Cypress-Fairbanks Independent School District

Cypress Springs High School

2022-2023

Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2021-22 data:

- CTE Certifications Earned: 82% of our students who took a CTE Certification test/assessment earned their certification. (606/738)

- US History earned a Social Studies Distinction Designation for Academic Achievement.

- The graduation rate has increased.

- Algebra I - First-time testers have shown improvement in Approaches, Meets, and Masters

- Algebra I - Emergent Bilingual population improved from last year by 15%

- Biology - Special education population improved from last year's performance by 6%

- English I- Testers have shown improvement in Approaches in EB by 4%

- English II- Testers have shown improvement in Approaches in Eco dis. (35%), Sped (11%), and EB (16%)

The following student populations outperformed their cluster for state testing:

- Biology - Masters Grade level Standards: African American

- Biology - Approaches Grade level Standards: Hispanic

- Algebra I - Approaches Grade Level Standards: First-time testers, White

- Algebra I - Meets Grade Level Standards: Emergent Bilingual

- Algebra I - Masters Grade Level Standards: Emergent Bilingual

- English I - Approaches Grade Level Standards: Hispanic and ALL students

- English II- Approaches Grade Level Standards: African American, Hispanic, White, Eco dis.,

- English II- Meets Grade Level Standards: African American, Hispanic, White, Eco dis.

- English II- Masters Grade Level Standards: African American, Hispanic, White, Eco dis.

The following student populations met or exceeded our campus targets for improvement in the Meets and Masters categories for state testing:

- Algebra I: Meets Grade Level Standards: First-time testers, Hispanic, Emergent Bilingual

- Algebra I: Masters Grade Level Standards: Emergent Bilingual

- U.S. History: Meets Grade Level Standards: Hispanic, SPED, Emergent Bilingual

- U.S. History: Masters Grade Level Standards: All, African American, Hispanic, White, Eco Dis, Emergent Bilingual, SPED

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2: Math: Economically disadvantaged students are under performing in meets and masters. **Root Cause:** Math: Classroom expectations have been low.

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

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

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

Problem Statement 6: CTE Approved Industry Certifications: Fewer than 20% of 2022 graduates earned an industry-based certification in 2021-22. **Root Cause:** CTE Approved Industry Certifications: Increased need for awareness of stakeholders as it relates to the certifications offered at Cypress Springs.

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

Problem Statement 8: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** As we emerge from 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 Summary

School Culture and Climate Strengths

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

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Some students and staff may feel disconnected from the campus-wide practices at Cypress Springs High School. **Root Cause:** School Culture and Climate: More opportunities need to exist for staff members to engage with the campus outside of the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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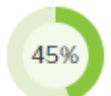
Problem Statement 1: Parent and Community Engagement: School events have varied rates of attendance and parent representation.   **Root Cause:** Parent and Community Engagement: We need to provide multiple forms of communication to advertise and inform parents of the varied opportunities available to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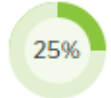
Goals

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: Utilize effective instructional strategies tailored to meet the needs of our SPED and ELL students.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser	20%	25%	55%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Provide coaching for teachers to address the vast and diverse academic needs of our students the appropriate depth of rigor required for mastery.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser	20%	40%	65%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Provide coaching for teachers to address the vast and diverse academic needs of our students at the appropriate depth of rigor required for mastery.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser	40%	45%	70%

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Provide coaching for teachers to address the vast and diverse academic needs of our students the appropriate depth of rigor required for mastery.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Department Chair, CIC, Teachers, AAS, DI, Appraiser	20%	50%	85%

Strategy 5 Details	Formative Reviews		
Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to have more training and professional development that will provide us more tools and resources to help our LEP and SPED students in order to develop a strong plan of action to support these students in our classroom.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 3%. **Staff Responsible for Monitoring:** Department Chair, CIC, Teachers, AAS, DI, Appraiser	20%	65%	75%

