Cypress-Fairbanks Independent School District

Cypress Woods High School

2022-2023

Mission Statement

CFISD: LEAD: Learn, Empower, Achieve, Dream

Vision

Cypress Woods High School embraces a mindset of growth that nurtures responsible citizens,

insightful problem solvers, and global leaders who embody the POWER of 212*

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

<u>**USH Strengths:**</u>

- In the Approaches category, US History students met or exceeded target scores in the following sub populations: Hispanic, Emergent Bilingual
- In the Meets category, US History students met or exceeded target scores in the following sub populations: Hispanic, Eco Dis, Emergent Bilingual
- In the Masters category, US History students met or exceeded target scores in the following sub populations: Hispanic, Eco Dis, At Risk, Emergent Bilingual
- US History students performed above our cluster schools in the following categories: Approaches - Hispanic, Eco Dis; Meets - African American, Hispanic, Eco Dis, SPED; Masters - Hispanic, White, Eco Dis, Emergent Bilingual

<u>**English I Strengths:**</u>

- Hispanic sub-pop met or surpassed target and cluster in all categories (Approaches, Meets, & Masters) and surpassed cluster in all categories
  - Hispanic - Approaches: 87% = to target; Meets: 80% +6 to target; Masters: 28% +2 to target
  - Hispanic above cluster in Approaches (+4), Meets (+7), and Masters (+4)
- Emergent Bilingual sub-pop met or surpassed target in Meets and Masters and surpassed cluster in all categories
  - EB - Meets: 34% +7 to target; Masters: 9% +8 to target
  - EB above cluster in Approaches (+3%), Meets (+8%), and Masters (+6%)
- Eco-dis students surpassed cluster in all categories and surpassed target in Meets & Masters
  - Eco-dis above cluster in Approaches (+3), Meets (+8), and Masters (+7)
  - Eco-dis surpassed Target in Meets (+7%) and Masters (+12%)
- Huge successes in Masters category - surpassed target percentages in all sub-pops excluding African American
  - Surpassed cluster by 2% in African American sub-pop in Masters category; missed target by 7%

<u>**English II Strengths:**</u>

- Exceeded target % in the Emergent Bilingual category for Approaches (+16%) and Meets (+3%)
- Surpassed or met cluster in all sub-pops, excluding White and Emergent Bilingual, in the Approaches category
  - All +1%
  - African American +6%
  - Hispanic +2%
  - Eco Dis +3%
  - At Risk +3%
  - SPED = to cluster at 55%
- 92% of all students received Approaches, exceeding the cluster by 1% and the district by 9%
- Surpassed the district in all sub pops in Approaches and Meets
- Surpassed the district in All (+4%), African American (+5%), Hispanic (+4%), Eco Dis (+2%), and At Risk (+1%)

<u>**Biology Strengths:**</u>

- In the Approaches category, Biology students met or exceeded target scores in the following categories: Emergent Bilingual
- In the Meets category, Biology students met or exceeded target scores in the following categories: Hispanic, Emergent Bilingual
- In the Masters category, Biology students met or exceeded target scores in the following categories: Hispanic, White, Eco Dis, Emergent Bilingual
- Biology students performed above our cluster schools in the following categories: Approaches - African American, Hispanic, Eco Dis, At Risk, Emergent Bilingual; Meets - African American, Hispanic, White, Eco Dis, At Risk (by 11%), SPED, Emergent Bilinguals (by 16%); Masters - African American, Hispanic (by 15%), White, Eco Dis (by 17%), At Risk (by 10%), Emergent Bilingual

Algebra Strengths:

- In the Approaches category, Algebra I students met or exceeded our target scores in the following sub populations: Hispanic, White, Emergent Bilingual
- In the Meets category, Algebra I students met or exceeded our target scores in the following sub populations: African American, Hispanic, White, Economically Disadvantaged, At Risk, SPED, Emergent Bilingual
- In the Masters category, Algebra I students met or exceeded our target scores in the following sub populations: African American, Hispanic, White, Eco Dis, At Risk, SPED
- Algebra I students performed more than 10% higher than our cluster schools in the following categories: Approaches - Hispanic (10% higher than cluster), Emergent Bilingual (12% higher than cluster); Meets - African American (18%), Hispanic (17%), Eco Dis (19%), At Risk (15%), Emergent Bilingual (20%)

