

# **Cypress-Fairbanks Independent School District**

## **Cypress Ridge High School**

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



# Mission Statement

As we seek to provide a framework for the future, we build on a foundation consisting of a strong academic focus, a belief in human potential, and respect for each individual. Committed to our quest - success for all, we will endeavor to transform the learners in the world of today into the successful leaders in the world of tomorrow.

## Vision

Cypress Ridge uses HRT to produce graduates with PRIDE.

## P.R.I.D.E

Punctuality

Respect

Integrity

Determination

Enthusiasm

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

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

- Despite the pandemic we had a test participation rate of 97%
- All indicators were met in both the Student Success Status and the English Language Proficiency Status in the Closing the Gap Domain
- Our English EOC overall passing rate improved by 1%
- Our 5 year graduation rate was 98%
- We saw a 10% increase in amount of industry based certifications our students received
- We increased 6% in the percent of students earning Dual Credit hours (3 in ELA/Math or 9 in any subject)

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English Language Arts: (English I) We need to bridge the gap created by the hybrid learning last year. **Root Cause:** English Language Arts: (English I) After experiencing difficulty with attendance and maintaining student engagement last year we identified a need to actively engage our students every day.

**Problem Statement 2:** English Language Arts: (English II) Lessons are too heavily focused on one skill and therefore become disconnected. Teaching and practicing skills in isolation negatively affects student learning. **Root Cause:** English Language Arts: (English II) Lack of focus on integrating skills multiple skills into one lesson, connecting ideas in units, and revisiting skills frequently for practice.

**Problem Statement 3:** English Language Arts Writing: Students need to grow in their ability to write strong coherent essays. **Root Cause:** English Language Arts Writing: Need to provide frequent individualized feedback in order for students to grow in their ability to write strong essays.

**Problem Statement 4:** Math: Based on the 2021 STAAR data and test data from the 2020-21 school year the students performed the lowest in Categories 2 & 3: Describing and Graphing and Writing and Solving Linear Linear Functions, Equations, and Inequalities. **Root Cause:** Math: We had a lack of spiraling information from categories 2 & 3 throughout the year.

**Problem Statement 5:** Science: Based on the 2021 STAAR data and test data from the 2020-21 school year the students performed the lowest in Category 2: Mechanisms of Genetics, Genetic mechanisms is the lowest because of the abstract concepts involved with the scope and sequence of the concept. **Root Cause:** Science: Need to provide strategies on ways to think critically when abstract concepts are involved., especially in genetics.

**Problem Statement 6:** Social Studies: Based on the 2021 STAAR data and test data from the 2020-21 school year the students performed the lowest in Category 3: Government and

Citizenship. It is consistently lower than other categories. **Root Cause:** Social Studies: Inconsistent use of academic vocabulary and higher level thinking skills.

**Problem Statement 7:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to increase the number of Economically Disadvantaged students enrolled in our Advanced Courses/Dual credit classes. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to work with families to provide opportunities for them to receive assistance related to the costs associated with AP and Dual Credit classes.

**Problem Statement 8:** CTE Approved Industry Certifications: We need to continue to improve the number of students earning CTE Approved Industry Certifications. **Root Cause:** CTE Approved Industry Certifications: We need to provide students with information on how they may receive financial support to take certification exams.

**Problem Statement 9:** Graduation Rate: In 2021 we missed the state targets in all subpops except for White and Asian. We need to continue to drive up these numbers towards our goal of 100% graduation. **Root Cause:** Graduation Rate: We need consistent use of best practices to improve first time instruction for all our students.

**Problem Statement 10:** Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

# School Culture and Climate

## School Culture and Climate Strengths

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

Despite all of the challenges that COVID brought us last year, our campus managed to achieve an attendance rate of 93.9%. This was a major focus for us this past year and we would like to continue to monitor this in our current school year.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Our student attendance rates are below our targeted goal of 96%. **Root Cause:** School Culture and Climate: We need to work to stay on top of students that are chronically absent and/or skipping.

