

# **Cypress-Fairbanks Independent School District**

## **Cypress Woods High School**

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



# Mission Statement

CFISD: LEAD: Learn, Empower, Achieve, Dream

## Vision

Cypress Woods High School embraces a mindset of growth that nurtures responsible citizens, insightful problem solvers, and global leaders who embody the POWER of 212\*

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# Comprehensive Needs Assessment

Revised/Approved: November 8, 2021

## Student Achievement

### Student Achievement Strengths

#### USH Strengths:

- Our African American students performed about the target and the cluster for Approaches (100%), Meets (92%), & Masters (66%).
- Our economically disadvantaged students outperformed the cluster in Approaches (by 1%), Meets (by 1%) and Masters (62% vs 57%).
- Additionally, we outperformed our cluster in the following categories:
  - White students in the Meets category (by 1%)
  - SPED students in the Meets category (60% vs. 52%)
  - White students in the Masters category (86% vs. 80%)
  - SPED students in the Masters category (38% vs. 29%)
- We met or outperformed our targets in the following categories:
  - Approaches: White (met target of 99%), Eco Dis (met target of 96%)
  - Masters: Overall (1% higher than target of 76%); White (5% higher than target of 81%), SPED (12% higher than target of 26%)
- From 2019 to 2021, our Masters scores went up by 1% (76 à 77), even with the loss of instructional time due to COVID disruptions

**English I:** English I outperformed our target in the Approaches and Masters categories: Approaches by 2% and Masters by 2%. Our Hispanic students surpassed the target in all categories: Approaches by 4% points; Meets by 5% points; Masters by 5% points! Our African American students surpassed the target in Approaches (5%), Meets (6%), and Masters (13%). Our LEP students dramatically surpassed target goals in Approaches (13%) and Meets (15%). Our African American students surpassed our cluster group in Approaches by 5%, Meets by 5%, and Masters by 6%.

**English II:** English II outperformed our target in the Approaches, Meets, and Masters categories: Approaches by 4%, Meets by 7%, and Masters by 8%. Our Hispanic students surpassed the target in all categories: Approaches by 6% points; Meets by 10% points; Masters by 4% points! Our African American students surpassed the target in Approaches (10%), Meets (15%), and Masters (7%). Our white students surpassed target goals in Approaches (2%), Meets (6%), and Masters (9%). Our English II SPED scores surpassed targets by 5% in Approaches, 23% in Meets and 2% in Masters! Our African American students surpassed our cluster group in Approaches by 8% and Meets by 8%. We outperformed or met our cluster in every sub-pop in the Approaches, Meets & Masters categories, with the exception of LEP.

### Biology Approaches

We outperformed our cluster in all seven categories:

- All by 2%
- Hispanic by 3%
- African American by 6%
- White by 1%
- Eco Dis by 6%
- LEP by 6%
- SPED by 2%

We met the targets for the following subpops:

- All
- White

We exceeded the targets for the following subpops:

- African American by 2%
- Eco Dis by 2%
- LEP by 6%
- SPED by 1%

### **Biology Meets**

We outperformed our cluster in all seven categories:

- All by 7%
- Hispanic by 7%
- African American by 16%
- White by 4%
- Eco Dis by 11%
- LEP by 13%
- SPED by 10%

We exceeded all seven targets for our subpops:

- All by 1%
- Hispanic by 3%
- African American by 3%
- White by 1%
- Eco Dis by 1%
- LEP by 19%

- SPED by 3%

## **Biology Masters**

We outperformed our cluster in all seven categories:

- All by 13%
- Hispanic by 15%
- African American by 12%
- White by 9%
- Eco Dis by 17%
- LEP by 8%
- SPED by 4%
- 

We exceeded all seven targets for our subpops:

- All by 2%
- Hispanic by 9%
- African American by 9%
- White by 2%
- Eco Dis by 2%
- LEP by 10%
- SPED by 2%

## **AP Academic Successes:**

- In May of 2021, we had 743 students take a total of 1427 AP exams.
- Our percentage of 5's went up by 1% compared to 2020 and up 11% compared to 2019, the last "normal" testing year
- English Language & Composition improved their passing rate by 15% from 2020
- Statistics improved their passing rate by 13% from 47% in 2020 to 60%, even exceeding their 2019 passing rate of 59%
- Computer Science Principles improved their passing rate by almost 20% to be 92.3%
- European History grew its number of testers from 23 in 2020 to 36 in 2021, also improving the passing average by 16.5% to 86.1%
- The following courses had passing rates that exceeded the national average by the indicated percentages:
  - Music Theory (+9%)
  - Studio Art 2D (+8%)
  - Studio Art Drawing (+13%)
  - English Language & Composition (+19%)
  - English Literature & Composition (+15%)
  - Statistics (+2%)
  - Computer Science A (+30%)
  - Computer Science Principles (+25%)
  - Human Geography (+7%)

- Macroeconomics (+15%)
- Psychology (+2%)
- US Government (+28%)
- US History (+38%)
- World History (+11%)
- European History (+27%)
- Biology (+15%)
- Environmental Science (+31%)
- Physics I (+20%)
- Physics II (+18%)

National Merit:

- 3 Semi-Finalists
- 21 Commended Students

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Math: In Algebra 1, our white students are underperforming our cluster in the Meets Category. **Root Cause:** Math: We need to ensure that we have high academic and behavioral expectations for our students.

**Problem Statement 2:** Science: In Biology, the LEP population is the lowest performing sub-population in the approaches category. **Root Cause:** Science: We need to provide LEP students the opportunities to practice basic English and internalize the scientific language.

**Problem Statement 3:** Social Studies: In US History, our economically disadvantaged students struggle with academic and content vocabulary, as well as making connections between units. **Root Cause:** Social Studies: We will facilitate our classes in such a way to adjust the pacing of the course to build in more time to practice language acquisition and critical thinking skills.