AP Academic Successes:

- In May of 2022, 642 students took 1123 AP Exams.
- 19.6% of students scored a 5 on their exams, an increase of 2.6% from 2021. 25.2% of students scored a 4 on their exams, and increase of 2.2%. 28.7% of students scored a 3 on their exams; overall, our passing rate was 73.5%, an increase of 3.5% from 2021.
- English Literature & Composition increased their passing rate by 28% from 2021.
- Calculus BC increased their passing rate by 24% from 2021.
- Human Geography increased their passing rate by 24% from 2021.
- The following exams scored above the national average by the indicated percentage:
  - Studio Art 2D - 7%
  - Studio Art 3D - 27%
  - Studio Art Drawing - 12%
  - English Language & Composition - 20%
  - English Literature & Composition - 10%
  - Spanish Literature & Culture - 7%
  - French Language & Culture - 29%
  - Calculus BC - 21%
  - Computer Science A - 27%
  - Computer Science Principles -30%
  - Human Geography - 22%
  - Macroeconomics - 24%
  - Psychology - 8%
  - US Government - 32%
  - US History - 9%
  - World History - 14%
  - Biology - 19%
  - Environmental Science - 5%
  - Physics 1- 23%
  - Physics 2 - 31%
  - Physics C - 39%

<u>**National Merit:**</u>

- 9 Semi-Finalists
- 10 Commended Students
- 17 College Board National Recognition of African American Students
- 11 College Board National Recognition Hispanic Recognition Data

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: In Algebra 1, our African American students are underperforming when compared to other sub populations in Approaches, Meets, and Masters. **Root Cause:** Math: We need to ensure that we help our students feel confident in their Algebraic abilities and help develop resilience.

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

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

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

Problem Statement 5: English Language Arts English I Reading: Eco-dis students are underperforming relative to other sub-pops in the Meets & Masters category in reading. **Root Cause:** English Language Arts English I Reading: We need to encourage students to read purposefully in order to formulate analytical responses and make meaningful connections to supporting text evidence.

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

Problem Statement 7: English Language Arts English I Writing: Eco-dis students are underperforming relative to other sub-pops in the Meets & Masters category in writing. **Root Cause:** English Language Arts English I Writing: We need to equip students to develop thoughts into appropriately and clearly written claims that are supported by relevant and appropriate evidence and expanded upon through meaningful commentary.

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

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

Problem Statement 10: Graduation Rate: The 4-year graduation rate (Class of 2020) for our Special Education Students was 82% (42 out of 51 students), which did not meet the

90% target set by the state.   **Root Cause:** Graduation Rate: The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 11: Students are beginning the 2022-23 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

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

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

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

Safety: Project Safety presentations for students with lessons focused on risks and consequences of unsafe behaviors; only 2 doors of entry to HS at 6:45 for ID checks, at 7:00 three additional doors are opened and staffed by administration; planned emergency procedures; frequent communication to staff regarding procedures; student and staff ID badges; new hall passes and hall pass procedures; on-going clear backpack initiative; random metal detector searches; K9 unit searches in parking lots and classrooms; visibility in halls by AP staff.

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

P=Priorities

O=Ownership

W=Willingness

E=Ethics

R=Respect

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

At Cypress Woods, we hold in high esteem the belief that each student feels a sense of belonging. We encourage students to create clubs to support their interests and give back to the community. At the beginning of the 2022-2023 school year, we have approximately 52 clubs/organizations that students could join to lend a voice to a cause.

School spirit is an additional focus every school year. In an attempt to promote attendance and spirit, we are holding several 7thperiod pep rallies this year. Students can buy a wristband to attend, and the proceeds support a charitable cause. We also have monthly spirit trains, dress-up days, and reminders on the announcements and social media accounts to attend school events.

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

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

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Campus expectations for students and staff have been disrupted due to the impact of COVID-19 on the past three school years.
Root Cause: School Culture and Climate: We will be intentional in strengthening the culture of 212 by clearly communicating policies and procedures to both students and staff, with an emphasis on behavioral and academic expectations for students and pedagogical and school procedure expectations for staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Leave this section blank.

Staff Quality, Recruitment, and Retention Strengths

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

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

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

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

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

We hosted very well-attended Express events to welcome our Wildcats back to school in 22-23.   The Freshman Express included a presentation by our principal r who shared ways for our Class of 2026 to achieve success during their ninth-grade year.

