

Cypress-Fairbanks Independent School District

Cypress Springs High School

2021-2022 Campus Improvement Plan



Mission Statement

Cypress Springs High School equips students with the tools they need for academic, personal and social achievement.

Vision

Cypress Springs High School prepares students for a lifetime of success by establishing a curriculum that exceeds state standards, and provides extracurricular programs to develop students mentally, physically and socially, while partnering with parents and the community.

PROWL

P - Pride

R - Respect

O - Ownership

W - Willingness

L - Leadership

Table of Contents

- Comprehensive Needs Assessment 4
- Student Achievement 4
- School Culture and Climate 5
- Staff Quality, Recruitment, and Retention 6
- Curriculum, Instruction, and Assessment 7
- Parent and Community Engagement 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
- 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. 13
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 20
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 24
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 26
- State Compensatory 27
- Budget for Cypress Springs High School 28
- Personnel for Cypress Springs High School 28
- Campus Funding Summary 28
- Addendums 29

Comprehensive Needs Assessment

Revised/Approved: October 15, 2021

Student Achievement

Student Achievement Summary

Due to COVID-19 in the 2020-21 school year, each campus was given the state accountability rating of Not Rated: Declared State of Disaster. However, federal accountability ratings (Targeted Support or Additional Targeted Support) from the 2018-19 school year will remain in place.

The indicators included in the Closing the Gaps domain of the 2018-19 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Targeted Support and Improvement in the following area(s): White (Academic Achievement Reading, Academic Achievement Math, Graduation Rate), English Learners (Academic Achievement Reading, Academic Achievement Math, Graduation Rate)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus-level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

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

- CTE Certifications Earned: 84% of our students who took a CTE Certification test/assessment earned their certification. (412/489)

- Cypress Springs scored above the state average for passing on the English I EOC exam at 76%.
- Cypress Springs scored above the state average for passing on the English II EOC exam at 77%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: Our LEP and SPED students are performing lower than our campus and district targets. **Root Cause:** English Language Arts: The limited use of techniques designed to support these student populations.

Problem Statement 2: Math: Our LEP and SPED students are performing lower than our campus and district targets. **Root Cause:** Math: The limited design of lessons that meet the vast and diverse needs of our students.

Problem Statement 3: Science: Our SPED students are passing at a lower rate than our other student groups. **Root Cause:** Science: Increased need to plan for and address the diverse academic needs of all our students.

Problem Statement 4: Social Studies: Our SPED students are passing at a lower rate than our other students groups. **Root Cause:** Social Studies: Increased need for addressing the critical thinking and processing skills necessary for student success.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The number of Economically Disadvantaged Students in our advanced courses is not indicative our our student population. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Continued need for systematic processes to be put in place to identify candidates for advanced programs as well as systems to provide them with support.

Problem Statement 6: CTE Approved Industry Certifications: Fewer than 20% of 2021 graduates earned an industry-based certification in 2020-2021. **Root Cause:** CTE Approved Industry Certifications: Increased need for awareness of stakeholders as it relates to the certifications offered at Cypress Springs.

Problem Statement 7: Graduation Rate: Campus graduation rate is 90%. **Root Cause:** Graduation Rate: Students not graduating within four years are lacking required credits due to class failures, attendance, or discipline issues.

Problem Statement 8: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 9: Targeted Support and Improvement Reading/ELA (data based on 2018-19 identification): Based on the data, our White students have not met the state target for reaching the "meets or above" standard for 3 consecutive years because we are making assumptions about the student's prior knowledge and abilities. **Root Cause:** Targeted Support and Improvement Reading/ELA: Provide more relevant reading opportunities for the students...incorporate student choice.

Problem Statement 10: Targeted Support and Improvement Math (data based on 2018-19 identification): Based on the data, our White students have not met the state target for reaching the "meets or above" standard for 3 consecutive years because we are making assumptions about students' prior knowledge. **Root Cause:** Targeted Support and Improvement Math: Use Small Learning Community meetings to analyze data and contact parents (e.g. concerns and praises)

Problem Statement 11: Targeted Support and Improvement Graduation Rate (data based on 2018-19 identification): Based on the data, our graduation rate has increased but has not reached the 90% goal set by the state. **Root Cause:** Targeted Support and Improvement Graduation Rate: Our staff must work collectively to review campus procedures for increasing daily student attendance to yield increased student success throughout the year to result in an increased 4-year graduation rate.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

Student voice and leadership is an important part of Cypress Springs' model of continuous improvement. Cypress Springs continues to employ the Principal's Advisory Council, Faculty Advisory Committee, and Student Advisory Council as a way for students and staff to discuss ideas, concerns, and campus-based topics with the administrative team. Additionally, the campus continues the promotion of student involvement in student organizations such as Student Council, student led announcements, athletics, band, cheer, and a host of others as a vehicle for growing school spirit and camaraderie.