Strategy 6 Details	Formative Reviews		
Strategy 6: CTE Approved Industry Certifications: A campaign needs to be developed to increase the awareness of stakeholders as it relates to the certifications offered at Cypress Springs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 5%. **Staff Responsible for Monitoring:** Department Chair, CIC, Teachers, AAS, DI, Appraiser	20%	80%	85%

Strategy 7 Details	Formative Reviews		
Strategy 7: Graduation Rate: A process to monitor students' attendance and grades will be put in place to address students' needs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10% **Staff Responsible for Monitoring:** Department Chair, CIC, Teachers, AAS, DI, Appraiser	25%	50%	70%

Strategy 8 Details	Formative Reviews		
Strategy 8: Dropout Prevention: Conduct dropout recovery efforts that include phone calls and home visits to students identified as dropouts. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** AAS, Assistant Principals, Associate, Counselors, Attendance Officer, Attendance Committee, DI	40%	50%	65%

Strategy 9 Details	Formative Reviews

Strategy 9 Details	Formative Reviews
Strategy 9: 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. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Team Leader, Department Chair, CIC, DI, AAS, Teachers	**Formative**		
	Nov	**Feb**	**May**
	100%	100%	100%

0% No Progress	100% 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 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
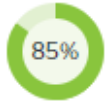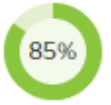
Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Enrichment: Welcome Back Camp	**Formative**		
Strategy's Expected Result/Impact: Students attending the Welcome Back Camp will have 95% attendance in the first marking period.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Director of Instruction	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: tutoring	**Formative**		
Strategy's Expected Result/Impact: Students attending after school and/or Saturday tutorials will show growth (did not meet to approaches or above) on their next administration of EOC exam.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Director of Instruction	50%	60%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Before/After School Program: study hall	**Formative**		
Strategy's Expected Result/Impact: Student attendance will improve each grading period with specific time to make up EA hours and assignments and frequent voice to voice parent contact.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	45%	70%

Strategy 4 Details	Formative Reviews		
Strategy 4: Extended Instructional Time: Conduct Student Empowerment Week	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	N/A	80%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: Blended learning implementation training	Formative		
Strategy's Expected Result/Impact: 9th grade teachers in EOC tested areas will attend on going training to implement blended learning strategies to improve growth in meets and masters on 2023 EOC exams **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	65%	80%

Strategy 6 Details	Formative Reviews		
Strategy 6: Strategy 6: Professional Development: Purposeful Planning	Formative		
Strategy's Expected Result/Impact: Teachers campus wide will improve their planning practices to increase student achievement in EOC and CCMR classes. **Staff Responsible for Monitoring:** Director of Instruction	Nov	Feb	May
	N/A	N/A	90%

0% No Progress	100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	75%	85%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: State Compensatory Education: Reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other students.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table. **Staff Responsible for Monitoring:** Principal	50%	60%	80%

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

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

Performance Objective 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

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Staff members will actively supervise students in the hallways and classrooms to create a safe environment for students and redirect when necessary. Staff members will also actively supervise students who remain for after school activities and ride the late buses. Entry and Exit points are limited throughout the campus during the instructional day. Students moving to and from the portable buildings will utilize a designated entry and exit door. Students with late arrival and early release will park in the front of the building and enter and exit the front of the building
 	
    Strategy's Expected Result/Impact: Student and teacher engagement will increase and student disruptions will decrease, resulting in a focused and engaging learning environment where students and staff feel safe and secure. The campus will successfully complete all drills
 	
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff
	Formative		

	Nov	**Feb**	**May**
	65%	85%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.
 	
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
 	
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff
	Formative		

	Nov	**Feb**	**May**
	100%	100%	100%

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

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 94% or higher.