**Problem Statement 4:** English Language Arts English II Reading: In English II, eco-dis students underperformed our other sub-pops in understanding & analysis of literary texts. **Root Cause:** English Language Arts English II Reading: We will deepen our relationships with our eco-dis students in order to craft engaging reading instruction, select relevant texts, and create purposeful activities that will bridge the gap between content-specific reading skills and real-world application/relevance.

**Problem Statement 5:** English Language Arts English I Reading: Eco-dis students are underperforming relative to other sub-pops in the Meets & Masters category in reading. **Root Cause:** English Language Arts English I Reading: We need to explain the relevance of readings skills by making real-world connections from the skills taught to the student experience and their individualized post-secondary goals.

**Problem Statement 6:** English Language Arts English II Writing: In English II, eco-dis students underperformed our other sub-pops in written composition in both Meets and Masters categories. **Root Cause:** English Language Arts English II Writing: We will deepen our relationships with our eco-dis students in order to build relationships that empower and engage students through relevant writing instruction and activities that will address student experience and relevance and enhance reading.

**Problem Statement 7:** English Language Arts English I Writing: Eco-dis students are underperforming relative to other sub-pops in the Meets & Masters category in writing. **Root Cause:** English Language Arts English I Writing: We need to explain the relevance of writing skills by making real-world connections from the skills taught to the student experience and their individualized post-secondary goals.

**Problem Statement 8:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Students who are economically disadvantaged are not in Advanced/Dual Credit Courses at the same percentage as their non-economically disadvantaged peers. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to work to build confidence in students who are economically disadvantaged so they will feel qualified or able to succeed in advanced / dual credit courses.

**Problem Statement 9:** CTE Approved Industry Certifications: Not all students who attempt to earn their certification pass the exam. **Root Cause:** CTE Approved Industry Certifications Root Cause: We will ensure that our students understand the importance of certification exams and how to successfully prepare for certification exams by facilitating our classes in such a way that builds foundational skills, test-taking strategies, study & organizational skills to order to prepare students appropriately for the difficulty of certification exams

**Problem Statement 10:** Graduation Rate: The 4-year graduation rate (Class of 2020) for our Special Education Students was 82% (42 out of 51 students), which did not meet the 90% target set by the state. **Root Cause:** Graduation Rate: 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 11:** 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.

**Morning Announcements:** Daily our morning announcement crew celebrates the accomplishments of our student body. Valuing student success in academics, fine arts, student clubs and organizations, and athletics allows a positive school culture and climate to permeate through the building.

**Student attendance:** Students who are out with extended absences are able to access material via Schoology. Teachers are formulating plans to assist students with extended absences, such as individually assigning make-up work via Schoology, making pre-recorded first-time instruction available, and offering Zoom tutorials and extended tutoring hours.

**Safety:** Project Safety presentations for students with lessons focused on risks and consequences of unsafe behaviors; only 5 doors of entry to HS; planned emergency procedures; frequent communication to staff regarding procedures; student and staff ID badges; new hall passes and hall pass procedures; on-going clear backpack initiative; random metal detector searches; K9 unit searches in parking lots and classrooms; visibility in halls by AP staff. **COVID measures:** frequent sanitization, masks available to students upon request, sanitization stations throughout the hallways, an additional lunch period, and daily misting by our custodian staff each night.

The POWER of 212 is a school-wide initiative started in the 2016-2017 school year. This initiative is focused on building character in our students, faculty, administration, and ultimately, the community. We were successful in achieving increased awareness and increasing the use of common language, and creation of stakeholder buy-in. We incorporated more signage throughout our building to send a consistent message to students, staff, and the community. Past POWER events and activities include student video competitions, tardy voucher incentive drawings to encourage students to prioritize getting to class on time, and "212 Day" celebrations where students did POWER-based activities in their 2nd-period class. We continue to build in instruction on POWER to introduce the freshmen to the initiative through PACE and Health classes. Ongoing POWER initiatives include: POWER Wildcat of the Month where teachers nominate students who show POWER characteristics; a goal to include student involvement on the POWER of 212 committee; POWER Thursday where teachers wear POWER t-shirts and have the option to include short, POWER activities and reflection into their lessons.

P=Priorities

O=Ownership

W=Willingness

E=Ethics

R=Respect

Student leadership is an additional important tenant for continuous improvement. In order to promote student leadership, an elected Student Senate meets monthly with the building principal and various administrators to discuss ideas, concerns, and campus-based topics. The President's Council (including top leaders from all campus organizations) meets monthly with the principal to discuss campus concerns, share successes, and cross-plan as necessary.

At Cypress Woods, we hold in high esteem the belief that each student feels a sense of belonging. We encourage students to create clubs to support their interests and give back to the community. At the beginning of the 2021-2022 school year, we have approximately 47 clubs/organizations that students could join to lend a voice to a cause.

School spirit is an additional focus every school year. In an attempt to promote attendance and spirit, we are holding several 2nd period pep rallies this year. Students can buy a wristband to attend, and the proceeds support a charitable cause. We also have weekly spirit trains, dress-up days, and reminders on the announcements and social media accounts to attend school events.

Cypress Woods High School faculty and student body are committed to strive daily to continue our legacy of 212 excellence in order to reach new levels of achievement.

During the past fifteen years of our existence, our Academic UIL team has captured the district UIL championship thirteen times. In the 2018-2019 school year, our Academic UIL team won the State Championship, and during the 2020-2021 school year, they placed 2nd. Our UIL team is building a Schoology page to share resources with our students.

Cypress Woods High School continues to thrive on a rich tradition of excellence, both inside and outside of the classroom. The culture centered around the 212 philosophy continues to grow and thrive.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** School Culture and Climate: Campus expectations for students and staff have been disrupted due to the impact of COVID-19 on the past two school years.

**Root Cause:** School Culture and Climate: We will re-establish the culture of 212 by clearly communicating policies and procedures to both students and staff, with an emphasis on behavioral and academic expectations for students and pedagogical and school procedure expectations for staff.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

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## Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus in regard to Staff Quality, Recruitment and Retention:

Cypress Woods continues to have little mobility among the staff members, which includes both our teachers and paraprofessionals.