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

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

- Our community supports our campus
- Events on campus are well-attended
- It is a campus expectation that each campus organization participates in a volunteer activity to "Pay it Forward" to our community

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents and our community would like more opportunities to serve Cypress Woods HS and the staff.   **Root Cause:** Parent and Community Engagement: We need to communicate our events and parent opportunities better with our community.

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.
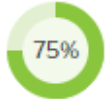
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		

Strategy 1: English Language Arts: Reading:
 	
English I Reading: During the 2022-2023 school year, we will select relevant text to develop analytical reading skills by incorporating opportunities for written & spoken responses to reading, using questioning strategies that encourage students to analyze and evaluate evidence from the text, and checking for understanding throughout the reading process.
 	
English I reading techniques used in the classroom:
- L1/L2 analysis using pictures and common text
- Quick write responses to reading
- Reading conferences: peer to peer; teacher to student
- Turn & Talk opportunities to share responses to reading
- Discussion using higher order thinking questions to ask students to analyze and evaluate evidence
- Targeted Questioning
- Model think-aloud strategies: how we think as readers & what questions to ask & answer when reading
- Incorporate technology into activities, utilizing online testing platforms and incorporating new STAAR question types during CTG
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: English I Teachers, English I Team Leaders, CIC, DI, AAS
	Formative		

	Nov	**Feb**	**May**
	50%	70%	100%

Strategy 2 Details	Formative Reviews

Strategy 2: English Language Arts Writing:	Formative		
	Nov	Feb	May

Strategy 2: English Language Arts Writing:

English I Writing: During the 2022-2023 school year, we will select relevant text to develop analytical writing skills by incorporating opportunities for written & spoken responses, using questioning strategies that encourage students to analyze and evaluate evidence, and checking for understanding throughout the writing process.

English I writing techniques used in the classroom:
- Brainstorming opportunities
- Peer feedback & editing
- Self reflection using clearly defined rubrics
- Structure using RAC & RACE (acronym for written responses)
- Teacher feedback: Affirmative Checking incorporated throughout the writing process
- Turn & Talk opportunities to share responses aloud prior to finalizing in writing
- Discussion using higher order thinking questions to ask students to analyze and evaluate evidence
- Targeted Questioning: ask "how/why" questions throughout the writing process to encourage depth of analysis
- Teacher modeling with embedded questioning
- Deconstructing exemplars
- Incorporate technology into written activities & include new STAAR question types during CTG
- Utilize audio commentary tech tools to allow students to listen and then write responses and vice versa

    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

    Staff Responsible for Monitoring: English I Teachers, English I Team Leaders, CIC, DI, AAS

Formative reviews: Nov 50%, Feb 65%, May 100%

Strategy 3 Details	Formative Reviews

Strategy 3: English II Reading: During the 2022-2023 school year, we will provide a variety of texts that incorporate different lenses & perspectives in order to facilitate connections to other texts and real-world applications that will inform student writing and increase the student desire to read further.

English II reading techniques used in the classroom:
- We will offer students a variety of carefully selected texts (both non-fiction and fiction) through choice novels, shorter/more manageable text selection (excerpts), and diverse short-stories to increase interest
- Frequent opportunities for practice through silent, sustained reading with reflection afterwards through journal responses
- Assistance with reading reflection by providing sentence stems and a specific focus (lens) for reading
- We will use anchor texts to model reading skills with students, working to utilize classic novels and more challenging texts for these activities to provide necessary support, and incorporate opportunities for students to identify and make connections with the goal of making thematic connections across texts & genres
- Utilize small group discussions through Turn & Talk
- Provide guides for conversations including sentence stems and question starters
- Provide visual aids to assist with the process of analysis

    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

    Staff Responsible for Monitoring: English II Teachers, English II Team Leaders, CIC, DI, AAS

Formative reviews: Nov 50%, Feb 70%, May 100%

Strategy 4 Details	Formative Reviews

Strategy 4: English II Writing: During the 2022-2023 school year, we will plan a variety of writing opportunities, including frequent exposure to low stakes writing, with various opportunities for feedback throughout the writing experience, in order to build student confidence and make connections to the writing purpose, creating a safe and engaging classroom culture.