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance: Varied systemic approaches will increase student attendance such as: Attendance officers and AAS working with students with truancy/excessive absences; automated absence call outs; Truancy Intervention Prevention Measures (TPM) for students with 6 or more absences, teacher contact of parents and counselors for students with frequent absenteeism; and drop out recovery for students who have withdrawn from school with a level Code 98 (Project 98).
    Strategy's Expected Result/Impact: Student attendance will remain at or exceed 3%.
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, AAS, Attendance Officer, Teachers, Counselors
	Formative		

	Nov	**Feb**	**May**
	60%	65%	75%

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

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

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

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: Increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc.)
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.
    Staff Responsible for Monitoring: Associate, Assistant Principals, BI
	Formative		

	Nov	Feb	May
	50%	85%	85%

Strategy 2 Details	Formative Reviews		

Strategy 2: In-School Suspensions: Provide support to staff members regarding classroom/behavior management procedures, focusing primarily on staff use of the de-escalation strategies.
    Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will be reduced by 5%.
    Staff Responsible for Monitoring: Associate, Assistant Principals, BI
	Formative		

	Nov	Feb	May
	50%	80%	80%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: Provide support to staff members regarding classroom/behavior management procedures, focusing primarily on staff use of the de-escalation strategies.
    Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5%.
    Staff Responsible for Monitoring: Associate, Assistant Principals, BI
	Formative		

	Nov	Feb	May
	50%	80%	80%

Strategy 4 Details	Formative Reviews		

Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Incorporate social skills and decision-making curriculum into DMC placements for students who have more than 1 DMC/Suspension assignment for conflicts with peers or adults in conjunction with the increased use of contracts and relationship building/repairing methods
    Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 5%.
    Staff Responsible for Monitoring: Associate, Assistant Principals, BI
	Formative		

	Nov	Feb	May
	50%	50%	60%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: We will continue to utilize PBIS and the PROWL matrix to teach expected student behaviors. These lessons are taught at the beginning of each semester and are reinforced each time a student is out of compliance. PROWL stands for Pride, Respect, Ownership, Willingness, and Leadership.. **Strategy's Expected Result/Impact:** Violent Incidents will be reduced by 5%.	Formative		
	Nov	**Feb**	**May**
	75%	85%	85%