Hiring quality applicants is always a priority at CWHS, as evidenced by our hiring process and new teacher support program. In order to find quality staff, we empower Department Chairs to seek out highly qualified candidates. Department Chairs screen and interview with their Team Leaders. This initial interview allows the Team Leader to ask important questions to gauge the candidate's level of content knowledge and how the person will interact with the team. Once the top candidate is selected, the Department Chair brings the applicant to interview with the Principal, Associate Principal, Coordinating Counselor, Director of Instruction and our Campus Athletic Coordinator. Sometimes, the team's appraiser or a Campus Instructional Coach will also sit in on the interview. During the interview, we specifically seek out teachers with a growth mindset. It is our firm belief that with an open mind and positive attitude, we can improve our instructional and professional practices as well as ourselves each day. This thorough screening process allows us to find highly-qualified staff.

The New Teacher Induction Program (NTIP) is a district initiative to support all new teachers to CFISD and help with teacher retention. Each campus has a lead mentor who oversees this program and is responsible for supporting our new family members. Each new teacher at Cypress Woods is assigned a mentor by our lead New Teacher Induction Program Coordinator. Throughout the year, there are at least four share sessions with embedded professional development to target upcoming procedures/paperwork that new staff will need to discuss for better understanding. The meetings also allow teachers to explore, discuss and practice different strategies that the teachers can use in their classrooms to make first-time instruction as effective as possible. Classroom management strategies are also modeled. NTIP members are also required to observe a colleague's class during the first semester as well as complete three video reflections throughout the school year. Additionally, new teachers' classrooms are visited regularly by our Campus Instructional Coaches in order to best support them. Data collected during these visits is then used to drive our share sessions. The new teacher mentors are available for anything that the new teacher may need. Our Campus Instructional Coaches and administrators are available to assist the new teachers in their ongoing development and improvement.

Our Campus Instructional Coaches also frequently visit teacher classrooms, regardless of experience, and give them both affirming and critical feedback to help them improve as educators. Additionally, they offer summer, online, after school, and personalized PD opportunities. Experienced teachers can even voluntarily sign-up for instructional coaching cycles that are based on their individual goals. In addition, the CICs recognize excellence in the classroom by awarding teachers with Instructional Shout-outs.

Lastly, we retain quality teachers by making Cypress Woods High School a community where teachers can learn and grow professionally as well as make life-long friends. We have created community building activities through our Staff Unity initiative that have helped connect teachers across different teams and departments.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Retention of teachers is our priority this year. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to provide all faculty members the opportunity to both build community this year and grow professionally through personalized PD opportunities.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

We hosted very well-attended Express events to welcome our Wildcats back to school in 20-21. The Freshman Express included a presentation by our principal and lead counselor who shared ways for our Class of 2025 to achieve success during their ninth-grade year.

Our Counseling Team and College and Career Specialist will hold parent meetings to explain several choices students were offered when planning their four-year plans. Topics included: Applying to College, AP vs. DC, Keeping the Options Open, and College Night.

The following are the strengths of the campus in regard to Parent and Family Engagement:

- We consistently have a large number of VIPS who volunteered before COVID 19 times
- Our community supports our campus
- Events on campus are well-attended
- It is a campus expectation that each campus organization participates in a volunteer activity to "Pay it Forward" to our community

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Parents and our community are unaware of opportunities to engage with our VIPS and our campus. **Root Cause:** Parent and Community Engagement: We need to re-establish our communication protocols with parents that were interrupted by COVID 19.

# 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- 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**

- Processes and procedures for teaching and learning, including program implementation