Cypress Springs is dedicated to promoting a positive climate that supports all stakeholders. We achieve this by continuing our campaign to address parents' requests for more information about events and the great things that are happening at our school, through various avenues.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Some students and staff may feel disconnected from the campus-wide practices at Cypress Springs High School. **Root Cause:** School Culture and Climate: As we return from the hybrid school setting due to COVID-19, the lack of in-person student and staff meetings and gatherings (due to social distancing) from last year may have led to the feeling of disconnectedness upon our return to all in-person activities and confusion about how to re-engage.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

A strong instructional staff is vital for student success. 100% of Cypress Springs teachers are highly qualified and many of our teachers have or are pursuing additional certifications and advanced degrees. To continue this legacy, campus recruitment efforts are focused on finding and hiring the best highly-qualified content area teachers.

To support new teachers on our campus, all participate in a Mentoring program where they are paired with a veteran teacher and Classroom Management Consultant Teacher from Student Services who guides and provides support to the teacher on district and campus policies and procedures. To aid in classroom management, opportunities are provided for staff to discuss and learn ways to cultivate positive instructional environments. Currently, new teachers are supported in their team planning as well as frequent informal observation/coaching from their CIC. Additionally, share sessions are hosted by the Lead Mentors at least once per grading period.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher mobility rate is not at a desired level. **Root Cause:** Teacher/Paraprofessional Attendance: More focus will need to be made on purposeful professional development that educates teachers on strategies for working with students on a high economically disadvantaged campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Cypress Springs, we implement district-made, TEKS based curriculum that is built by strong Cypress-Fairbanks ISD content curriculum experts. Our core contents have both Campus Instructional Coaches and district Curriculum Coaches who are able to provide teachers with additional support, ultimately benefiting our students. The use of iXplore and other data software has allowed us to capture our data, including District Progress Monitoring (DPM's) and teacher-made tests, and create a prescriptive plan for our students. We are able to look at curriculum objectives and see areas of strength and weakness. Core contents conduct data reviews using information from iXplore and other software which allows for data-driven decisions. We continue to strengthen our alignment between curriculum and state testing standards.

Curriculum, Instruction, and Assessment Strengths

Cypress Springs continues to focus our efforts on effective first-time instruction by implementing the "Portrait of a Panther Classroom." Through this initiative, instructional strategies are introduced and applied throughout every classroom across campus. Feedback is provided to teachers through Instructional Rounds conducted during instructional time.

Assistant Principals are assigned to content areas and sit in on team planning and data reviews in order to assure alignment to curricular objectives, provide input on instruction, and identify areas of need for each team.

The continuing use of data software to capture student data and provide instant feedback to teachers has proven purposeful and effective when identifying instructional gaps and determining interventions. Teachers are able to gather data on District Progress Monitoring (DPM) assessments, as well as, teacher-made tests.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instructional Rigor: Students are demonstrating low level of content mastery as set by the state standards. **Root Cause:** Instructional Rigor: Some teachers are teaching at low rigor levels in order to create success for students.

Parent and Community Engagement

Parent and Community Engagement Strengths

At Cypress Springs, we are noticing an upward trend in parent and community participation. Parents have a variety of activities to be involved with and receive communication through various methods. Booster clubs, CPOC, Open House, School Messenger, campus web-page, callouts, VIPS, school marquee, Remind 101, Facebook, Twitter, and HAC are many of the ways that we work to ensure parent/community engagement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: School events have varied rates of attendance and parent representation. **Root Cause:** Parent and Community Engagement: We need to provide multiple forms of communication to advertise and inform parents of the varied opportunities available to them to partner with the school for their students' success.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data










- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results




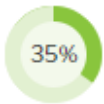

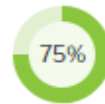



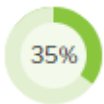
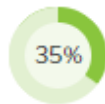

