34	24	71%	80%	9%	51	24	47%
English I	All Testers	Cypress Ranch	At-Risk	246	190	77%	80%	3%	325	252	78%
English I	All Testers	Cypress Ranch	SPED	56	33	59%	80%	21%	58	30	52%

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 Ranch	All	916	836	91%	92%	1%	868	803	93%
English II	All Testers	Cypress Ranch	Hispanic	273	247	90%	91%	1%	243	225	93%
English II	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Ranch	Asian	179	169	94%	95%	1%	153	142	93%
English II	All Testers	Cypress Ranch	African Am.	150	126	84%	85%	1%	162	142	88%
English II	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Ranch	White	273	256	94%	95%	1%	272	259	95%
English II	All Testers	Cypress Ranch	Two or More	35	32	91%	92%	1%	33	31	94%
English II	All Testers	Cypress Ranch	Eco. Dis.	259	217	84%	85%	1%	274	239	87%
English II	All Testers	Cypress Ranch	LEP Current	46	17	37%	80%	43%	58	35	60%
English II	All Testers	Cypress Ranch	At-Risk	255	184	72%	80%	8%	250	191	76%
English II	All Testers	Cypress Ranch	SPED	31	14	45%	80%	35%	57	35	61%
US History	All Testers	Cypress Ranch	All	828	810	98%	99%	1%	1020	1006	99%
US History	All Testers	Cypress Ranch	Hispanic	206	204	99%	100%	1%	306	300	98%
US History	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Ranch	Asian	148	143	97%	98%	1%	196	193	98%
US History	All Testers	Cypress Ranch	African Am.	148	141	95%	96%	1%	172	168	98%
US History	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Ranch	White	292	289	99%	100%	1%	304	303	100%
US History	All Testers	Cypress Ranch	Two or More	29	28	97%	98%	1%	36	36	100%
US History	All Testers	Cypress Ranch	Eco. Dis.	222	213	96%	97%	1%	293	285	97%
US History	All Testers	Cypress Ranch	LEP Current	26	21	81%	82%	1%	44	37	84%
US History	All Testers	Cypress Ranch	At-Risk	133	118	89%	90%	1%	209	195	93%
US History	All Testers	Cypress Ranch	SPED	44	39	89%	90%	1%	30	28	93%

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 #	2021 Meets %	2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets #	2022 Meets %
Algebra I	All Testers	Cypress Ranch	All	335	222	66%	70%	4%	374	221	59%
Algebra I	All Testers	Cypress Ranch	Hispanic	106	68	64%	70%	6%	123	69	56%
Algebra I	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ranch	Asian	28	26	93%	94%	1%	40	30	75%
Algebra I	All Testers	Cypress Ranch	African Am.	88	47	53%	70%	17%	98	47	48%
Algebra I	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ranch	White	96	71	74%	75%	1%	98	66	67%
Algebra I	All Testers	Cypress Ranch	Two or More	15	9	60%	70%	10%	12	8	67%
Algebra I	All Testers	Cypress Ranch	Eco. Dis.	116	64	55%	70%	15%	143	80	56%
Algebra I	All Testers	Cypress Ranch	LEP Current	25	15	60%	70%	10%	37	17	46%
Algebra I	All Testers	Cypress Ranch	At-Risk	197	115	58%	70%	12%	224	110	49%
Algebra I	All Testers	Cypress Ranch	SPED	53	25	47%	70%	23%	52	22	42%
Biology	All Testers	Cypress Ranch	All	830	691	83%	84%	1%	896	773	86%
Biology	All Testers	Cypress Ranch	Hispanic	221	177	80%	81%	1%	227	187	82%
Biology	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ranch	Asian	138	130	94%	95%	1%	181	169	93%
Biology	All Testers	Cypress Ranch	African Am.	158	111	70%	71%	1%	161	120	75%
Biology	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ranch	White	278	244	88%	89%	1%	287	263	92%
Biology	All Testers	Cypress Ranch	Two or More	31	25	81%	82%	1%	34	30	88%
Biology	All Testers	Cypress Ranch	Eco. Dis.	220	158	72%	73%	1%	255	197	77%
Biology	All Testers	Cypress Ranch	LEP Current	31	15	48%	70%	22%	41	18	44%
Biology	All Testers	Cypress Ranch	At-Risk	246	147	60%	70%	10%	312	209	67%
Biology	All Testers	Cypress Ranch	SPED	56	27	48%	70%	22%	61	28	46%
English I	All Testers	Cypress Ranch	All	822	682	83%	84%	1%	904	755	84%
English I	All Testers	Cypress Ranch	Hispanic	221	172	78%	79%	1%	232	182	78%
English I	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Ranch	Asian	135	126	93%	94%	1%	185	162	88%
English I	All Testers	Cypress Ranch	African Am.	152	110	72%	73%	1%	158	118	75%
English I	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Ranch	White	279	244	87%	88%	1%	290	260	90%
English I	All Testers	Cypress Ranch	Two or More	31	27	87%	88%	1%	33	29	88%
English I	All Testers	Cypress Ranch	Eco. Dis.	221	157	71%	72%	1%	266	189	71%
English I	All Testers	Cypress Ranch	LEP Current	34	12	35%	70%	35%	51	12	24%
English I	All Testers	Cypress Ranch	At-Risk	246	135	55%	70%	15%	325	201	62%
English I	All Testers	Cypress Ranch	SPED	56	24	43%	70%	27%	58	19	33%