# Goals




Revised/Approved: November 8, 2021

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







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










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








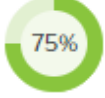

**Summative Evaluation:** Met Objective








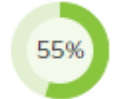





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: English Language Arts: Reading:</b></p> <p>English I Reading: During the 2021-2022 school year, we will gain a deeper understanding of the eco-dis student experience and post-secondary goals through student inventory surveys, self-reflection opportunities, and a focus on relationship-building in order to make purposeful connections throughout the student reading experience.</p> <p>Techniques used in English I classroom:</p> <ul style="list-style-type: none"> <li>* Provide choice novels for students</li> <li>* Incorporate opportunities for silent sustained reading</li> <li>* Student inventory survey on post-secondary goals, including visual summary</li> <li>* Self-reflection process during/after reading process</li> <li>* Discussions in class on real-world connections via Turn &amp; Talk, class discussion, &amp; Socratic Seminars</li> <li>* Discuss focus around the question "Why does it matter" - reflection after reading to make connections clear for students</li> <li>* Self-assessment 'quizzes' to make connections from text to self and text to work</li> <li>* Model think-aloud strategies - how we think &amp; what questions to ask when reading</li> </ul> <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> English I Teachers, English I Team Leaders, CIC, DI, AAS</p> <p><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 Writing:</p> <p>English I Writing: During the 2021-2022 school year, we will gain a deeper understanding of the eco-dis student experience and post-secondary goals through student inventory surveys, self-reflection opportunities, and a focus on relationship-building in order to make purposeful connections throughout the student writing process.</p> <p>Techniques used in English I classroom:</p> <ul style="list-style-type: none"> <li>* Student inventory survey on post-secondary goals</li> <li>* Self-reflection / assessment during/after writing process</li> <li>* Focus on audience &amp; provide a variety through writing assignments</li> <li>* Choice prompts &amp; personal selection of target audience</li> <li>* Think creatively when planning writing opportunities to make connections to novels, personal life, real world</li> <li>* Provide choice in writing product: essay, video, presentation</li> </ul> <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> English I Teachers, English I Team Leaders, CIC, DI, AAS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> English II Reading: During the 2021-2022 school year, we will provide a variety of texts that incorporate different lenses &amp; perspectives in order to facilitate connections to other texts and real-world applications that will inform student writing and increase the student desire to read further.</p> <p>Techniques used in English II classroom: We will offer students a variety of carefully selected texts (both non-fiction and fiction) through choice novels, shorter/more manageable text selection (excerpts), and diverse short-stories to increase interest; we will offer opportunity for practice through silent, sustained reading, we will provide assistance with reading reflection by providing sentence stems and a specific focus (lens) for reading; we will use anchor texts to model reading skills with students, working to utilize classic novels and more challenging texts for these activities to provide necessary support, and incorporate opportunities for students to identify and make connections with the goal of making thematic connections across texts &amp; genres.</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> English II Teachers, English II Team Leaders, CIC, DI, AAS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> English II Writing: During the 2021-2022 school year, we will plan a variety of writing opportunities, including low stakes writing, with various opportunities for feedback throughout the writing experience, in order to build student confidence and make connections to the persuasive purpose, creating a safe and engaging classroom culture.</p> <p>Techniques used in English II classroom: We will offer students a variety of writing writing purposes &amp; products including, journal writing, image connection writing, choice prompts, incorporation of persuasive skills &amp; techniques in a creative way via persuasive letter, song, or free-write; we will include opportunities for feedback through writing conferences, &amp; peer editing; we will encourage students to share written responses by facilitating low-stakes turn and talk opportunities and in-class share-alouds</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> English II Teachers, English II Team Leaders, CIC, DI, AAS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Math: During the 2021-2022 school year, we will re-acclimate students to the classroom culture and behavioral expectations at Cypress Woods High School by establishing consistent procedures and routines and utilizing best instructional practices that focus on engaged accountability.</p> <p>Techniques used in the classroom: Electronic device policy and enforcement, using What to Do statements, Fast Facts at the end of each lesson (spiralng, repeated review, Cold Call), using content posters to review important concepts, independent practice time with built in CFU's and student feedback, encouraging students to work out the problems by hand before using a calculator</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> Algebra I teachers, CIC, DI, AAS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Science: During the 2021-2022 school year, we will scaffold scientific vocabulary into each unit and provide multiple opportunities to practice basic English through organized academic discourse to help with processing, daily ELPS integration, repeated vocabulary review and checks for understanding.</p> <p>Techniques used in the classroom: Quizlet, flashcards, Quizzes, word walls, suffixes and prefixes, heterogeneous grouping of students, turn and talk, providing stems to students in order to guide discourse, and practice applying test-taking strategies</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> Biology teachers, CIC, DI, AAS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			





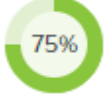

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Social Studies: During the 2021-2022 school year, we will model critical thinking skills for students when analyzing political cartoons, primary source documents, charts, and when annotating, build in opportunities for student discourse, and provide writing opportunities and scaffolds to aide in language acquisition skills.</p> <p>Techniques used in the classroom: Hovercam modeling for annotations, utilizing small groups, Cold Call, &amp; Turn &amp; Talk to facilitate discussion; 1 sentence main idea summaries, dictionaries, and vocabulary flashcards to help with language acquisition</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> US History teachers, CIC, DI, AAS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: As a campus, we will approach the strategy from various angles, such as: 1) Teachers will develop relationships with students to encourage them to take advanced courses 2) Our College Academy Advisor will encourage our Eco Dis students to remain in College Academy 3) Counselors will recommend students to take advanced courses when advisable 4) CCS will target high achieving Eco Dis students using PSAT 5) AAS will create slide to share with all students detailing the benefits of free/reduced lunch. - through all English classes, at Open House displayed in hallways, on the television sets in the hallway, and through a callout / text to Wildcat families.</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 3%</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Specialist, Counselors, AAS, College Academy Mentor, DC's</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> CTE Approved Industry Certifications: CTE Teachers will provide multiple opportunities for students to prepare and practice for certification exams and will set &amp; clearly communicate study deadlines to students. Students will complete test reflections after taking a practice certification tests to improve upon test taking strategies and study skills. Teachers will emphasize parent communication and student communication to ensure all stakeholders know the importance and process of preparing for and passing certification exams.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students earning an industry certification will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers, DC, DI, and Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Graduation Rate: As a campus, the following will be in place - teacher/student mentor program with embedded post-secondary goal setting, academic interventions, counselor support of post-secondary goals, College and Career Specialist support, Assistant Principal Support, AAS Support, CYS Support.</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%  SPED: 90% or higher or increase of .10%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Dropout Prevention: The following supports will be in place to aide in dropout prevention - Attendance Office support, Attendance Officer support, Registrar office support, CYS support, AAS support, Counselor support, Assistant Principal Support, AAS and CYS will conduct home visits as needed, Other options will be given to families/students as needed, Registrar/AAS/Attendance Officer will monitor dropout list regularly and contact families offering support until a solution is devised.</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> Principal, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction that includes specific skills that were missed during the spring semester and also work with EOC students to retain mastery or move from meets to masters.</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> DI  Principal  Department Chairs  CIC's</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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> After school tutorials / Saturday tutorials: Algebra teachers and Math Interventionist will work with at-risk students to reinforce TEKS, fill in skill gaps, and build social and emotional stamina through the use of research-driven and brain-based instructional / relationship-building strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Algebra I students attending the extended day interventions will increase skill acquisition of each focused TEK by 10% or more from the beginning of the school year to the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Boardworks Program - ESSER III - \$7,197</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: A Math Interventionist will be hired to conduct push-ins / pullouts / extended day tutorials. This interventionist will work closely with the Algebra team to analyze student data and determine the students in need of support in order to close their mathematical gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-22 school year, at least 95% of the students working with the Math Interventionist will reach Approaches or higher on the Algebra I EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Math Interventionist - ESSER III - \$73,303</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> We will bring in Dr. Jenny Severson in August 2021 to train our staff. Her training is called "Applied EQ (Emotional Intelligence)" based on the CASEL Harvard Model. It's focus is on building the social and emotional awareness/stamina of staff and students. She will continue to be a resource throughout the year and provide follow-up as needed.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

**Strategy's Expected Result/Impact:** After Algebra I teachers attend the Applied EQ training in August of 2021, at least 90% of their students will achieve Approaches or higher on the Algebra I EOC