Goals











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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: Utilize effective instructional strategies tailored to meet the needs of our SPED and ELL students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: Supplies: Instructional - Special Allotment: Compensatory Education - \$7,250</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Provide coaching for teachers to address the vast and diverse academic needs of our students the appropriate depth of rigor required for mastery. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: - Special Allotment: Compensatory Education</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Provide coaching for teachers to address the vast and diverse academic needs of our students at the appropriate depth of rigor required for mastery. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p> <p>Funding Sources: - Special Allotment: Compensatory Education</p>	Formative		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Provide coaching for teachers to address the vast and diverse academic needs of our students the appropriate depth of rigor required for mastery.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p> <p>Funding Sources: - Special Allotment: Compensatory Education</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to have more training and professional development that will provide us more tools and resources to help our LEP and SPED students in order to develop a strong plan of action to support these students in our classroom.</p> <p>Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 3%.</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Special Allotment: Compensatory Education</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CTE Approved Industry Certifications: A campaign needs to be developed to increase the awareness of stakeholders as it relates to the certifications offered at Cypress Springs.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 5%.</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Special Allotment: Compensatory Education</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Graduation Rate: A process to monitor students' attendance and grades will be put in place to address students' needs.</p> <p>Strategy's Expected Result/Impact: All: 90% or higher or increase of .10%</p> <p>African American: 90% or higher or increase of .10%</p> <p>Hispanic: 90% or higher or increase of .10%</p> <p>White: 90% or higher or increase of .10%</p> <p>Economically Disadvantaged: 90% or higher or increase of .10%</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			








Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Dropout Prevention: Conduct dropout recovery efforts that include 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>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: AAS, Assistant Principals, Associate, Counselors, Attendance Officer, Attendance Committee, DI</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction that includes: Teachers in our core content areas will include 30 minutes of targeted instructional focus time once a week on a designated day. The time will be built into each class period. Teachers will use this time to review low tested concepts, increase the level of mastery of our well-performing students, and provided target support in order to close any learning gaps acquired during the COVID-19 shutdown.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Team Leader, Department Chair, CIC, DI, AAS, Teachers</p>	Formative		
	Nov	Feb	May
			
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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		
<p>Strategy 1: Welcome Back Camp: Invite all 9th and 10th grade students to half day "Welcome Experience". 11th and 12 grade students will be able to access "open times" throughout the day. Each student who attends the Welcome Back Camp and new student registrants throughout the 21-22 school will receive a clear backpack with school supplies. Students who achieve perfect attendance will receive an attendance certificate.</p> <p>Strategy's Expected Result/Impact: Students attending the 2021-22 Welcome Back Camp will have 95% attendance in the first marking period.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: Materials - ESSER III - \$22,921, Extra Duty Pay - ESSER III - \$1,855</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: After School/Saturday - Closing the Gaps Tutorial (Opportunity Lab): Teachers will apply to teach / reteach EOC/TEKS based skills to students who under performed on 2021 EOC, STAAR or September 2021 Benchmarks. Attendees will be provided with school supplies including, but not limited to composition notebooks, pencils, folders, sharpeners, earbuds, notebook paper and certificates of completion. Attendees will also be provided a snack/drink. Opportunity Lab staff will be provided with instructional supplies including copy paper, dry erase markers, miniature whiteboards, reusable dry erase pockets, sticky note mini graph pads, pencils, erasers and other covered instructional supplies as requested.</p> <p>Strategy's Expected Result/Impact: Students attending Closing the Gaps tutorials will show growth (did not meet to approaches) on 2021 Make Up EOC and (approaches to meets) on 2022 EOC.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: Materials - ESSER III - \$5,000, Extra Duty Pay - ESSER III - \$14,840, Student Snacks - ESSER III - \$6,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide substitutes for teachers to attend Life Space Intervention Training</p> <p>Strategy's Expected Result/Impact: After attending training, teachers will have fewer discipline referrals (compared to 2019-20 school year) and room calls resulting in more time on task in class for all students.</p> <p>Funding Sources: Staff Development Substitute Pay - ESSER III - \$9,384</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Establish a Student Success Center as an extension and precursor to DMC.</p> <p>Strategy's Expected Result/Impact: Students will have fewer out of class discipline placements for the 2021-22 school year (from 2019-20 data).</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>Funding Sources: Temporary Worker Pay - ESSER III - \$40,000</p>	Formative		
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: STAAR Data