# 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.

The administrative staff at Cypress Ridge is purposeful in the hiring of highly qualified staff and understands the needs of the school population and also reflects the ethnic and linguistic diversity of the student population. A high retention rate is attributed to staff feeling that collaboration is encouraged and practiced and that there are opportunities to discuss concerns with campus administrators. Additionally, staff appreciates how various forms of feedback are given to improve job performance.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: We need to continue to improve all staff attendance. **Root Cause:** Teacher/Paraprofessional Attendance: Our teacher and paraprofessional attendance is good but can always be better. With the pandemic this year, consistent staff attendance is a high priority.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

- The school has several teachers, administrators, and paraprofessionals available to translate conversations and documents in Spanish, Vietnamese, and Arabic for parents and students who are not English proficient or who request translation.
- Important written communication with parents is often provided in more than one language.
- Opportunities for campus tours for parents throughout the school year upon request. Parents and guardians are invited to campus open house/college night every fall.
- Opportunities for campus tours and Q & A sessions for incoming 9th graders during Ram Express before school starts in August.
- Use of parent volunteers (VIP) for several school events (dance and games ticket sales, school spirit items sales, and picture days).
- Consistent use of telephone call outs in English and Spanish to announce special events, school guidelines, and important messages to parents and to the community.
- Use of school web site and marquee to keep parents and community informed of current school events.
- Active participation of VIPs to assist with several school events Home Coming Dance, Prom, Senior Breakfast, and teacher appreciation week.
- Informational meetings to parents about college and career readiness including financial aid for college (Counselor Talks; AP Talks; Dual Credit Meetings).
- Parents are often acknowledged and appreciated by staff and students at several athletics events (parent appreciation night).

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Additional parent involvement and engagement are always needed, we need to continue to look for ways to communicate with our parents and community. **Root Cause:** Parent and Community Engagement: Additional parent involvement and engagement activities are needed so that parents can get more comfortable interacting with our campus.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Study of best practices




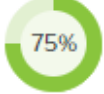

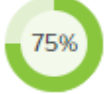
# Goals













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









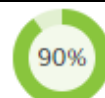
**Performance Objective 1: Curriculum and Instruction & Accountability:** By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.


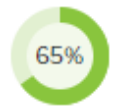








**Evaluation Data Sources:** STAAR Reading, Writing, Math and Science results

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> English Language Arts- English I:            1. Expose all students to more activities that teach them how to disagree/argue a point, but more importantly, teach them to have a voice about topics that interested them (listening/speaking/reading/writing).            2. Focus on mastery verses exposure. Differentiate instruction for our K level classes to increase the rigor in each unit. Keeping up momentum by threading previous TEKS.            3. Continue to further diversify literature for other subpops.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Team Leader, Department Chair, English CIC, Director of Instructor, Principal   <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> English Language Arts- English II:            1. Increase choice and volume of reading to boost literacy and stamina across genre. Teaching the reader to create real world connections and improve writing based on mentor text they read.            2. Present grammar skills in a variety of ways such as mentor texts, independent practice (with immediate feedback), muddy texts, and incorporation into their own writing.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Team Leader, Department Chair, English CIC, Director of Instruction, Principal   <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> English Language Arts Writing: Give opportunities for low stakes writing to build confidence as a writer such as brainstorming, revising, editing, publishing, depth of ideas, and incorporating student voice. Have students track their own data to create purposeful writing goals and conferences with instructor.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leader, Department Chair, English CIC, Director of Instruction, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Additional STAAR EOC Writing Training for our SSL teachers - Special Allotment: Compensatory Education - \$1,230</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: 1. Use Ram Regroup to review tests and most missed questions and spiral content throughout the year. 2. Review prior to EOC and ensure we pull data from the current school year to guide our review instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leader, Department Chair, Director of Instruction, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Headsets to help our Math DCR students - Special Allotment: Compensatory Education - \$384.63</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: 1. Use labs to connect scientific concepts to real world processes. Example of these labs will be: energy lab (connecting lab to the food we eat), strawberry lab (fruits have DNA), sinkers and floaters (students visualize the process of photosynthesis using spinach leaves) and other labs. 2. Implement scenarios, diagrams and graphs to improve scientific skills by using the What I See (WIS), What It Means (WIM) and Ram Rulers strategies. 3. Increase critical thinking by creating formative assessments in a variety of formats.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leader, Science Department Chair/CIC, Director of Instruction, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Social Studies: 1. Implement critical thinking questions and new STAAR format questions in check for understanding activities and Unit Tests 2. Spiraling in academic vocabulary through multiple units. 3. Increase frequency of small group instruction in order to provide Accelerated Instruction (Ram Regroup)</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leader, Department Chair, Social Studies CIC, Director of Instruction, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Our College and Career Specialist will conduct classroom visits to market the benefits of advanced courses. Students and peer discussions with ED students to encourage and highlight the advantages of AP/DC courses and credits.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Specialist, Director of Instruction, Lead Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Additional Art Supplies for our AP and DC Eco Dis Students - Special Allotment: Compensatory Education - \$1,430.19</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> CTE Approved Industry Certifications: Teachers will execute CTE data digs to analyze earned certificates and develop an action plan. Teachers will focus on the promoting the money saving aspect of earning your certifications in high school.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students earning an industry certification will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair, CTE Teachers, AAS, Director of Instruction, CTE Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Graduation Rate: Increase graduation rates across the board but especially in our African American and Special Ed. population as these populations both dipped below 90% this year. Identify, assess, and implement best practices to ensure strong first time instruction aligned with the needs of respective groups.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Assistant Principals, Student Advocate, CIC's, AAS's, Director of Instruction, Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Paper to help support pullout, tutorials, and credit recovery efforts. - Special Allotment: Compensatory Education - \$1,133.90, Headphones to support our READ 180 students while they work on their online curriculum. - Special Allotment: Compensatory Education - \$627, Purchasing a class set of books for our English IV SSL class. - Special Allotment: Compensatory Education - \$168, Purchasing materials to support our Regal Rams, 9th grade initiative to promote success for all 9th graders. - Special Allotment: Compensatory Education - \$302.85</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			














Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Dropout Prevention:            Conduct focused dropout recovery efforts including targeted phone calls and home visits to students identified as dropouts. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1.5%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Student Advocate, Counselors, Attendance Officer, Attendance Committee</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Hired a Student Advocate to work with our students at risk of dropping out. Conducting home visits and checking in on chronically absent students. - Special Allotment: Compensatory Education - \$68,020.08, Hired a paraprofessional to work with our Seniors that have not passed all of their EOCs. - Special Allotment: Compensatory Education - \$21,942</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time:            Teachers in our core content areas will include 30 minutes of targeted focus time once a week in their lessons. This time will be spent reviewing low tested concepts, pushing up our well-performing students to Masters, flexibly regrouping students, and provided target support in order to close any learning gaps acquired during the COVID-19 shutdown.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leader, Department Chair, CIC, Director of Instruction, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Targeted (by invitation only) after school coach-ups with 9th grade students that are failing a class or currently repeating 9th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> 9th Graders attending the 2021-22 targeted coach-up sessions will see an increase in academic success on the following progress report/report card. Also, students will see a decrease in the frequency that they are invited to coach up sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Support for after school targeted instruction: supplies, after duty pay, etc - ESSER III - \$30,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Core Content Area Interventionist: English</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-22 school year 90% of the students working with the English core content area interventionist will reach Approaches or higher on the English I EOC and pass the course.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Hiring a teacher to help push-in to our English I classes to work with students that struggled on the 8th grade STAAR. - ESSER III - \$70,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teacher professional development will be offered to all teachers based on the needs of our staff. On campus PD will be provided by our campus REACH team. Some areas of focus for this will be: Quantum Learning, GT training, ESL Strategies, Culturally Responsive Teaching practices, and more.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention rates, increased teacher capacity to help our struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			
















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

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

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> After school tutoring is offered 4 days a week for students that are struggling with passing their classes.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the grading period the student will have an average of 70% or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Academic Achievement Specialists</p> <p><b>Funding Sources:</b> Extra Duty Pay - Special Allotment: Compensatory Education - \$11,480, Student supplies purchased for tutoring. - Special Allotment: Compensatory Education - \$10,392, Student Scholarships - Special Allotment: Compensatory Education - \$3,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Hired a student advocate position to help track students who are chronically absent, perform home visits, and meet with families about truancy.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-22 school year our dropout rate will be at or below 15%.</p> <p><b>Staff Responsible for Monitoring:</b> Student Advocate, Assistant Principals, Associate Principal, Counselors</p> <p><b>Funding Sources:</b> Salary for a student advocate - Special Allotment: Compensatory Education - \$68,020.08</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Hired 3 additional teachers to help with the student to teacher ratio in our classes as well as a paraprofessional to work with our struggling seniors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rates as well as increased passing rates on the STAAR EOCs</p> <p><b>Funding Sources:</b> Paraprofessional EOC pullout salary - Special Allotment: Compensatory Education - \$21,942, 3 additional teaching positions - Special Allotment: Compensatory Education - \$189,846.42, Supplies for PD and Instruction; PD Registration - Special Allotment: Compensatory Education - \$45,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1: Student Safety:** By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

**Summative Evaluation:** Met Objective

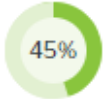






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Students will participate in "Project Safety" lessons provided by the district. These lessons will be uploaded into Schoology to be accessed by all students, virtual and in-person. We would also like to use these Project Safety lessons as a "jumping off" point in order to create campus specific safety videos as well.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful and complete participation in all drills. <b>Staff Responsible for Monitoring:</b> Principal , Associate Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</b></p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. <b>Staff Responsible for Monitoring:</b> Principal , Associate Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the 2021-22 school year, student attendance will be at 96%.