**Staff Responsible for Monitoring:** Principal

**Funding Sources:** Dr. Jenny Severson - Professional Development Speaker - ESSER III - \$19,500



No Progress



Accomplished



Continue/Modify

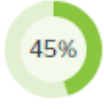











Discontinue

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

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

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: Tutoring</b> <b>Strategy's Expected Result/Impact:</b> The use of tutoring money will increase our EOC scores for our at-risk students. <b>Staff Responsible for Monitoring:</b> AAS  <b>Funding Sources:</b> Extra Duty Pay - Special Allotment: Compensatory Education - \$5,038	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: Purchased supplemental Biology EOC workbooks for teachers to use with at risk students in class to prepare for the upcoming EOC test.</b> <b>Strategy's Expected Result/Impact:</b> Students will meet or exceed STAAR targets on the attached data tables. <b>Staff Responsible for Monitoring:</b> DI / AAS  <b>Funding Sources:</b> - Special Allotment: Compensatory Education - \$225	<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. LEAD Safely 2021-2022 is our commitment to provide a safe learning environment for all of our students and staff.

**Performance Objective 1: Student Safety:** By the end of the 2021-2022 school year, 100% of the district's safety policies will be implemented.

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

- Clear Backpacks
- Student ID's with appropriate lanyard
- CFISD P3-Tipline
- CFPD Canine
- ID blitz
- Procedure discussed during morning announcements
- Project Safety Lessons
- Electronic Sign IN/OUT

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> members of the Cypress Woods High School faculty and staff will actively supervise students in the classrooms, hallways and commons to create a safe environment for all students. Members of the Cypress Woods High School faculty and staff will also actively supervise those students who remain for after school activities and ride the late bus.</p> <p>All Cypress Woods High School teachers and students will participate in the EOP safety drills (fire, shelter, lockout, lock-down, crisis, evacuation, metal detectors) throughout the year to learn campus expectations during these drills in preparation for an actual emergency/crisis.</p> <p><b>Strategy's Expected Result/Impact:</b> Full participation and successful completion in all required campus safety/crisis drills.</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administration -Teachers -Staff -Campus Resources Officers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Safety Liaison: assigned Assistant Principal(s)</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. LEAD Safely 2021-2022 is our commitment to provide a safe learning environment for all of our students and staff.

**Performance Objective 2: Student Attendance:** By the end of the 2021-2022 school year, student attendance will be at 95%+.

**Evaluation Data Sources:** Student attendance records










Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Student Attendance:</b> Attendance will be monitored - 1) Teacher will call home concerning an extended absence in which they have no information 2) If not remedied, teacher will inform attendance, counselor, and/or AAS aware of prolonged absence 3) Attendance/counselor/AAS will call home to determine reason for absences and offer support if needed 4) a home visit by CYS and/or AAS will be conducted if parent cannot be reached by phone 5) the attendance officer will be brought in for support if the before-mentioned do not produce results 6) other options will be given as needed 7) the assistant principals will also continue to track / monitor Excessive Absences for their alphabet</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Office, Teachers, Assistant Principals, AAS, CYS, Attendance Officer</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			




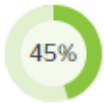
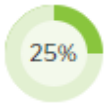
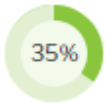




**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning. LEAD Safely 2021-2022 is our commitment to provide a safe learning environment for all of our students and staff.

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

**Evaluation Data Sources:** Discipline reports  
Care List (AP's, Counselors, and Associate Principal)  
Tardy Reports

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: The assistant principals will utilize the CFISD Code of Conduct and Campus Discipline Continuum as primary references when addressing student discipline. One key strategy that will be used when addressing student discipline is helping teachers understand the importance of building relationships with their students and the parents of their students and the positive effect it will have in reducing the discipline issues in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> 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:</b> In-School Suspensions: The assistant principals will utilize the CFISD Code of Conduct and the Campus Discipline Continuum as primary references when addressing in school suspensions, as well as adhere to the updates in the 86th Texas Legislature.</p> <p><b>Strategy's Expected Result/Impact:</b> In-School Suspensions for SPED African American students will be reduced by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> 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:</b> Out of School Suspensions: The assistant principals will utilize the CFISD Code of Conduct and the Campus Discipline Continuum as primary references when addressing out of school suspensions, as well as adhere to the updates in the 86th Texas Legislature. More specifically HB 692: which prohibits schools from placing a student in out of school suspension who is identified as homeless, the assistant principals will continue to provide students that receive out of school suspension as a disciplinary consequence the opportunity to receive all coursework provided in the student's foundation curriculum classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Out-of-school suspensions will be reduced by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Assistant Principals Campus Resource Officers</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: The assistant principals will utilize the CFISD Code of Conduct and the campus Care List as primary sources to monitor the number of discretionary placements of African American students in the DAEP, as an administrative team, working with the AAS and counselors, we will exhaust all resources when considering discretionary placements of African American students in the DAEP.</p> <p><b>Strategy's Expected Result/Impact:</b> DAEP placements of African American students will be reduced by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Assistant Principals Campus Resource Officers</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: As a campus, we use CPI training, Behavior intervention Strategies, Mediations, and Project Safety lessons to help educate students and staff members on how to properly address conflict. By being proactive we should be able to reduce the incidents by 100% (Reference the 2020-21 CFISD Report on Violence and Violence Prevention)</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be reduced by 100%.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Assistant Principals Campus Resource Officers</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 .1%.