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide supplemental tutoring to at-risk identified students. Strategy's Expected Result/Impact: Students will raise their grading period average to 70 or above. Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: Personnel - Special Allotment: Compensatory Education - \$24,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire a supplemental CIC, Behavior Interventionist and ELL Paraprofessional to address needs of identified at-risk students. Strategy's Expected Result/Impact: Students will raise their grading period average to 70 or above. Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: 2 professional positions and 1 paraprofessional position - Special Allotment: Compensatory Education - \$179,000</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide resources such as consultants, contracted services, instructional and staff development supplies and scholarships to address the needs of identified at-risk students. Strategy's Expected Result/Impact: Students will raise their grading period average to 70 or above. Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: Contracted services and consultants - Special Allotment: Compensatory Education - \$10,500, supplies and materials - Special Allotment: Compensatory Education - \$43,500, scholarships - Special Allotment: Compensatory Education - \$1,245</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			








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

Performance Objective 4: Targeted Support and Improvement: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Graduation Rate (90%), English Learners (Academic Achievement Reading (29%), Academic Achievement Math (40%), Graduation Rate (90%)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data, Graduation Rate Data











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted Support and Improvement Reading/ELA: Identify the white population in each Reading/ELA class and develop a personalized action plan based on the student's needs data. Flexible Grouping is used to maximize personalized learning, students are grouped based on results from Reporting Category Checkpoints. While all reporting categories will be reviewed, the reporting category(ies) that demonstrated the highest need will be targeted explicitly. After instructional activities, students will demonstrate mastery through post-assessment for each reporting category. Students who still unsuccessful will be assigned prescriptive tutorials and small group instruction with CIC.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted Support and Improvement Math: Identify the white population in each Algebra I math class and develop a personalized action plan based on the student's needs data. Flexible Grouping is used to maximize personalized learning, students are grouped based on results from Reporting Category Checkpoints. While all reporting categories will be reviewed, the reporting category(ies) that demonstrated the highest need will be targeted explicitly. After instructional activities, students will demonstrate mastery through post-assessment for each reporting category. Students who still unsuccessful will be assigned prescriptive tutorials and small group instruction with CIC.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: CIC, Teachers, AAS, DI, Appraiser</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Targeted Support and Improvement Graduation Rate: Identify all students in the 2021 cohort who are not classified as seniors, meet with students/parents to review transcript data, and make individual plans to reach graduation status no later than August 2023 (focus on Algebra 1, English 1, EOC and EA pass rates).</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff</p> <p>TEA Priorities: Connect high school to career and college - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
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Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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



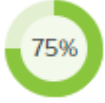




Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff members will actively supervise students in the hallways and classrooms to create a safe environment for students and redirect when necessary. Staff members will also actively supervise students who remain for after school activities and ride the late buses. Entry and Exit points are limited throughout the campus during the instructional day. Students moving to and from the portable buildings will utilize a designated entry and exit door. Students with late arrival and early release will park in the front of the building and enter and exit the front of the building</p> <p>Strategy's Expected Result/Impact: Student and teacher engagement will increase and student disruptions will decrease, resulting in a focused and engaging learning environment where students and staff feel safe and secure. The campus will successfully complete all drills</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 98%.













Evaluation Data Sources: Student attendance records

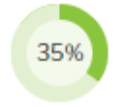






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Varied systemic approaches will increase student attendance such as: Attendance officers and AAS working with students with truancy/excessive absences; automated absence call outs; Truancy Intervention Prevention Measures (TPM) for students with 6 or more absences, teacher contact of parents and counselors for students with frequent absenteeism; and drop out recovery for students who have withdrawn from school with a level Code 98 (Project 98).</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 3%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, AAS, Attendance Officer, Teachers, Counselors</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc.)</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Associate, Assistant Principals, BI</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions: Provide support to staff members regarding classroom/behavior management procedures, focusing primarily on staff use of the de-escalation strategies.</p> <p>Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate, Assistant Principals, BI</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Provide support to staff members regarding classroom/behavior management procedures, focusing primarily on staff use of the de-escalation strategies.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate, Assistant Principals, BI</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Incorporate social skills and decision-making curriculum into DMC placements for students who have more than 1 DMC/Suspension assignment for conflicts with peers or adults in conjunction with the increased use of contracts and relationship building/repairing methods</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate, Assistant Principals, BI</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will continue to utilize PBIS and the PROWL matrix to teach expected student behaviors. These lessons are taught at the beginning of each semester and are reinforced each time a student is out of compliance. PROWL stands for Pride, Respect, Ownership, Willingness, and Leadership..</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 5%.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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 3%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Celebrations for attendance will take place through department and group activities.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on the surveyed needs of our staff. These growth opportunities will be provided on campus as well as at the district level. On campus PD will be presented by our campus instructional team, as well as teachers who are considered "Master Teachers" in the area of development. Some areas of focus will be: Blended Learning, GT training, ESL Strategies, and more.</p> <p>Strategy's Expected Result/Impact: Teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 3%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Cypress Springs will exercise varied communication approaches (such as School Messenger, marquee, Remind 101, written information sent home in English/Spanish, Twitter, Facebook, etc.) so that parents remain informed of current events, support and informational opportunities, important dates, and deadlines (such as CPOC, Boosters, VIPS, Open House, Grade Level Parent Meetings, College and Career campus and district events, monthly newsletters, On-line calendar, reporting period dates, grades, etc.)</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary, Associate, DI, Counselors, Teachers, College & Career Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Cypress Springs High School