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 3%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Celebrations for attendance will take place through department and group activities.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.	**Nov**	**Feb**	**May**
	70%	90%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on the surveyed needs of our staff. These growth opportunities will be provided on campus as well as at the district level. On campus PD will be presented by our campus instructional team, as well as teachers who are considered "Master Teachers" in the area of development. Some areas of focus will be: Blended Learning, GT training, ESL Strategies, and more. **Strategy's Expected Result/Impact:** Teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.	**Formative**		
	Nov	**Feb**	**May**
	70%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Cypress Springs will exercise varied communication approaches (such as School Messenger, marquee, Remind 101, written information sent home in English/Spanish, Twitter, Facebook, etc.) so that parents remain informed of current events, support and informational opportunities, important dates, and deadlines (such as CPOC, Boosters, VIPS, Open House, Grade Level Parent Meetings, College and Career campus and district events, monthly newsletters, On-line calendar, reporting period dates, grades, etc.)	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. **Staff Responsible for Monitoring:** Principal, Principal Secretary, Associate, DI, Counselors, Teachers, College & Career Specialist	80%	90%	90%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Cheryl Henry	Principal
Classroom Teacher	Carol Urbani	History Teacher/Department Chair
Classroom Teacher	Sophronia Beckford	English Teacher/Department Chair
Classroom Teacher	Tawnya Mann	Science Teacher/Department Chair
Classroom Teacher	Laura Rankin	Math Teacher/Department Chair
Classroom Teacher	Dorothy Yalekhue	LOTE Teacher/Department Chair
Classroom Teacher	Wauna Johnson	Fine Arts Teacher/Department Chair
Classroom Teacher	Rachel Sanders	CTE Teacher/Department Chair
Classroom Teacher	Matt Dorsett	Business Technology Teacher/Department Chair
Non-classroom Professional	Samantha Collins	Director of Instruction
Non-classroom Professional	Troy Collavo	Associate Principal
Non-classroom Professional	Rachel Nevlud	Campus Instructional Coach
Non-classroom Professional	Runa Chatterjee	Campus Instructional Coach
District-level Professional	Eric Hernandez	College Academy Coordinator
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Algebra I	Cypress Springs	All	558	386	69%	85%	73%	165	30%	40%	35%	69	12%	25%	12%
Algebra I	Cypress Springs	Hispanic	285	198	69%	80%	71%	83	29%	39%	32%	35	12%	17%	11%
Algebra I	Cypress Springs	Am. Indian	6	3	50%	100%	*	1	17%	66%	*	0	0%	33%	*
Algebra I	Cypress Springs	Asian	19	16	84%	90%	85%	12	63%	73%	60%	7	37%	50%	35%
Algebra I	Cypress Springs	African Am.	194	125	64%	75%	73%	52	27%	42%	31%	18	9%	25%	9%
Algebra I	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Springs	White	39	32	82%	92%	82%	11	28%	38%	55%	5	13%	15%	24%
Algebra I	Cypress Springs	Two or More	14	11	79%	85%	80%	5	36%	46%	55%	4	29%	32%	*
Algebra I	Cypress Springs	Eco. Dis.	420	271	65%	85%	70%	112	27%	37%	31%	42	10%	20%	11%
Algebra I	Cypress Springs	Emergent Bilingual	94	56	60%	70%	59%	27	29%	39%	23%	11	12%	15%	9%
Algebra I	Cypress Springs	At-Risk	456	298	65%	85%	69%	118	26%	36%	28%	42	9%	18%	7%
Algebra I	Cypress Springs	SPED	66	24	36%	50%	54%	6	9%	19%	23%	2	3%	6%	*
Biology	Cypress Springs	All	788	672	85%	90%	87%	450	57%	62%	51%	161	20%	25%	18%
Biology	Cypress Springs	Hispanic	406	349	86%	91%	86%	238	59%	64%	49%	78	19%	24%	16%
Biology	Cypress Springs	Am. Indian	5	3	60%	65%	*	0	0%	5%	*	0	0%	5%	*
Biology	Cypress Springs	Asian	47	47	100%	100%	95%	43	91%	96%	76%	26	55%	60%	41%
Biology	Cypress Springs	African Am.	256	207	81%	91%	85%	117	46%	51%	47%	35	14%	19%	11%
Biology	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Springs	White	51	46	90%	95%	93%	35	69%	74%	69%	13	25%	30%	41%
Biology	Cypress Springs	Two or More	21	18	86%	91%	96%	15	71%	76%	57%	9	43%	48%	25%
Biology	Cypress Springs	Eco. Dis.	547	455	83%	93%	85%	282	52%	57%	44%	89	16%	26%	12%