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Teacher/Paraprofessional Attendance:</b> We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as: clear campus communication of expectations, policies and procedures, professional development opportunities and resources that are individualized to their goals, new teacher support through NTIP, recognition and celebration of excellence through Instructional Shout-outs and Re-establishing the Culture of 212 monthly awards, frequent classroom visits with feedback, and a strong campus effort to unite staff members through our Staff Unity initiative, which offers monthly staff social events.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by (.1)%.</p> <p><b>Staff Responsible for Monitoring:</b> DI Principal CICs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
	 <p>40%</p>	 <p>45%</p>	 <p>95%</p>
 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  
 Trainings  
 CTE Google Classroom Required Training

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: The following training opportunities will be provided: Coaching Cycles with a Campus Instructional Coach, introductory training for campus look-for strategies in August, look-fors after-school practice sessions and follow-up during February professional development, Lunch N Learn sessions over technology and look-fors, weekly technology tips emailed by the librarian, opportunities for peer observation, self-paced course over instructional technology offered via Schoology.</p> <p><b>Strategy's Expected Result/Impact:</b>            Teachers will feel confident in their ability to implement the three campus instructional look-fors, What to Do, Cold Call, and Student Processing. Regarding Schoology and other technology, teachers will be supported with weekly technology tips and Lunch N Learns.</p> <p><b>Staff Responsible for Monitoring:</b> CIC Team            DI</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 use various methods of communication to engage parents in school activities.

**Performance Objective 1:** By the end of the 2021 -2022 school year, parent and family engagement will increase by 3%.

**Evaluation Data Sources:** Parent Survey  
 Activity sign-in sheets/records  
 Facebook, Twitter, and Instagram activity/followers  
 Participation at VIP events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: We will share information with parents using the app, Buffer, to communicate upcoming events, information, and student deadlines. Buffer links Facebook, Instagram, and Twitter allowing parents to see information on three different social media platforms. Our VIPS will utilize our Marquee, school website, and their newsletter. Possibilities also include a vinyl banner without the date to hang on the fence, and having our principal email his vertical team with the dates of our meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, VIP Leadership</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# State Compensatory

## Budget for Cypress Woods High School

**Total SCE Funds:** \$5,038.00

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

Our AAS identifies our at-risk students and supports them using this State Comp money. The monies are used mostly for supplies (purchasing: EOC Biology and Algebra practice books, Geometry resources, and also English novels. We might allocate some of the money for Extra Duty pay for our EOC at-risk tutoring practices.

## Personnel for Cypress Woods High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	AAS	1
23 positions	Teacher	1

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Boardworks Program		\$7,197.00
1	2	2	Math Interventionist		\$73,303.00
1	2	3	Dr. Jenny Severson - Professional Development Speaker		\$19,500.00
<b>Sub-Total</b>					<b>\$100,000.00</b>
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Extra Duty Pay		\$5,038.00
1	3	2			\$225.00
<b>Sub-Total</b>					<b>\$5,263.00</b>



# 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 Woods	All	351	322	92%	93%	1%	359	335	93%
Algebra I	All Testers	Cypress Woods	Hispanic	110	102	93%	94%	1%	109	106	97%
Algebra I	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Woods	Asian	18	17	94%	95%	1%	26	25	96%
Algebra I	All Testers	Cypress Woods	African Am.	52	49	94%	95%	1%	62	54	87%
Algebra I	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Woods	White	155	141	91%	92%	1%	146	136	93%
Algebra I	All Testers	Cypress Woods	Two or More	15	12	80%	81%	1%	15	14	93%
Algebra I	All Testers	Cypress Woods	Eco. Dis.	121	108	89%	90%	1%	146	127	87%
Algebra I	All Testers	Cypress Woods	LEP Current	22	18	82%	83%	1%	22	20	91%
Algebra I	All Testers	Cypress Woods	At-Risk	199	178	89%	90%	1%	205	183	89%
Algebra I	All Testers	Cypress Woods	SPED	43	32	74%	75%	1%	56	40	71%
Biology	All Testers	Cypress Woods	All	746	732	98%	99%	1%	784	766	98%
Biology	All Testers	Cypress Woods	Hispanic	196	192	98%	99%	1%	211	205	97%
Biology	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Woods	Asian	87	85	98%	99%	1%	100	99	99%
Biology	All Testers	Cypress Woods	African Am.	87	85	98%	99%	1%	85	81	95%
Biology	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Woods	White	351	347	99%	100%	1%	353	347	98%
Biology	All Testers	Cypress Woods	Two or More	23	21	91%	92%	1%	35	34	97%
Biology	All Testers	Cypress Woods	Eco. Dis.	180	177	98%	99%	1%	236	225	95%
Biology	All Testers	Cypress Woods	LEP Current	31	26	84%	85%	1%	26	23	88%
Biology	All Testers	Cypress Woods	At-Risk	237	225	95%	96%	1%	265	247	93%
Biology	All Testers	Cypress Woods	SPED	45	37	82%	83%	1%	60	47	78%
English I	All Testers	Cypress Woods	All	753	683	91%	92%	1%	803	713	89%
English I	All Testers	Cypress Woods	Hispanic	201	172	86%	87%	1%	222	193	87%
English I	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Woods	Asian	89	84	94%	95%	1%	100	94	94%
English I	All Testers	Cypress Woods	African Am.	89	80	90%	91%	1%	88	69	78%
English I	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Woods	White	349	325	93%	94%	1%	358	326	91%
English I	All Testers	Cypress Woods	Two or More	23	20	87%	88%	1%	35	31	89%
English I	All Testers	Cypress Woods	Eco. Dis.	184	152	83%	84%	1%	250	201	80%
English I	All Testers	Cypress Woods	LEP Current	31	16	52%	53%	1%	35	16	46%
English I	All Testers	Cypress Woods	At-Risk	245	186	76%	77%	1%	289	206	71%
English I	All Testers	Cypress Woods	SPED	44	22	50%	51%	1%	62	23	37%