Total SCE Funds: \$258,245.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

State Comp Ed funds are used to provide various levels of support for students who are at risk of dropping out of school who have not performed satisfactorily on an end-of-course assessment.

Personnel for Cypress Springs High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Behavior Interventionist	1
12 positions	Teacher	1
2 positions	Campus Instructional Coach	1
2 positions	AAS	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay		\$1,855.00
1	2	1	Materials		\$22,921.00
1	2	2	Student Snacks		\$6,000.00
1	2	2	Materials		\$5,000.00
1	2	2	Extra Duty Pay		\$14,840.00
1	2	3	Staff Development Substitute Pay		\$9,384.00
1	2	4	Temporary Worker Pay		\$40,000.00
Sub-Total					\$100,000.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	2 professional positions and 1 paraprofessional position		\$179,000.00
1	3	3	scholarships		\$1,245.00
1	3	3	supplies and materials		\$43,500.00
1	3	3	Contracted services and consultants		\$10,500.00
Sub-Total					\$234,245.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies: Instructional		\$7,250.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	3	1	Personnel		\$24,000.00
Sub-Total					\$31,250.00

Addendums

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
 Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Algebra I	All Testers	Cypress Springs	All	458	307	67%	70%	3%	558	386	69%
Algebra I	All Testers	Cypress Springs	Hispanic	232	149	64%	67%	3%	285	198	69%
Algebra I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	6	3	50%
Algebra I	All Testers	Cypress Springs	Asian	11	10	91%	100%	9%	19	16	84%
Algebra I	All Testers	Cypress Springs	African Am.	168	110	65%	68%	3%	194	125	64%
Algebra I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Springs	White	35	27	77%	80%	3%	39	32	82%
Algebra I	All Testers	Cypress Springs	Two or More	9	9	100%	100%	0%	14	11	79%
Algebra I	All Testers	Cypress Springs	Eco. Dis.	320	211	66%	70%	4%	420	271	65%
Algebra I	All Testers	Cypress Springs	LEP Current	56	25	45%	50%	5%	94	56	60%
Algebra I	All Testers	Cypress Springs	At-Risk	326	203	62%	65%	3%	456	298	65%
Algebra I	All Testers	Cypress Springs	SPED	40	18	45%	50%	5%	66	24	36%
Biology	All Testers	Cypress Springs	All	696	611	88%	92%	4%	788	672	85%
Biology	All Testers	Cypress Springs	Hispanic	343	299	87%	90%	3%	406	349	86%
Biology	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	5	3	60%
Biology	All Testers	Cypress Springs	Asian	45	44	98%	100%	2%	47	47	100%
Biology	All Testers	Cypress Springs	African Am.	227	191	84%	87%	3%	256	207	81%
Biology	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Springs	White	56	52	93%	95%	2%	51	46	90%
Biology	All Testers	Cypress Springs	Two or More	22	22	100%	100%	0%	21	18	86%
Biology	All Testers	Cypress Springs	Eco. Dis.	443	377	85%	87%	2%	547	455	83%
Biology	All Testers	Cypress Springs	LEP Current	62	38	61%	65%	4%	96	55	57%
Biology	All Testers	Cypress Springs	At-Risk	394	320	81%	85%	4%	524	424	81%
Biology	All Testers	Cypress Springs	SPED	47	20	43%	50%	7%	68	33	49%
English I	All Testers	Cypress Springs	All	734	555	76%	81%	5%	820	575	70%
English I	All Testers	Cypress Springs	Hispanic	354	263	74%	79%	5%	441	317	72%
English I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	6	1	17%
English I	All Testers	Cypress Springs	Asian	44	42	95%	98%	3%	48	44	92%
English I	All Testers	Cypress Springs	African Am.	249	178	71%	76%	5%	254	161	63%
English I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Springs	White	63	51	81%	86%	5%	51	37	73%
English I	All Testers	Cypress Springs	Two or More	21	19	90%	98%	8%	19	14	74%
English I	All Testers	Cypress Springs	Eco. Dis.	471	333	71%	76%	5%	567	370	65%
English I	All Testers	Cypress Springs	LEP Current	66	18	27%	50%	23%	117	36	31%
English I	All Testers	Cypress Springs	At-Risk	433	276	64%	70%	6%	577	347	60%
English I	All Testers	Cypress Springs	SPED	47	13	28%	50%	22%	68	14	21%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
English II	All Testers	Cypress Springs	All	568	437	77%	85%	8%	750	608	81%
English II	All Testers	Cypress Springs	Hispanic	302	239	79%	87%	8%	353	278	79%
English II	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Springs	Asian	27	21	78%	94%	16%	48	43	90%
English II	All Testers	Cypress Springs	African Am.	178	122	69%	77%	8%	264	210	80%
English II	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Springs	White	42	39	93%	95%	2%	56	52	93%
English II	All Testers	Cypress Springs	Two or More	14	12	86%	93%	7%	26	23	88%
English II	All Testers	Cypress Springs	Eco. Dis.	377	279	74%	82%	8%	483	374	77%
English II	All Testers	Cypress Springs	LEP Current	53	13	25%	51%	26%	83	34	41%
English II	All Testers	Cypress Springs	At-Risk	327	206	63%	71%	8%	401	267	67%
English II	All Testers	Cypress Springs	SPED	41	12	29%	50%	21%	55	22	40%
US History	All Testers	Cypress Springs	All	569	523	92%	96%	4%	541	494	91%
US History	All Testers	Cypress Springs	Hispanic	301	275	91%	94%	3%	274	256	93%
US History	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Springs	Asian	36	34	94%	96%	2%	29	26	90%
US History	All Testers	Cypress Springs	African Am.	180	164	91%	94%	3%	179	156	87%
US History	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Springs	White	33	31	94%	96%	2%	42	40	95%
US History	All Testers	Cypress Springs	Two or More	12	12	100%	100%	0%	15	14	93%
US History	All Testers	Cypress Springs	Eco. Dis.	353	317	90%	92%	2%	361	321	89%
US History	All Testers	Cypress Springs	LEP Current	40	28	70%	73%	3%	45	34	76%
US History	All Testers	Cypress Springs	At-Risk	234	192	82%	85%	3%	253	208	82%
US History	All Testers	Cypress Springs	SPED	39	25	64%	67%	3%	35	21	60%

