

# Cypress-Fairbanks Independent School District

## Cypress Park High School

2022-2023



# Mission Statement

**Rise Up! Take Courage! Do It!**

**"THE PARK WAY"**

**Motto:**

Your success now determines your next!

**Honor Code:**

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

**Purpose Statement:**

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

## Vision

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

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

The following were strengths based on 2021-22 data:

- Our campus focus on Emerging Bilinguals (LEP) led to increases in approaches in Algebra, Biology, English I and English II levels; LEP levels rose 17% in English II.
- Our Spanish Language and Literature AP course test-takers rose 100% and all students passed with a 3 or higher.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English Language Arts: Our target problems for the 2022-23 school year include increasing student outcomes to the point where students are scoring in the "meets" and "masters" categories. **Root Cause:** English Language Arts/ Reading: We need to provide instruction that enables our student to understand of how their ELA objectives are relevant and will help them in a later career.

**Problem Statement 2:** English Language Arts: Our target problems for the 2022-23 school year include getting more students to achieve meets rather than approaches (at least a 6% growth in English I and at least 10% growth in English II) to the levels achieved previously. **Root Cause:** English Language Arts Writing: We need to provide low risk opportunities for writing with more immediate feedback and individual data meeting/writing conferences.

**Problem Statement 3:** Math: Our target problems for the 2022-23 school year include getting more students to achieve in the "meets" and "masters" categories on the EOC. **Root Cause:** Math: We need to provide students with more individualized instruction, practice, and academic vocabulary that is aligned with the rigor of the test.

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

**Problem Statement 5:** Social Studies: Our target problems for the 2022-23 school year include getting more students back to "approaches", "meets" and "masters", with emphasis on our SPED and LEP populations. **Root Cause:** Social Studies: We need to address individual student learning gaps by increasing small group instruction, incorporating more talk/read/talk/write opportunities, and pushing the rigor of the instruction to match the test.

**Problem Statement 6:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Many of our Eco Dis students struggle to remain in College Academy because of the increased rigor level of the work **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to provide students and parents with options to build support structures at home enabling an advanced level students to meet the level of academic rigor.

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

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

**Problem Statement 9:** Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** Cypress Park must be intentional about reaching all learners. The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods in 2020-2021 necessitated by the need for remote learning created gaps in all areas of learning.

# School Culture and Climate

## School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate: Cypress Park High School has a culture that is committed to building a community of excellence by focusing on the importance of attendance, attitude (growth mindset) and academics. Our focus on a the common goal of being the best at-promise high school in our district, state and nation, along with a commitment to a common language, understanding and practice grounded in the Park Way has established a climate of excellence and a culture of love, service and care at Cypress Park. Our commitment that all students can reach their highest potential with the support of committed teachers and adults is our strength.

## Problem Statements Identifying School Culture and Climate Needs

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

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

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

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

Professional development opportunities are available through our district's wealth of offerings. The Director of Instruction provides opportunities for CTE. PD is also provided through our Blended Learning, Model Classroom Project and ICLE consultants. The campus theme for the 2022-23 school year is Ubuntu: I am Because We Are. This focus is tied to the intentional focus on humanity and community and our commitment to excellence in instructional practices, relational practices and professional learning communities in our campus work. We will also continue to work with our instructional teams on the importance of how we teach, not just on what we are teaching. Teachers are supported in their growth by their mentors (if new to teaching), instructional coaches, team leaders, department chairs and appraisers.

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

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Our teachers and paraprofessionals need to have fewer absences. The goal will be to have 5% fewer absences in the 2022-23 school year. Retention will be a top priority. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to provide all faculty members the opportunity to both build community and grow professionally through personalized PD opportunities and have fewer absences in the 2022-23 school year.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

## Problem Statements Identifying Parent and Community Engagement Needs

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

# Goals




Revised/Approved: October 7, 2022

**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 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.













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





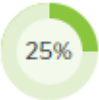




**Summative Evaluation:** Significant progress made toward meeting Objective





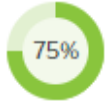





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: English Language Arts/Reading:</b></p> <p>English I Language Arts/Reading: We will use blended learning to provide opportunities to grow as independent learners and have powerful first-time instruction. We will provide opportunities for student academic tracking and objective breakdowns to support students in better understanding their level of knowledge to make personal goals for academic growth.</p> <p>Strategies to be used in the classroom:</p> <ul style="list-style-type: none"> <li>- ELPS strategies, Talk/Read/Talk/Write</li> <li>- Turn &amp; Talk opportunities to share responses to reading</li> <li>- Targeted Questioning Strategies</li> <li>- Incorporate technology into activities, utilizing online testing platforms and incorporating new STAAR question types during CTG</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> Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p>	Formative		
	Nov	Feb	May
			