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 Woods	All	783	725	93%	94%	1%	776	714	92%
English II	All Testers	Cypress Woods	Hispanic	221	199	90%	91%	1%	207	186	90%
English II	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Woods	Asian	86	79	92%	93%	1%	99	89	90%
English II	All Testers	Cypress Woods	African Am.	98	88	90%	91%	1%	89	80	90%
English II	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Woods	White	358	340	95%	96%	1%	355	335	94%
English II	All Testers	Cypress Woods	Two or More	20	19	95%	96%	1%	23	21	91%
English II	All Testers	Cypress Woods	Eco. Dis.	197	171	87%	88%	1%	212	183	86%
English II	All Testers	Cypress Woods	LEP Current	26	8	31%	32%	1%	31	15	48%
English II	All Testers	Cypress Woods	At-Risk	206	158	77%	78%	1%	201	149	74%
English II	All Testers	Cypress Woods	SPED	42	25	60%	61%	1%	47	26	55%
US History	All Testers	Cypress Woods	All	783	767	98%	99%	1%	820	797	97%
US History	All Testers	Cypress Woods	Hispanic	183	177	97%	98%	1%	233	229	98%
US History	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Woods	Asian	92	87	95%	96%	1%	101	95	94%
US History	All Testers	Cypress Woods	African Am.	86	86	100%	100%	0%	96	90	94%
US History	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Woods	White	389	385	99%	100%	1%	367	361	98%
US History	All Testers	Cypress Woods	Two or More	31	30	97%	98%	1%	22	21	95%
US History	All Testers	Cypress Woods	Eco. Dis.	164	158	96%	97%	1%	230	220	96%
US History	All Testers	Cypress Woods	LEP Current	24	17	71%	72%	1%	26	19	73%
US History	All Testers	Cypress Woods	At-Risk	108	96	89%	90%	1%	153	133	87%
US History	All Testers	Cypress Woods	SPED	40	32	80%	81%	1%	46	35	76%

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 Woods	All	351	212	60%	61%	1%	359	268	75%
Algebra I	All Testers	Cypress Woods	Hispanic	110	58	53%	54%	1%	109	83	76%
Algebra I	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Woods	Asian	18	17	94%	95%	1%	26	24	92%
Algebra I	All Testers	Cypress Woods	African Am.	52	28	54%	55%	1%	62	43	69%
Algebra I	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Woods	White	155	101	65%	66%	1%	146	107	73%
Algebra I	All Testers	Cypress Woods	Two or More	15	7	47%	48%	1%	15	11	73%
Algebra I	All Testers	Cypress Woods	Eco. Dis.	121	67	55%	56%	1%	146	107	73%
Algebra I	All Testers	Cypress Woods	LEP Current	22	8	36%	37%	1%	22	14	64%
Algebra I	All Testers	Cypress Woods	At-Risk	199	103	52%	53%	1%	205	130	63%
Algebra I	All Testers	Cypress Woods	SPED	43	14	33%	34%	1%	56	24	43%
Biology	All Testers	Cypress Woods	All	746	677	91%	92%	1%	784	713	91%
Biology	All Testers	Cypress Woods	Hispanic	196	167	85%	86%	1%	211	190	90%
Biology	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Woods	Asian	87	82	94%	95%	1%	100	93	93%
Biology	All Testers	Cypress Woods	African Am.	87	75	86%	87%	1%	85	68	80%
Biology	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Woods	White	351	332	95%	96%	1%	353	330	93%
Biology	All Testers	Cypress Woods	Two or More	23	19	83%	84%	1%	35	32	91%
Biology	All Testers	Cypress Woods	Eco. Dis.	180	146	81%	82%	1%	236	192	81%
Biology	All Testers	Cypress Woods	LEP Current	31	18	58%	59%	1%	26	16	62%
Biology	All Testers	Cypress Woods	At-Risk	237	184	78%	79%	1%	265	201	76%
Biology	All Testers	Cypress Woods	SPED	45	25	56%	57%	1%	60	29	48%
English I	All Testers	Cypress Woods	All	753	601	80%	81%	1%	803	661	82%
English I	All Testers	Cypress Woods	Hispanic	201	147	73%	74%	1%	222	177	80%
English I	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Woods	Asian	89	79	89%	90%	1%	100	92	92%
English I	All Testers	Cypress Woods	African Am.	89	68	76%	77%	1%	88	60	68%
English I	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Woods	White	349	288	83%	84%	1%	358	303	85%
English I	All Testers	Cypress Woods	Two or More	23	17	74%	75%	1%	35	29	83%
English I	All Testers	Cypress Woods	Eco. Dis.	184	120	65%	66%	1%	250	182	73%
English I	All Testers	Cypress Woods	LEP Current	31	8	26%	27%	1%	35	12	34%
English I	All Testers	Cypress Woods	At-Risk	245	129	53%	54%	1%	289	170	59%
English I	All Testers	Cypress Woods	SPED	44	7	16%	17%	1%	62	16	26%

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 Woods	All	783	681	87%	88%	1%	776	641	83%
English II	All Testers	Cypress Woods	Hispanic	221	182	82%	83%	1%	207	164	79%
English II	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Woods	Asian	86	76	88%	89%	1%	99	87	88%
English II	All Testers	Cypress Woods	African Am.	98	80	82%	83%	1%	89	64	72%
English II	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Woods	White	358	324	91%	92%	1%	355	304	86%
English II	All Testers	Cypress Woods	Two or More	20	19	95%	96%	1%	23	20	87%
English II	All Testers	Cypress Woods	Eco. Dis.	197	154	78%	79%	1%	212	153	72%
English II	All Testers	Cypress Woods	LEP Current	26	3	12%	13%	1%	31	5	16%
English II	All Testers	Cypress Woods	At-Risk	206	126	61%	62%	1%	201	98	49%
English II	All Testers	Cypress Woods	SPED	42	21	50%	51%	1%	47	12	26%
US History	All Testers	Cypress Woods	All	783	719	92%	93%	1%	820	754	92%
US History	All Testers	Cypress Woods	Hispanic	183	151	83%	84%	1%	233	208	89%
US History	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Woods	Asian	92	84	91%	92%	1%	101	92	91%
US History	All Testers	Cypress Woods	African Am.	86	79	92%	93%	1%	96	84	88%
US History	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Woods	White	389	373	96%	97%	1%	367	348	95%
US History	All Testers	Cypress Woods	Two or More	31	30	97%	98%	1%	22	21	95%
US History	All Testers	Cypress Woods	Eco. Dis.	164	136	83%	84%	1%	230	195	85%
US History	All Testers	Cypress Woods	LEP Current	24	8	33%	34%	1%	26	12	46%
US History	All Testers	Cypress Woods	At-Risk	108	72	67%	68%	1%	153	101	66%
US History	All Testers	Cypress Woods	SPED	40	24	60%	61%	1%	46	26	57%