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 Springs	All	458	128	28%	32%	4%	558	165	30%
Algebra I	All Testers	Cypress Springs	Hispanic	232	56	24%	28%	4%	285	83	29%
Algebra I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	6	1	17%
Algebra I	All Testers	Cypress Springs	Asian	11	8	73%	77%	4%	19	12	63%
Algebra I	All Testers	Cypress Springs	African Am.	168	43	26%	30%	4%	194	52	27%
Algebra I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Springs	White	35	15	43%	47%	4%	39	11	28%
Algebra I	All Testers	Cypress Springs	Two or More	9	4	44%	67%	23%	14	5	36%
Algebra I	All Testers	Cypress Springs	Eco. Dis.	320	83	26%	30%	4%	420	112	27%
Algebra I	All Testers	Cypress Springs	LEP Current	56	6	11%	20%	9%	94	27	29%
Algebra I	All Testers	Cypress Springs	At-Risk	326	73	22%	26%	4%	456	118	26%
Algebra I	All Testers	Cypress Springs	SPED	40	4	10%	20%	10%	66	6	9%
Biology	All Testers	Cypress Springs	All	696	416	60%	65%	5%	788	450	57%
Biology	All Testers	Cypress Springs	Hispanic	343	191	56%	60%	4%	406	238	59%
Biology	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	5	0	0%
Biology	All Testers	Cypress Springs	Asian	45	40	89%	91%	2%	47	43	91%
Biology	All Testers	Cypress Springs	African Am.	227	127	56%	60%	4%	256	117	46%
Biology	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Springs	White	56	42	75%	80%	5%	51	35	69%
Biology	All Testers	Cypress Springs	Two or More	22	14	64%	70%	6%	21	15	71%
Biology	All Testers	Cypress Springs	Eco. Dis.	443	243	55%	60%	5%	547	282	52%
Biology	All Testers	Cypress Springs	LEP Current	62	10	16%	25%	9%	96	19	20%
Biology	All Testers	Cypress Springs	At-Risk	394	165	42%	50%	8%	524	234	45%
Biology	All Testers	Cypress Springs	SPED	47	6	13%	20%	7%	68	7	10%
English I	All Testers	Cypress Springs	All	734	454	62%	70%	8%	820	455	55%
English I	All Testers	Cypress Springs	Hispanic	354	208	59%	65%	6%	441	249	56%
English I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	6	0	0%
English I	All Testers	Cypress Springs	Asian	44	40	91%	95%	4%	48	40	83%
English I	All Testers	Cypress Springs	African Am.	249	143	57%	63%	6%	254	121	48%
English I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Springs	White	63	45	71%	78%	7%	51	34	67%
English I	All Testers	Cypress Springs	Two or More	21	16	76%	85%	9%	19	10	53%
English I	All Testers	Cypress Springs	Eco. Dis.	471	269	57%	63%	6%	567	282	50%
English I	All Testers	Cypress Springs	LEP Current	66	13	20%	40%	20%	117	15	13%
English I	All Testers	Cypress Springs	At-Risk	433	190	44%	50%	6%	577	241	42%
English I	All Testers	Cypress Springs	SPED	47	5	11%	25%	14%	68	4	6%