Biology	Cypress Springs	Emergent Bilingual	96	55	57%	67%	66%	19	20%	25%	17%	2	2%	7%	4%
Biology	Cypress Springs	At-Risk	524	424	81%	86%	84%	234	45%	50%	38%	49	9%	14%	8%
Biology	Cypress Springs	SPED	68	33	49%	59%	65%	7	10%	20%	18%	2	3%	8%	10%
English I	Cypress Springs	All	820	575	70%	80%	69%	455	55%	60%	50%	79	10%	17%	10%
English I	Cypress Springs	Hispanic	441	317	72%	77%	69%	249	56%	62%	47%	32	7%	15%	8%
English I	Cypress Springs	Am. Indian	6	1	17%	75%	*	0	0%	100%	*	0	0%	100%	*
English I	Cypress Springs	Asian	48	44	92%	95%	83%	40	83%	88%	74%	17	35%	42%	31%
English I	Cypress Springs	African Am.	254	161	63%	70%	66%	121	48%	57%	46%	22	9%	15%	6%
English I	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Springs	White	51	37	73%	80%	80%	34	67%	75%	66%	6	12%	17%	23%
English I	Cypress Springs	Two or More	19	14	74%	80%	76%	10	53%	60%	62%	2	11%	16%	17%
English I	Cypress Springs	Eco. Dis.	567	370	65%	70%	65%	282	50%	57%	44%	43	8%	14%	6%
English I	Cypress Springs	Emergent Bilingual	117	36	31%	37%	38%	15	13%	18%	16%	0	0%	5%	*
English I	Cypress Springs	At-Risk	577	347	60%	65%	60%	241	42%	47%	36%	13	2%	7%	2%
English I	Cypress Springs	SPED	68	14	21%	27%	29%	4	6%	12%	14%	1	1%	6%	*
English II	Cypress Springs	All	750	608	81%	85%	76%	482	64%	70%	54%	65	9%	15%	7%
English II	Cypress Springs	Hispanic	353	278	79%	84%	77%	216	61%	70%	56%	26	7%	15%	5%
English II	Cypress Springs	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Springs	Asian	48	43	90%	95%	89%	37	77%	82%	85%	11	23%	30%	30%
English II	Cypress Springs	African Am.	264	210	80%	85%	71%	161	61%	65%	41%	14	5%	15%	7%
English II	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
English II	Cypress Springs	White	56	52	93%	98%	80%	47	84%	90%	67%	11	20%	25%	*
English II	Cypress Springs	Two or More	26	23	88%	93%	88%	19	73%	80%	71%	3	12%	20%	*
English II	Cypress Springs	Eco. Dis.	483	374	77%	82%	72%	274	57%	65%	48%	30	6%	10%	5%
English II	Cypress Springs	Emergent Bilingual	83	34	41%	50%	39%	16	19%	30%	18%	0	0%	10%	*
English II	Cypress Springs	At-Risk	401	267	67%	75%	65%	161	40%	45%	34%	5	1%	10%	1%
English II	Cypress Springs	SPED	55	22	40%	50%	28%	4	7%	10%	10%	0	0%	10%	*
US History	Cypress Springs	All	541	494	91%	94%	96%	443	82%	85%	72%	330	61%	65%	43%
US History	Cypress Springs	Hispanic	274	256	93%	96%	97%	232	85%	88%	74%	172	63%	66%	42%
US History	Cypress Springs	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Springs	Asian	29	26	90%	93%	96%	26	90%	93%	84%	22	76%	80%	61%
US History	Cypress Springs	African Am.	179	156	87%	90%	93%	135	75%	78%	65%	92	51%	55%	34%
US History	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Springs	White	42	40	95%	98%	100%	35	83%	86%	84%	32	76%	80%	66%
US History	Cypress Springs	Two or More	15	14	93%	96%	100%	13	87%	90%	80%	11	73%	76%	56%
US History	Cypress Springs	Eco. Dis.	361	321	89%	92%	95%	282	78%	81%	69%	201	56%	60%	38%
US History	Cypress Springs	Emergent Bilingual	45	34	76%	80%	88%	21	47%	50%	28%	9	20%	25%	13%
US History	Cypress Springs	At-Risk	253	208	82%	85%	92%	163	64%	67%	54%	92	36%	40%	21%
US History	Cypress Springs	SPED	35	21	60%	65%	83%	15	43%	46%	33%	7	20%	25%	18%

College, Career, and Military Readiness (CCMR) Plans

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	66%	73%	73%		94%			86%	73%		61%	75%	59%
2021-22	2022-23	68%	75%	75%	NA	96%	NA	NA	88%	75%	NA	63%	77%	61%
2022-23	2023-24	70%	77%	77%	NA	98%	NA	NA	90%	77%	NA	65%	79%	63%
2023-24	2024-25	72%	79%	79%	NA	100%	NA	NA	92%	79%	NA	67%	81%	65%
2024-25	2025-26	74%	81%	81%	NA	100%	NA	NA	94%	81%	NA	69%	83%	67%

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
    - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
    - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
    - develop academic language proficiency through speaking, reading, writing, and listening;
    - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
    - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
    - review of lesson plans;
    - participation in team planning by administrators;
    - participation in data review/data dig sessions; and
    - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

High School Content Area
Standard Expectations

English Language Arts/Reading

- 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.