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** No progress made toward meeting Objective










Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Student Attendance:</b>                      Truancy Prevention Measures will be implemented for students with 6 or more absences or have been identified as chronic skippers. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students.  <b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 96%.  <b>Staff Responsible for Monitoring:</b> Assistant Principals, Student Advocate, Counselors, Associate Principal, Attendance Committee</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			











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

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

**Evaluation Data Sources:** Discipline reports

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Restorative Discipline:</b> The assistant principals will utilize the CFISD Code of Conduct and the district's Restorative Interventions list as a reference when addressing student discipline. We will use culturally responsive practices as well as work to build relationships between the teacher, student, and parents in order to reduce the discipline issues in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: In School Suspensions:</b> Our campus principals met to re-evaluate our current consequences for the various discipline infractions. We are also implementing a reflective piece to help prevent the student's behavior from escalating. By working with the student to reflect on their behavior we are hoping to give them the tools to stop the behavior at that level before it escalates.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Out of School Suspensions:</b> Our campus principals met to re-evaluate our current consequences for the various discipline infractions. We are also implementing a reflective piece to help prevent the student's behavior from escalating. By working with the student to reflect on their behavior we are hoping to give them to tools the stop the behavior at that level before it escalates.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			








Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Disciplinary Alternative Education Program (DAEP) Placements: Our campus principals met to re-evaluate our current consequences for the various discipline infractions. We are also implementing a reflective piece to help prevent the student's behavior from escalating. By working with the student to reflect on their behavior we are hoping to give them to tools to stop the behavior at that level before it escalates. Finally, we will continue to look at the six mitigating factors before placing as well as the extent of time for the placement.</p> <p><b>Strategy's Expected Result/Impact:</b> DAEP placements of African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: Our campus will continue to utilize PBIS, Ram PRIDE, in order to teach the expected student behaviors. These lessons are taught explicitly at the beginning of each semester and are reinforced each time a student is out of compliance. PRIDE stands for Punctuality, Respect, Integrity, Determination, and Enthusiasm.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 10%.

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

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Staff Acknowledgement-Nominate Key Awards for exemplary staff; provide star catchers to acknowledge various measures of extended efforts; highlight celebrations on social media and campus webpage, on the campus Celebrations wall, and Principal's Friday morning message.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

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

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our campus REACH team. Some areas of focus for this will be: Quantum Learning, GT training, ESL Strategies, Culturally Responsive Teaching practices, and more.</p> <p><b>Strategy's Expected Result/Impact:</b> As result of these professional development trainings teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus REACH team, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Increase opportunities for parental involvement through the VIPS program. Invite parents to attend virtual meet the teacher and college night. Conduct counselor talks; financial aid workshops; Advanced Placement and Dual Credit after school Conferences. Hold Ram Parent Zoom Meetings to help connect parents to the campus and educate them about issues related to their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



# State Compensatory

## Budget for Cypress Ridge High School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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## Personnel for Cypress Ridge High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Student Advocate	1
1 position	Campus Instructional Coach	1
1 position	DI Helping Teacher	1
2 positions	AAS	1
30 positions	Teacher	1

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Support for after school targeted instruction: supplies, after duty pay, etc		\$30,000.00
1	2	2	Hiring a teacher to help push-in to our English I classes to work with students that struggled on the 8th grade STAAR.		\$70,000.00
<b>Sub-Total</b>					\$100,000.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Student Scholarships		\$3,000.00
1	3	1	Student supplies purchased for tutoring.		\$10,392.00
1	3	3	Supplies for PD and Instruction; PD Registration		\$45,000.00
<b>Sub-Total</b>					\$58,392.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Additional STAAR EOC Writing Training for our SSL teachers		\$1,230.00
1	1	4	Headsets to help our Math DCR students		\$384.63
1	1	7	Additional Art Supplies for our AP and DC Eco Dis Students		\$1,430.19
1	1	9	Purchasing a class set of books for our English IV SSL class.		\$168.00
1	1	9	Headphones to support our READ 180 students while they work on their online curriculum.		\$627.00
1	1	9	Paper to help support pullout, tutorials, and credit recovery efforts.		\$1,133.90
1	1	9	Purchasing materials to support our Regal Rams, 9th grade initiative to promote success for all 9th graders.		\$302.85
1	1	10	Hired a Student Advocate to work with our students at risk of dropping out. Conducting home visits and checking in on chronically absent students.		\$68,020.08
1	1	10	Hired a paraprofessional to work with our Seniors that have not passed all of their EOCs.		\$21,942.00
1	3	1	Extra Duty Pay		\$11,480.00
1	3	2	Salary for a student advocate		\$68,020.08
1	3	3	Paraprofessional EOC pullout salary		\$21,942.00
1	3	3	3 additional teaching positions		\$189,846.42