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 Woods	All	351	129	37%	38%	1%	359	178	50%
Algebra I	All Testers	Cypress Woods	Hispanic	110	36	33%	34%	1%	109	54	50%
Algebra I	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Woods	Asian	18	11	61%	62%	1%	26	18	69%
Algebra I	All Testers	Cypress Woods	African Am.	52	16	31%	32%	1%	62	27	44%
Algebra I	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cypress Woods	White	155	60	39%	40%	1%	146	69	47%
Algebra I	All Testers	Cypress Woods	Two or More	15	5	33%	34%	1%	15	10	67%
Algebra I	All Testers	Cypress Woods	Eco. Dis.	121	37	31%	32%	1%	146	71	49%
Algebra I	All Testers	Cypress Woods	LEP Current	22	5	23%	24%	1%	22	5	23%
Algebra I	All Testers	Cypress Woods	At-Risk	199	61	31%	32%	1%	205	74	36%
Algebra I	All Testers	Cypress Woods	SPED	43	3	7%	8%	1%	56	9	16%
Biology	All Testers	Cypress Woods	All	746	464	62%	63%	1%	784	486	62%
Biology	All Testers	Cypress Woods	Hispanic	196	100	51%	52%	1%	211	112	53%
Biology	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Woods	Asian	87	72	83%	84%	1%	100	80	80%
Biology	All Testers	Cypress Woods	African Am.	87	45	52%	53%	1%	85	30	35%
Biology	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cypress Woods	White	351	234	67%	68%	1%	353	241	68%
Biology	All Testers	Cypress Woods	Two or More	23	12	52%	53%	1%	35	23	66%
Biology	All Testers	Cypress Woods	Eco. Dis.	180	84	47%	48%	1%	236	125	53%
Biology	All Testers	Cypress Woods	LEP Current	31	6	19%	20%	1%	26	6	23%
Biology	All Testers	Cypress Woods	At-Risk	237	72	30%	31%	1%	265	80	30%
Biology	All Testers	Cypress Woods	SPED	45	7	16%	17%	1%	60	6	10%
English I	All Testers	Cypress Woods	All	753	249	33%	34%	1%	803	311	39%
English I	All Testers	Cypress Woods	Hispanic	201	50	25%	26%	1%	222	63	28%
English I	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Woods	Asian	89	47	53%	54%	1%	100	61	61%
English I	All Testers	Cypress Woods	African Am.	89	25	28%	29%	1%	88	19	22%
English I	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cypress Woods	White	349	122	35%	36%	1%	358	158	44%
English I	All Testers	Cypress Woods	Two or More	23	5	22%	23%	1%	35	10	29%
English I	All Testers	Cypress Woods	Eco. Dis.	184	28	15%	16%	1%	250	71	28%
English I	All Testers	Cypress Woods	LEP Current	31	0	0%	1%	1%	35	3	9%
English I	All Testers	Cypress Woods	At-Risk	245	13	5%	6%	1%	289	37	13%
English I	All Testers	Cypress Woods	SPED	44	0	0%	1%	1%	62	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 Woods	All	783	239	31%	32%	1%	776	143	18%
English II	All Testers	Cypress Woods	Hispanic	221	51	23%	24%	1%	207	26	13%
English II	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Woods	Asian	86	48	56%	57%	1%	99	36	36%
English II	All Testers	Cypress Woods	African Am.	98	14	14%	15%	1%	89	11	12%
English II	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cypress Woods	White	358	119	33%	34%	1%	355	68	19%
English II	All Testers	Cypress Woods	Two or More	20	7	35%	36%	1%	23	2	9%
English II	All Testers	Cypress Woods	Eco. Dis.	197	40	20%	21%	1%	212	21	10%
English II	All Testers	Cypress Woods	LEP Current	26	0	0%	1%	1%	31	0	0%
English II	All Testers	Cypress Woods	At-Risk	206	10	5%	6%	1%	201	6	3%
English II	All Testers	Cypress Woods	SPED	42	1	2%	3%	1%	47	0	0%
US History	All Testers	Cypress Woods	All	783	601	77%	78%	1%	820	628	77%
US History	All Testers	Cypress Woods	Hispanic	183	112	61%	62%	1%	233	162	70%
US History	All Testers	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Woods	Asian	92	72	78%	79%	1%	101	85	84%
US History	All Testers	Cypress Woods	African Am.	86	57	66%	67%	1%	96	57	59%
US History	All Testers	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cypress Woods	White	389	334	86%	87%	1%	367	306	83%
US History	All Testers	Cypress Woods	Two or More	31	25	81%	82%	1%	22	18	82%
US History	All Testers	Cypress Woods	Eco. Dis.	164	102	62%	63%	1%	230	150	65%
US History	All Testers	Cypress Woods	LEP Current	24	1	4%	5%	1%	26	5	19%
US History	All Testers	Cypress Woods	At-Risk	108	35	32%	33%	1%	153	59	39%
US History	All Testers	Cypress Woods	SPED	40	15	38%	39%	1%	46	10	22%

**Cypress Woods**

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

The percent of graduates that meet the criteria for CCMR will increase from 85% to 93% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
85%	87%	89%	91%	93%

**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	70%	79%	89%		91%			68%	72%		69%	87%	67%
2021-22	2022-23	72%	81%	91%	NA	93%	NA	NA	70%	74%	NA	71%	89%	69%
2022-23	2023-24	74%	83%	93%	NA	95%	NA	NA	72%	76%	NA	73%	91%	71%
2023-24	2024-25	76%	85%	95%	NA	97%	NA	NA	74%	78%	NA	75%	93%	73%
2024-25	2025-26	78%	87%	97%	NA	99%	NA	NA	76%	80%	NA	77%	95%	75%



# 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.