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: English Language Arts/Reading:</b></p> <p>English II Language Arts/Reading: We will use blended learning to provide opportunities to grow as independent learners and have powerful first-time instruction. We will provide opportunities for student academic tracking and objective breakdowns to support students in better understanding their level of knowledge to make personal goals for academic growth.</p> <p>Strategies to be used in the classroom:</p> <ul style="list-style-type: none"> <li>- ELPS strategies, Talk/Read/Talk/Write</li> <li>- Turn &amp; Talk opportunities to share responses to reading</li> <li>- Targeted Questioning Strategies</li> <li>- Incorporate technology into activities, utilizing online testing platforms and incorporating new STAAR question types during CTG</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> Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: English Language Arts Writing:</b></p> <p>English I Writing: Our strategy is to provide more opportunities to write, revise, and edit and to include a lot more teacher modeling. We will also seek to give more immediate feedback to students. Our goal is to balance reading and writing, so that the writing task becomes authentic and relevant as we progress using our new English TEKSs.</p> <p>Strategies to be used in the classroom:</p> <ul style="list-style-type: none"> <li>- Writing warm-ups</li> <li>- Student writing conferences and small group instruction</li> <li>- Teacher modelling</li> <li>- Peer editing and reflection</li> <li>- ELPS focus: listening, speaking, reading, writing on the process</li> <li>- Sentence stems</li> <li>- Incorporate technology into written activities &amp; include new STAAR question types during CTG</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> Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> English Language Arts Writing:</p> <p>English II Writing: Our strategy is to provide more opportunities to write, revise, and edit and to include a lot more teacher modeling. We will also seek to give more immediate feedback to students. Our goal is to balance reading and writing, so that the writing task becomes authentic and relevant as we progress using our new English TEKSs.</p> <p>Strategies to be used in the classroom:</p> <ul style="list-style-type: none"> <li>- Writing warm-ups</li> <li>- Student writing conferences and small group instruction</li> <li>- Teacher modelling</li> <li>- Peer editing and reflection</li> <li>- ELPS focus: listening, speaking, reading, writing on the process</li> <li>- Sentence stems</li> <li>- Incorporate technology into written activities &amp; include new STAAR question types during CTG</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> Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Math: We will create assignments that meet the rigor level of tests, use formative assessments to provide feedback to meet their individual needs for growth, and have students use the DPM analysis to self-assess and set individual goals to meet growth.</p> <p><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> Director of Instruction, Campus Instructional Coach, Team Leaders, Math Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Science: We will create relevant connections to build an adequate foundation for our English Learner students using vocabulary acquisition strategies on a routine basis throughout each of our units and correlate the instruction to the level of rigor of the test..</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> Director of Instruction, Campus Instructional Coach, Team Leaders, Science Teachers</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: To support our English Language Learners and Special Education students, we will utilize Blended Learning and have specific times set aside where both the general education teacher and the in-class support specialist will work in small groups or one-on-one settings to facilitate learning of the material.</p> <p><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> Director of Instruction, Campus Instructional Coach, Team Leaders, Social Studies Teachers</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: Teachers and counselors will develop relationships with students to encourage them to take advanced courses. Our College Academy Advisor will encourage our Eco Dis students to remain in College Academy. Dual Credit teachers will communicate updates in curriculum to assist in vertical alignment for the predecessor courses. We will continue to pursue professional development opportunities that provide support for teachers with increasing rigor for at-risk students; AP teachers will encourage students to utilize College Board Resources for AP test preparation. We will target high achieving Eco-Dis students using PSAT scores.</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> Director of Instruction, Lead Counselor, College and Career Specialist, College Academy Mentor, Counselors and Teachers of Advanced Classes</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 ensure that their instruction is in alignment with certification requirements and provide support for students to pursue certifications. CTE Teachers will seek to increase the number of students taking certification tests by 50%. Counselors will also encourage students to enroll in CTE courses and pursue certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students earning an industry certification will increase by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Lead Counselor, CTE Counselor, Department Chairs and Teachers of Classes that offer certification</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: We will utilize the following programs to work toward having an exceptional graduation rate for our graduation class of 2023 and beyond: CFISD's Character Education, Habitudes Curriculum, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support, Chick Fil A Leader Academy, Student Scholarships for CFISD Summer School for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> All: 90% or higher or increase of .10%  African American: 90% or higher or increase of .10%  Hispanic: 90% or higher or increase of .10%  White: 90% or higher or increase of .10%  Economically Disadvantaged: 90% or higher or increase of .10%</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Lead Counselor, Counselors, Assistant Principals, Academic Achievement Specialists</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: We will utilize the following programs to work toward having an exceptionally low dropout rate: CFISD's Character Education, Habitudes Curriculum, PBIS, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Home Visits, Truancy Officer, and Community Youth Services Social Worker Support for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will be below 1.4%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Lead Counselor, Counselors, Assistant Principals, Academic Achievement Specialists</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: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</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> Director of Instruction, Team Leaders, Campus Instructional Coaches and Academic Achievement Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