**Special Allotment: Compensatory Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$386,527.15

# 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 Ridge	All	518	355	69%	85%	16%	655	468	71%
Algebra I	All Testers	Cypress Ridge	Hispanic	334	222	66%	84%	18%	387	289	75%
Algebra I	All Testers	Cypress Ridge	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ridge	Asian	18	15	83%	88%	5%	20	17	85%
Algebra I	All Testers	Cypress Ridge	African Am.	127	91	72%	83%	11%	190	124	65%
Algebra I	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ridge	White	31	22	71%	92%	21%	39	30	77%
Algebra I	All Testers	Cypress Ridge	Two or More	*	*	*	*	*	15	6	40%
Algebra I	All Testers	Cypress Ridge	Eco. Dis.	433	295	68%	84%	16%	551	387	70%
Algebra I	All Testers	Cypress Ridge	LEP Current	105	53	50%	72%	22%	145	92	63%
Algebra I	All Testers	Cypress Ridge	At-Risk	404	263	65%	70%	5%	526	354	67%
Algebra I	All Testers	Cypress Ridge	SPED	65	23	35%	63%	28%	70	29	41%
Biology	All Testers	Cypress Ridge	All	731	624	85%	91%	6%	820	700	85%
Biology	All Testers	Cypress Ridge	Hispanic	446	374	84%	89%	5%	479	404	84%
Biology	All Testers	Cypress Ridge	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ridge	Asian	55	51	93%	98%	5%	53	52	98%
Biology	All Testers	Cypress Ridge	African Am.	156	127	81%	91%	10%	203	166	82%
Biology	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ridge	White	55	53	96%	99%	3%	59	56	95%
Biology	All Testers	Cypress Ridge	Two or More	11	11	100%	100%	0%	21	17	81%
Biology	All Testers	Cypress Ridge	Eco. Dis.	569	479	84%	91%	7%	653	550	84%
Biology	All Testers	Cypress Ridge	LEP Current	113	64	57%	70%	13%	158	100	63%
Biology	All Testers	Cypress Ridge	At-Risk	459	363	79%	84%	5%	574	471	82%
Biology	All Testers	Cypress Ridge	SPED	68	32	47%	60%	13%	72	41	57%
English I	All Testers	Cypress Ridge	All	775	543	70%	75%	5%	864	586	68%
English I	All Testers	Cypress Ridge	Hispanic	474	328	69%	74%	5%	502	340	68%
English I	All Testers	Cypress Ridge	Am. Indian	5	4	80%	85%	5%	5	4	80%
English I	All Testers	Cypress Ridge	Asian	59	51	86%	91%	5%	56	53	95%
English I	All Testers	Cypress Ridge	African Am.	164	98	60%	65%	5%	219	123	56%
English I	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Ridge	White	58	51	88%	93%	5%	59	50	85%
English I	All Testers	Cypress Ridge	Two or More	11	9	82%	87%	5%	21	15	71%
English I	All Testers	Cypress Ridge	Eco. Dis.	609	411	67%	72%	5%	698	447	64%
English I	All Testers	Cypress Ridge	LEP Current	138	39	28%	33%	5%	163	59	36%
English I	All Testers	Cypress Ridge	At-Risk	507	294	58%	63%	5%	620	363	59%
English I	All Testers	Cypress Ridge	SPED	69	15	22%	35%	13%	69	15	22%