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 Springs	All	568	371	65%	75%	10%	750	482	64%
English II	All Testers	Cypress Springs	Hispanic	302	196	65%	75%	10%	353	216	61%
English II	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Springs	Asian	27	20	74%	80%	6%	48	37	77%
English II	All Testers	Cypress Springs	African Am.	178	105	59%	70%	11%	264	161	61%
English II	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Springs	White	42	35	83%	90%	7%	56	47	84%
English II	All Testers	Cypress Springs	Two or More	14	11	79%	85%	6%	26	19	73%
English II	All Testers	Cypress Springs	Eco. Dis.	377	235	62%	75%	13%	483	274	57%
English II	All Testers	Cypress Springs	LEP Current	53	6	11%	25%	14%	83	16	19%
English II	All Testers	Cypress Springs	At-Risk	327	145	44%	50%	6%	401	161	40%
English II	All Testers	Cypress Springs	SPED	41	6	15%	25%	10%	55	4	7%
US History	All Testers	Cypress Springs	All	569	440	77%	85%	8%	541	443	82%
US History	All Testers	Cypress Springs	Hispanic	301	231	77%	85%	8%	274	232	85%
US History	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Springs	Asian	36	33	92%	96%	4%	29	26	90%
US History	All Testers	Cypress Springs	African Am.	180	132	73%	81%	8%	179	135	75%
US History	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Springs	White	33	27	82%	88%	6%	42	35	83%
US History	All Testers	Cypress Springs	Two or More	12	10	83%	89%	6%	15	13	87%
US History	All Testers	Cypress Springs	Eco. Dis.	353	254	72%	80%	8%	361	282	78%
US History	All Testers	Cypress Springs	LEP Current	40	13	33%	40%	7%	45	21	47%
US History	All Testers	Cypress Springs	At-Risk	234	123	53%	60%	7%	253	163	64%
US History	All Testers	Cypress Springs	SPED	39	12	31%	40%	9%	35	15	43%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Algebra I	All Testers	Cypress Springs	All	458	49	11%	16%	5%	558	69	12%
Algebra I	All Testers	Cypress Springs	Hispanic	232	20	9%	14%	5%	285	35	12%
Algebra I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	6	0	0%
Algebra I	All Testers	Cypress Springs	Asian	11	5	45%	50%	5%	19	7	37%
Algebra I	All Testers	Cypress Springs	African Am.	168	15	9%	14%	5%	194	18	9%
Algebra I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Springs	White	35	6	17%	22%	5%	39	5	13%
Algebra I	All Testers	Cypress Springs	Two or More	9	1	11%	16%	5%	14	4	29%
Algebra I	All Testers	Cypress Springs	Eco. Dis.	320	30	9%	14%	5%	420	42	10%
Algebra I	All Testers	Cypress Springs	LEP Current	56	3	5%	10%	5%	94	11	12%
Algebra I	All Testers	Cypress Springs	At-Risk	326	27	8%	13%	5%	456	42	9%
Algebra I	All Testers	Cypress Springs	SPED	40	1	3%	8%	5%	66	2	3%
Biology	All Testers	Cypress Springs	All	696	159	23%	25%	2%	788	161	20%
Biology	All Testers	Cypress Springs	Hispanic	343	60	17%	20%	3%	406	78	19%
Biology	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	5	0	0%
Biology	All Testers	Cypress Springs	Asian	45	27	60%	65%	5%	47	26	55%
Biology	All Testers	Cypress Springs	African Am.	227	40	18%	20%	2%	256	35	14%
Biology	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Springs	White	56	24	43%	45%	2%	51	13	25%
Biology	All Testers	Cypress Springs	Two or More	22	7	32%	35%	3%	21	9	43%
Biology	All Testers	Cypress Springs	Eco. Dis.	443	82	19%	22%	3%	547	89	16%
Biology	All Testers	Cypress Springs	LEP Current	62	3	5%	10%	5%	96	2	2%