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

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











Strategy 1 Details	Formative Reviews		
<b>Strategy 1: Before/After School Program: Tutoring</b> <b>Strategy's Expected Result/Impact:</b> Teachers will engage in after-school and Saturday school activities for identified students that requires additional assistance for the 2022-23 school year to earn required credits and pass EOCs. <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialists	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: Professional Staffing: Core Content Area Interventionist (English)</b> <b>Strategy's Expected Result/Impact:</b> Meet or exceed the EOC targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3: Mental Health Supports: Growing Leaders lessons</b> <b>Strategy's Expected Result/Impact:</b> Students will engage in lessons throughout the school year that will provide social-emotional support tailored for each grade level. Growing Leaders is a nationally recognized organization that has supported student growth and leadership for many years. We will use a student pre and post surveys to measure the impact of the program. <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

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

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

**Evaluation Data Sources:** STAAR data

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











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> State Compensatory Education: Reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other students.  <b>Strategy's Expected Result/Impact:</b> Educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1: Student Safety:** By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

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

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> We will utilize the following strategies: Provide Community Time Lessons that focus on problem-solving skills, work with students individually on conflict resolution, provide positive reinforcement using PBIS resources, use restorative questioning strategies and reflective assignments to help students reflect on behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected outcome is a decrease in student behaviors that cause classroom disruptions that interfere with an orderly school environment and result in students being removed from class by 5% by June 2022.</p> <p><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: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector 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 and 100% of students will know the expectations for an actual emergency/crisis.</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>
			
 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 2022-23 school year, student attendance will be at 94% or higher.

**Evaluation Data Sources:** Student attendance records

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

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












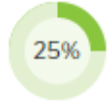









**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 3: Restorative Discipline:** By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

**Evaluation Data Sources:** Discipline reports

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

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








Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Disciplinary Alternative Education Program (DAEP) Placements: Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to removal from school</p> <p><b>Strategy's Expected Result/Impact:</b> We will close the discipline gap for DAEP placements for African American, Hispanic, White, and Special Education student groups to be within 10% of each other. DAEP placements of African American and Special Education students will be reduced by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 25%	 40%	 85%
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: We will promote the use of Restorative and Relational Practices in addressing student behaviors to reduce and/or prevent behaviors from becoming violent by: (1) Providing continual training for teachers on Restorative Practices for classroom use; (2) Providing Code of Conduct talks to students that inform students of campus expectations and rules, and that emphasizes the responsibility to report violations either to counselor, assistant principal or through the Tip line; and (3) Identify high risk areas and provide appropriate supervision and monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents 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>
	 30%	 60%	 85%
 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 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.

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

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








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

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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Teachers will be provided with professional development in Instructional Practices including Blended Learning, Model Classroom Project, ICLE Rigor and Relevance and Jensen strategies training as in years past. The Campus Instructional Coaches and Director of Instruction Helping Teacher will provide monthly PLC opportunities as well as a Walk the Park opportunity that follows. Job embedded opportunities to observe colleagues utilizing Blended Learning, MCP and ICLE strategies will be provided throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Blended Learning, Model Classroom and ICLE Rigor/Relevance will result in higher quality first time instruction with a result of a higher level of critical thinking yielding higher results on state testing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Campus Instructional Coaches, Director of Instruction Helping Teacher</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

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

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

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

# 2022-2023 CPOC

Committee Role	Name	Position
Principal	Christopher Hecker	Principal
Classroom Teacher	Chase Battino	English
Classroom Teacher	Hongfei (Michael) Luo	Math
Classroom Teacher	Brittany Boughton	Science
Classroom Teacher	Randall Borow	Social Studies
Classroom Teacher	Zulma Mendez	LOTE
Classroom Teacher	Kammi Estelle	Performing Arts
Classroom Teacher	Jayne Zalewski	Visual Arts
Classroom Teacher	Louis Iselin	CTE I - Vocational
Administrator	Crystal Romanelli	Director of Instruction
Administrator	Megan Towle	AP
Administrator	Oluwakemi George	Counselor
Administrator	Erica Welter	AAS
District-level Professional	Heather Bergman	Asst. Supt. of Curriculum & Instruction
Parent	Lindsay Shumate	Parent
Parent	Angelica Zuniga	Parent
Community Representative	Jen Kadas	Community Resident
Business Representative	Rachel Kennedy	Business Representative
Business Representative	Andres Luna	Business Representative
Classroom Teacher	Eric Willard	CTE II - Academic
Classroom Teacher	Cass Ingvarlsen	SpEd
Classroom Teacher	Amy West	PE/Health
Administrator	Stacie Davis	AAS
Non-classroom Professional	Lindsay Lombardi-Sipes	CIC
Non-classroom Professional	Jessica De Long	CIC
Non-classroom Professional	Amethyst Thorman	CIC
Administrator	Lisa Beyer	DIHT