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 Ridge	All	837	611	73%	78%	5%	760	550	72%
English II	All Testers	Cypress Ridge	Hispanic	539	380	71%	76%	5%	476	345	72%
English II	All Testers	Cypress Ridge	Am. Indian	*	*	*	*	*	5	4	80%
English II	All Testers	Cypress Ridge	Asian	72	68	94%	99%	5%	57	51	89%
English II	All Testers	Cypress Ridge	African Am.	154	103	67%	72%	5%	150	95	63%
English II	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Ridge	White	56	47	84%	90%	6%	56	44	79%
English II	All Testers	Cypress Ridge	Two or More	13	11	85%	90%	5%	12	8	67%
English II	All Testers	Cypress Ridge	Eco. Dis.	593	408	69%	78%	9%	616	433	70%
English II	All Testers	Cypress Ridge	LEP Current	162	54	33%	38%	5%	151	57	38%
English II	All Testers	Cypress Ridge	At-Risk	548	337	61%	66%	5%	484	284	59%
English II	All Testers	Cypress Ridge	SPED	54	13	24%	29%	5%	69	14	20%
US History	All Testers	Cypress Ridge	All	702	635	90%	97%	7%	716	651	91%
US History	All Testers	Cypress Ridge	Hispanic	424	378	89%	97%	8%	456	412	90%
US History	All Testers	Cypress Ridge	Am. Indian	11	11	100%	100%	0%	*	*	*
US History	All Testers	Cypress Ridge	Asian	75	75	100%	100%	0%	70	69	99%
US History	All Testers	Cypress Ridge	African Am.	124	107	86%	94%	8%	124	107	86%
US History	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Ridge	White	55	51	93%	98%	5%	50	47	94%
US History	All Testers	Cypress Ridge	Two or More	12	12	100%	100%	0%	12	12	100%
US History	All Testers	Cypress Ridge	Eco. Dis.	485	432	89%	96%	7%	560	502	90%
US History	All Testers	Cypress Ridge	LEP Current	83	58	70%	87%	17%	124	91	73%
US History	All Testers	Cypress Ridge	At-Risk	319	261	82%	87%	5%	429	369	86%
US History	All Testers	Cypress Ridge	SPED	57	40	70%	81%	11%	52	35	67%