Biology	All Testers	Cypress Springs	At-Risk	394	37	9%	15%	6%	524	49	9%
Biology	All Testers	Cypress Springs	SPED	47	2	4%	15%	11%	68	2	3%
English I	All Testers	Cypress Springs	All	734	102	14%	20%	6%	820	79	10%
English I	All Testers	Cypress Springs	Hispanic	354	39	11%	15%	4%	441	32	7%
English I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	6	0	0%
English I	All Testers	Cypress Springs	Asian	44	12	27%	35%	8%	48	17	35%
English I	All Testers	Cypress Springs	African Am.	249	27	11%	15%	4%	254	22	9%
English I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Springs	White	63	18	29%	35%	6%	51	6	12%
English I	All Testers	Cypress Springs	Two or More	21	6	29%	35%	6%	19	2	11%
English I	All Testers	Cypress Springs	Eco. Dis.	471	45	10%	15%	5%	567	43	8%
English I	All Testers	Cypress Springs	LEP Current	66	0	0%	5%	5%	117	0	0%
English I	All Testers	Cypress Springs	At-Risk	433	11	3%	8%	5%	577	13	2%
English I	All Testers	Cypress Springs	SPED	47	0	0%	5%	5%	68	1	1%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
English II	All Testers	Cypress Springs	All	568	52	9%	15%	6%	750	65	9%
English II	All Testers	Cypress Springs	Hispanic	302	17	6%	10%	4%	353	26	7%
English II	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Springs	Asian	27	11	41%	50%	9%	48	11	23%
English II	All Testers	Cypress Springs	African Am.	178	10	6%	10%	4%	264	14	5%
English II	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Springs	White	42	7	17%	20%	3%	56	11	20%
English II	All Testers	Cypress Springs	Two or More	14	5	36%	40%	4%	26	3	12%
English II	All Testers	Cypress Springs	Eco. Dis.	377	24	6%	10%	4%	483	30	6%
English II	All Testers	Cypress Springs	LEP Current	53	0	0%	5%	5%	83	0	0%
English II	All Testers	Cypress Springs	At-Risk	327	6	2%	5%	3%	401	5	1%
English II	All Testers	Cypress Springs	SPED	41	0	0%	5%	5%	55	0	0%
US History	All Testers	Cypress Springs	All	569	297	52%	60%	8%	541	330	61%
US History	All Testers	Cypress Springs	Hispanic	301	161	53%	61%	8%	274	172	63%
US History	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Springs	Asian	36	29	81%	85%	4%	29	22	76%
US History	All Testers	Cypress Springs	African Am.	180	74	41%	50%	9%	179	92	51%
US History	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Springs	White	33	19	58%	65%	7%	42	32	76%
US History	All Testers	Cypress Springs	Two or More	12	9	75%	83%	8%	15	11	73%
US History	All Testers	Cypress Springs	Eco. Dis.	353	168	48%	50%	2%	361	201	56%
US History	All Testers	Cypress Springs	LEP Current	40	4	10%	15%	5%	45	9	20%
US History	All Testers	Cypress Springs	At-Risk	234	62	26%	30%	4%	253	92	36%
US History	All Testers	Cypress Springs	SPED	39	7	18%	20%	2%	35	7	20%

Cypress Springs

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 72% to 80% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
72%	74%	76%	78%	80%

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	66%	73%	73%		94%			86%	73%		61%	75%	59%
2021-22	2022-23	68%	75%	75%	NA	96%	NA	NA	88%	75%	NA	63%	77%	61%
2022-23	2023-24	70%	77%	77%	NA	98%	NA	NA	90%	77%	NA	65%	79%	63%
2023-24	2024-25	72%	79%	79%	NA	100%	NA	NA	92%	79%	NA	67%	81%	65%
2024-25	2025-26	74%	81%	81%	NA	100%	NA	NA	94%	81%	NA	69%	83%	67%

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.