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 Ranch	All	916	787	86%	87%	1%	868	747	86%
English II	All Testers	Cypress Ranch	Hispanic	273	231	85%	86%	1%	243	205	84%
English II	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Ranch	Asian	179	159	89%	90%	1%	153	137	90%
English II	All Testers	Cypress Ranch	African Am.	150	115	77%	78%	1%	162	126	78%
English II	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Ranch	White	273	246	90%	91%	1%	272	247	91%
English II	All Testers	Cypress Ranch	Two or More	35	30	86%	87%	1%	33	28	85%
English II	All Testers	Cypress Ranch	Eco. Dis.	259	197	76%	77%	1%	274	216	79%
English II	All Testers	Cypress Ranch	LEP Current	46	11	24%	70%	46%	58	24	41%
English II	All Testers	Cypress Ranch	At-Risk	255	152	60%	70%	10%	250	152	61%
English II	All Testers	Cypress Ranch	SPED	31	10	32%	70%	38%	57	29	51%
US History	All Testers	Cypress Ranch	All	828	740	89%	90%	1%	1020	947	93%
US History	All Testers	Cypress Ranch	Hispanic	206	185	90%	91%	1%	306	278	91%
US History	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Ranch	Asian	148	137	93%	94%	1%	196	185	94%
US History	All Testers	Cypress Ranch	African Am.	148	119	80%	81%	1%	172	151	88%
US History	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Ranch	White	292	269	92%	93%	1%	304	293	96%
US History	All Testers	Cypress Ranch	Two or More	29	27	93%	94%	1%	36	34	94%
US History	All Testers	Cypress Ranch	Eco. Dis.	222	180	81%	82%	1%	293	253	86%
US History	All Testers	Cypress Ranch	LEP Current	26	11	42%	70%	28%	44	24	55%
US History	All Testers	Cypress Ranch	At-Risk	133	80	60%	70%	10%	209	150	72%
US History	All Testers	Cypress Ranch	SPED	44	21	48%	70%	22%	30	18	60%