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 Ridge	All	518	200	39%	56%	17%	655	252	38%
Algebra I	All Testers	Cypress Ridge	Hispanic	334	124	37%	56%	19%	387	162	42%
Algebra I	All Testers	Cypress Ridge	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ridge	Asian	18	11	61%	66%	5%	20	14	70%
Algebra I	All Testers	Cypress Ridge	African Am.	127	45	35%	47%	12%	190	50	26%
Algebra I	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ridge	White	31	17	55%	62%	7%	39	19	49%
Algebra I	All Testers	Cypress Ridge	Two or More	*	*	*	*	*	15	5	33%
Algebra I	All Testers	Cypress Ridge	Eco. Dis.	433	157	36%	53%	17%	551	194	35%
Algebra I	All Testers	Cypress Ridge	LEP Current	105	25	24%	36%	12%	145	44	30%
Algebra I	All Testers	Cypress Ridge	At-Risk	404	138	34%	39%	5%	526	175	33%
Algebra I	All Testers	Cypress Ridge	SPED	65	6	9%	28%	19%	70	13	19%
Biology	All Testers	Cypress Ridge	All	731	455	62%	68%	6%	820	510	62%
Biology	All Testers	Cypress Ridge	Hispanic	446	277	62%	68%	6%	479	295	62%
Biology	All Testers	Cypress Ridge	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ridge	Asian	55	45	82%	87%	5%	53	50	94%
Biology	All Testers	Cypress Ridge	African Am.	156	74	47%	58%	11%	203	98	48%
Biology	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ridge	White	55	43	78%	94%	16%	59	49	83%
Biology	All Testers	Cypress Ridge	Two or More	11	10	91%	96%	5%	21	14	67%
Biology	All Testers	Cypress Ridge	Eco. Dis.	569	338	59%	64%	5%	653	376	58%
Biology	All Testers	Cypress Ridge	LEP Current	113	29	26%	31%	5%	158	52	33%
Biology	All Testers	Cypress Ridge	At-Risk	459	223	49%	54%	5%	574	296	52%
Biology	All Testers	Cypress Ridge	SPED	68	11	16%	32%	16%	72	17	24%
English I	All Testers	Cypress Ridge	All	775	424	55%	55%	0%	864	473	55%
English I	All Testers	Cypress Ridge	Hispanic	474	256	54%	59%	5%	502	273	54%
English I	All Testers	Cypress Ridge	Am. Indian	5	4	80%	85%	5%	5	3	60%
English I	All Testers	Cypress Ridge	Asian	59	46	78%	83%	5%	56	50	89%
English I	All Testers	Cypress Ridge	African Am.	164	65	40%	45%	5%	219	88	40%
English I	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Ridge	White	58	42	72%	78%	6%	59	46	78%
English I	All Testers	Cypress Ridge	Two or More	11	9	82%	87%	5%	21	12	57%
English I	All Testers	Cypress Ridge	Eco. Dis.	609	310	51%	56%	5%	698	349	50%
English I	All Testers	Cypress Ridge	LEP Current	138	16	12%	17%	5%	163	36	22%
English I	All Testers	Cypress Ridge	At-Risk	507	191	38%	43%	5%	620	265	43%
English I	All Testers	Cypress Ridge	SPED	69	8	12%	20%	8%	69	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 Ridge	All	837	493	59%	64%	5%	760	442	58%
English II	All Testers	Cypress Ridge	Hispanic	539	289	54%	59%	5%	476	267	56%
English II	All Testers	Cypress Ridge	Am. Indian	*	*	*	*	*	5	4	80%
English II	All Testers	Cypress Ridge	Asian	72	65	90%	95%	5%	57	46	81%
English II	All Testers	Cypress Ridge	African Am.	154	81	53%	58%	5%	150	73	49%
English II	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Ridge	White	56	45	80%	85%	5%	56	41	73%
English II	All Testers	Cypress Ridge	Two or More	13	11	85%	90%	5%	12	8	67%
English II	All Testers	Cypress Ridge	Eco. Dis.	593	309	52%	57%	5%	616	346	56%
English II	All Testers	Cypress Ridge	LEP Current	162	29	18%	23%	5%	151	27	18%
English II	All Testers	Cypress Ridge	At-Risk	548	234	43%	48%	5%	484	200	41%
English II	All Testers	Cypress Ridge	SPED	54	10	19%	24%	5%	69	8	12%
US History	All Testers	Cypress Ridge	All	702	524	75%	81%	6%	716	548	77%
US History	All Testers	Cypress Ridge	Hispanic	424	309	73%	80%	7%	456	336	74%
US History	All Testers	Cypress Ridge	Am. Indian	11	9	82%	87%	5%	*	*	*
US History	All Testers	Cypress Ridge	Asian	75	69	92%	97%	5%	70	66	94%
US History	All Testers	Cypress Ridge	African Am.	124	77	62%	75%	13%	124	88	71%
US History	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Ridge	White	55	47	85%	90%	5%	50	44	88%
US History	All Testers	Cypress Ridge	Two or More	12	12	100%	100%	0%	12	11	92%
US History	All Testers	Cypress Ridge	Eco. Dis.	485	348	72%	87%	15%	560	409	73%
US History	All Testers	Cypress Ridge	LEP Current	83	31	37%	42%	5%	124	59	48%
US History	All Testers	Cypress Ridge	At-Risk	319	180	56%	61%	5%	429	271	63%
US History	All Testers	Cypress Ridge	SPED	57	25	44%	49%	5%	52	20	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 Ridge	All	518	101	19%	24%	5%	655	114	17%
Algebra I	All Testers	Cypress Ridge	Hispanic	334	66	20%	25%	5%	387	79	20%
Algebra I	All Testers	Cypress Ridge	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ridge	Asian	18	9	50%	55%	5%	20	10	50%
Algebra I	All Testers	Cypress Ridge	African Am.	127	16	13%	20%	7%	190	13	7%
Algebra I	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Ridge	White	31	9	29%	38%	9%	39	9	23%
Algebra I	All Testers	Cypress Ridge	Two or More	*	*	*	*	*	15	2	13%
Algebra I	All Testers	Cypress Ridge	Eco. Dis.	433	79	18%	23%	5%	551	85	15%
Algebra I	All Testers	Cypress Ridge	LEP Current	105	13	12%	17%	5%	145	18	12%
Algebra I	All Testers	Cypress Ridge	At-Risk	404	63	16%	21%	5%	526	74	14%
Algebra I	All Testers	Cypress Ridge	SPED	65	4	6%	19%	13%	70	8	11%
Biology	All Testers	Cypress Ridge	All	731	181	25%	30%	5%	820	172	21%
Biology	All Testers	Cypress Ridge	Hispanic	446	90	20%	25%	5%	479	97	20%
Biology	All Testers	Cypress Ridge	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ridge	Asian	55	32	58%	63%	5%	53	33	62%
Biology	All Testers	Cypress Ridge	African Am.	156	23	15%	20%	5%	203	13	6%
Biology	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Ridge	White	55	28	51%	55%	4%	59	22	37%
Biology	All Testers	Cypress Ridge	Two or More	11	5	45%	50%	5%	21	7	33%
Biology	All Testers	Cypress Ridge	Eco. Dis.	569	117	21%	26%	5%	653	109	17%
Biology	All Testers	Cypress Ridge	LEP Current	113	2	2%	5%	3%	158	9	6%
Biology	All Testers	Cypress Ridge	At-Risk	459	52	11%	16%	5%	574	56	10%
Biology	All Testers	Cypress Ridge	SPED	68	6	9%	14%	5%	72	4	6%
English I	All Testers	Cypress Ridge	All	775	92	12%	17%	5%	864	115	13%
English I	All Testers	Cypress Ridge	Hispanic	474	43	9%	14%	5%	502	63	13%
English I	All Testers	Cypress Ridge	Am. Indian	5	1	20%	25%	5%	5	0	0%
English I	All Testers	Cypress Ridge	Asian	59	20	34%	39%	5%	56	26	46%
English I	All Testers	Cypress Ridge	African Am.	164	8	5%	10%	5%	219	6	3%
English I	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Ridge	White	58	16	28%	33%	5%	59	14	24%
English I	All Testers	Cypress Ridge	Two or More	11	3	27%	32%	5%	21	6	29%
English I	All Testers	Cypress Ridge	Eco. Dis.	609	47	8%	13%	5%	698	70	10%
English I	All Testers	Cypress Ridge	LEP Current	138	0	0%	5%	5%	163	0	0%
English I	All Testers	Cypress Ridge	At-Risk	507	12	2%	7%	5%	620	25	4%
English I	All Testers	Cypress Ridge	SPED	69	1	1%	4%	3%	69	2	3%