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Kelsey Sexton	CIC

# Addendums





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

Content	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
			2022	#	%			#	%			#	%			#	%
			#														
English II	Cypress Park	White	45	35	78%	81%	89%	30	67%	71%	75%	3	7%	14%	18%		
English II	Cypress Park	Two or More	15	12	80%	82%	89%	6	40%	42%	84%	2	13%	15%	*		
English II	Cypress Park	Eco. Dis.	569	434	76%	81%	77%	307	54%	61%	54%	26	5%	10%	5%		
English II	Cypress Park	Emergent Bilingual	124	62	50%	52%	52%	27	22%	25%	18%	1	1%	3%	*		
English II	Cypress Park	At-Risk	442	285	64%	70%	68%	148	33%	45%	37%	3	1%	5%	1%		
English II	Cypress Park	SPED	55	21	38%	41%	42%	7	13%	23%	22%	0	0%	2%	*		
US History	Cypress Park	All	712	647	91%	96%	96%	528	74%	79%	70%	291	41%	48%	38%		
US History	Cypress Park	Hispanic	427	390	91%	93%	96%	316	74%	81%	71%	172	40%	50%	38%		
US History	Cypress Park	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
US History	Cypress Park	Asian	30	28	93%	95%	96%	28	93%	95%	78%	19	63%	66%	56%		
US History	Cypress Park	African Am.	201	180	90%	92%	96%	140	70%	74%	68%	75	37%	45%	34%		
US History	Cypress Park	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
US History	Cypress Park	White	43	39	91%	96%	91%	36	84%	89%	82%	20	47%	65%	44%		
US History	Cypress Park	Two or More	8	7	88%	90%	100%	5	63%	66%	58%	5	63%	66%	*		
US History	Cypress Park	Eco. Dis.	477	431	90%	95%	96%	351	74%	77%	72%	192	40%	49%	39%		
US History	Cypress Park	Emergent Bilingual	66	41	62%	68%	90%	22	33%	41%	39%	10	15%	18%	20%		
US History	Cypress Park	At-Risk	333	273	82%	86%	93%	184	55%	62%	54%	75	23%	29%	21%		
US History	Cypress Park	SPED	45	33	73%	76%	79%	17	38%	43%	47%	5	11%	18%	13%		

# 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

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Ensure that students frequently engage in independent, choice reading to improve fluency and stamina.
- Utilize reading and writing routines to teach and reinforce the TEKS by routinely modeling the thinking and doing of skills:
  - Demonstrate & facilitate readers' skills through chunking of text, annotation, and modeling of active thinking.
  - Demonstrate & facilitate the writing process through planning, drafting, revising, editing, publishing, and reflection.
  - Conduct regular reading and writing conferences to offer specific, actionable, individualized feedback to monitor progress and growth.
- Create collaborative opportunities for students to clarify, solidify, or deepen their thinking.
  - Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
  - Reduce teacher talk time and allow more time for student practice and application.
- Teach sentence fluency and grammar skills via sentence imitation methods such as those incorporated in *Patterns of Power* and Killgallons' Grammar Series. Encourage application of healthy sentence patterns in writing.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and determine CTG/AI instruction.
- Utilize appropriate scaffolds to meet the unique needs of all learners.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.
  - Promote digital literacy through judicious use of appropriate online resources.
  - Students should conduct research, experience digital and multi-media texts, and engage in digital assignments.

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.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

## Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;

- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

## Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse 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 small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
  - engage in collaborative problem-solving activities and discussions
  - use research tools such as primary and secondary sources for in depth study and relevant applications
  - analyze visuals (cartoons, maps, images) using critical thinking skills
  - access differentiated content for readiness and skill level and/or interests
  - utilize devices for self-directed learning
  - demonstrate mastery by using various digital tools and creating a variety of products

## LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- 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 expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
  - use Chromebook devices to engage in face to face and/or digital communication.
  - locate and access information and resources stored in different platforms such as Schoology.
  - receive immediate, individualized feedback.
  - connect to speakers outside of the classroom.
  - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
  - increase opportunities for individuals participating in unrehearsed communication.