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 Ranch	All	335	126	38%	40%	2%	374	130	35%
Algebra I	All Testers	Cypress Ranch	Hispanic	106	35	33%	35%	2%	123	35	28%
Algebra I	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ranch	Asian	28	19	68%	70%	2%	40	22	55%
Algebra I	All Testers	Cypress Ranch	African Am.	88	27	31%	33%	2%	98	29	30%
Algebra I	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ranch	White	96	43	45%	47%	2%	98	40	41%
Algebra I	All Testers	Cypress Ranch	Two or More	15	2	13%	15%	2%	12	3	25%
Algebra I	All Testers	Cypress Ranch	Eco. Dis.	116	39	34%	36%	2%	143	39	27%
Algebra I	All Testers	Cypress Ranch	LEP Current	25	11	44%	46%	2%	37	8	22%
Algebra I	All Testers	Cypress Ranch	At-Risk	197	57	29%	31%	2%	224	56	25%
Algebra I	All Testers	Cypress Ranch	SPED	53	14	26%	38%	12%	52	8	15%
Biology	All Testers	Cypress Ranch	All	830	353	43%	45%	2%	896	428	48%
Biology	All Testers	Cypress Ranch	Hispanic	221	71	32%	34%	2%	227	69	30%
Biology	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ranch	Asian	138	91	66%	68%	2%	181	132	73%
Biology	All Testers	Cypress Ranch	African Am.	158	40	25%	27%	2%	161	49	30%
Biology	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ranch	White	278	138	50%	52%	2%	287	161	56%
Biology	All Testers	Cypress Ranch	Two or More	31	12	39%	41%	2%	34	15	44%
Biology	All Testers	Cypress Ranch	Eco. Dis.	220	62	28%	30%	2%	255	86	34%
Biology	All Testers	Cypress Ranch	LEP Current	31	2	6%	8%	2%	41	5	12%
Biology	All Testers	Cypress Ranch	At-Risk	246	34	14%	16%	2%	312	60	19%
Biology	All Testers	Cypress Ranch	SPED	56	7	13%	15%	2%	61	10	16%
English I	All Testers	Cypress Ranch	All	822	287	35%	37%	2%	904	351	39%
English I	All Testers	Cypress Ranch	Hispanic	221	56	25%	27%	2%	232	59	25%
English I	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Ranch	Asian	135	76	56%	58%	2%	185	115	62%
English I	All Testers	Cypress Ranch	African Am.	152	38	25%	27%	2%	158	43	27%
English I	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Ranch	White	279	106	38%	40%	2%	290	117	40%
English I	All Testers	Cypress Ranch	Two or More	31	10	32%	34%	2%	33	15	45%
English I	All Testers	Cypress Ranch	Eco. Dis.	221	45	20%	22%	2%	266	70	26%
English I	All Testers	Cypress Ranch	LEP Current	34	2	6%	8%	2%	51	1	2%
English I	All Testers	Cypress Ranch	At-Risk	246	22	9%	11%	2%	325	42	13%
English I	All Testers	Cypress Ranch	SPED	56	2	4%	6%	2%	58	6	10%

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 Ranch	All	916	257	28%	30%	2%	868	196	23%
English II	All Testers	Cypress Ranch	Hispanic	273	54	20%	22%	2%	243	38	16%
English II	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Ranch	Asian	179	81	45%	47%	2%	153	64	42%
English II	All Testers	Cypress Ranch	African Am.	150	24	16%	18%	2%	162	20	12%
English II	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Ranch	White	273	85	31%	33%	2%	272	67	25%
English II	All Testers	Cypress Ranch	Two or More	35	12	34%	36%	2%	33	4	12%
English II	All Testers	Cypress Ranch	Eco. Dis.	259	42	16%	18%	2%	274	38	14%
English II	All Testers	Cypress Ranch	LEP Current	46	3	7%	9%	2%	58	1	2%
English II	All Testers	Cypress Ranch	At-Risk	255	12	5%	7%	2%	250	15	6%
English II	All Testers	Cypress Ranch	SPED	31	0	0%	2%	2%	57	1	2%
US History	All Testers	Cypress Ranch	All	828	597	72%	74%	2%	1020	786	77%
US History	All Testers	Cypress Ranch	Hispanic	206	149	72%	74%	2%	306	214	70%
US History	All Testers	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Ranch	Asian	148	121	82%	84%	2%	196	170	87%
US History	All Testers	Cypress Ranch	African Am.	148	87	59%	61%	2%	172	121	70%
US History	All Testers	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Ranch	White	292	212	73%	75%	2%	304	253	83%
US History	All Testers	Cypress Ranch	Two or More	29	25	86%	88%	2%	36	23	64%
US History	All Testers	Cypress Ranch	Eco. Dis.	222	126	57%	59%	2%	293	196	67%
US History	All Testers	Cypress Ranch	LEP Current	26	7	27%	29%	2%	44	6	14%
US History	All Testers	Cypress Ranch	At-Risk	133	45	34%	36%	2%	209	75	36%
US History	All Testers	Cypress Ranch	SPED	44	15	34%	36%	2%	30	11	37%

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 88% to 96% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
88%	90%	92%	94%	96%

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	76%	84%	90%		97%			74%	79%		82%	90%	74%
2021-22	2022-23	78%	86%	92%	NA	99%	NA	NA	76%	81%	NA	84%	92%	76%
2022-23	2023-24	80%	88%	94%	NA	100%	NA	NA	78%	83%	NA	86%	94%	78%
2023-24	2024-25	82%	90%	96%	NA	100%	NA	NA	80%	85%	NA	88%	96%	80%
2024-25	2025-26	84%	92%	98%	NA	100%	NA	NA	82%	87%	NA	90%	98%	82%

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.

Updated July 2020 / HB

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.