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 Ridge	All	837	93	11%	15%	4%	760	63	8%
English II	All Testers	Cypress Ridge	Hispanic	539	36	7%	12%	5%	476	24	5%
English II	All Testers	Cypress Ridge	Am. Indian	*	*	*	*	*	5	1	20%
English II	All Testers	Cypress Ridge	Asian	72	31	43%	48%	5%	57	18	32%
English II	All Testers	Cypress Ridge	African Am.	154	8	5%	10%	5%	150	6	4%
English II	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Ridge	White	56	16	29%	34%	5%	56	12	21%
English II	All Testers	Cypress Ridge	Two or More	13	2	15%	20%	5%	12	1	8%
English II	All Testers	Cypress Ridge	Eco. Dis.	593	41	7%	12%	5%	616	36	6%
English II	All Testers	Cypress Ridge	LEP Current	162	0	0%	5%	5%	151	0	0%
English II	All Testers	Cypress Ridge	At-Risk	548	9	2%	7%	5%	484	9	2%
English II	All Testers	Cypress Ridge	SPED	54	1	2%	7%	5%	69	1	1%
US History	All Testers	Cypress Ridge	All	702	343	49%	54%	5%	716	365	51%
US History	All Testers	Cypress Ridge	Hispanic	424	186	44%	50%	6%	456	205	45%
US History	All Testers	Cypress Ridge	Am. Indian	11	5	45%	50%	5%	*	*	*
US History	All Testers	Cypress Ridge	Asian	75	56	75%	80%	5%	70	63	90%
US History	All Testers	Cypress Ridge	African Am.	124	45	36%	42%	6%	124	51	41%
US History	All Testers	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Ridge	White	55	40	73%	78%	5%	50	35	70%
US History	All Testers	Cypress Ridge	Two or More	12	10	83%	88%	5%	12	9	75%
US History	All Testers	Cypress Ridge	Eco. Dis.	485	210	43%	49%	6%	560	256	46%
US History	All Testers	Cypress Ridge	LEP Current	83	15	18%	23%	5%	124	21	17%
US History	All Testers	Cypress Ridge	At-Risk	319	88	28%	33%	5%	429	136	32%
US History	All Testers	Cypress Ridge	SPED	57	13	23%	28%	5%	52	6	12%

## Cypress Ridge

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

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

## Yearly Target Goals

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

## Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	71%	73%	87%		92%			93%	75%		66%	79%	63%
2021-22	2022-23	73%	75%	89%	NA	94%	NA	NA	95%	77%	NA	68%	81%	65%
2022-23	2023-24	75%	77%	91%	NA	96%	NA	NA	97%	79%	NA	70%	83%	67%
2023-24	2024-25	77%	79%	93%	NA	98%	NA	NA	99%	81%	NA	72%	85%	69%
2024-25	2025-26	79%	81%	95%	NA	100%	NA	NA	100%	83%	NA	74%	87%	71%

# 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.