	Formative		
	Nov	**Feb**	**May**
	40%	70%	100%

English II writing techniques used in the classroom:
- We will offer students a variety of writing purposes & products including, journal writing, image connection writing, choice prompts, incorporation of evidence-based writing opportunities
- Provide opportunity for low-stakes writing early and often
- We will introduce paragraph structure early and revisit frequently throughout the year through shorter writing assignments in paragraph form rather than full essay
- We will include opportunities for feedback through writing conferences, & peer editing
- We will encourage students to share written responses by facilitating low-stakes turn and talk opportunities and in-class share-alouds and whole class presentations of written products
- Provide sentence starters as a scaffold to begin the writing process
- Provide visual aids to assist throughout the writing process
- Chunk the writing process into smaller parts & include Affirmative Checking throughout the process

    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

    Staff Responsible for Monitoring: English II Teachers, English II Team Leaders, CIC, DI, AAS

Strategy 5 Details	Formative Reviews

Strategy 5: Math: During the 2022-2023 school year, we will instill confidence in our students by utilizing best instructional practices that will help gradually release them to independence and enable them to persevere through challenging math problems on a digital platform.

	Formative		
	Nov	**Feb**	**May**
	40%	65%	90%

Techniques used in the classroom: creating engaging instruction, chunking lessons, and shortening direct instruction, integrating frequent independent practice time with CFUs and instant feedback, providing students with positive, precise praise, cultivating relationships through the question of the day, integrating our campus look-fors, integrating online testing platform and digital practice opportunities at least once per week

    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

    Staff Responsible for Monitoring: Algebra I teachers, CIC, DI, AAS

Strategy 6 Details	Formative Reviews

	Formative		
Strategy 6: Science: During the 2022-2023 school year, we will scaffold scientific vocabulary into each unit and provide multiple opportunities to practice basic English through organized academic discourse to help with processing, daily ELPS integration, repeated vocabulary review, student-centered activities and checks for understanding. Techniques used in the classroom: Quizlet, flashcards, Quizzes, word walls, suffixes and prefixes, heterogeneous grouping of students, turn and talk, providing stems to students in order to guide discourse, entry tickets, visual daily overviews, student-centered activities and practice applying test-taking strategies, embedding online test-taking opportunities to familiarize students with new question styles (specifically open-ended questions in on-level), embed more CFU opportunities through low-stakes quizzes and assessments. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Biology teachers, CIC, DI, AAS	**Nov**	**Feb**	**May**
	55%	60%	80%

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: Social Studies: During the 2022-2023 school year, we will model critical thinking and reading skills for students when analyzing political cartoons, primary source documents, charts, and when annotating, build in opportunities for student discourse, and provide writing opportunities and scaffolds to aide in language acquisition skills. Techniques used in the classroom: Hovercam modeling for annotations, utilizing small groups, Cold Call, & Turn & Talk to facilitate discussion; 1 sentence main idea summaries, dictionaries, and vocabulary pre-assessment and flashcards to help with language acquisition, online testing practice to mimic new online EOC platform **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** US History teachers, CIC, DI, AAS	**Nov**	**Feb**	**May**
	60%	75%	90%

Strategy 8 Details	Formative Reviews

	Formative		
Strategy 8: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: As a campus, we will approach the strategy from various angles, such as: 1) Teachers will develop relationships with students to encourage them to take advanced courses 2) Our College Academy Advisor will encourage our Eco Dis students to remain in College Academy 3) Counselors will recommend students to take advanced courses when advisable 4) CCS will target high achieving Eco Dis students using PSAT 5) AAS will create slide to share with all students detailing the benefits of free/reduced lunch. - through all English classes, at Open House displayed in hallways, on the television sets in the hallway, and through a callout / text to Wildcat families. **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:** College and Career Specialist, Counselors, AAS, College Academy Mentor, DC's	**Nov**	**Feb**	**May**
	100%	100%	100%

Strategy 9 Details	Formative Reviews

Strategy 9: CTE Approved Industry Certifications: CTE Teachers will provide multiple opportunities for students to prepare and practice for certification exams and will set & clearly communicate study deadlines to students. Students will complete test reflections after taking a practice certification tests to improve upon test taking strategies and study skills. Teachers will emphasize parent communication and student communication to ensure all stakeholders know the importance and process of preparing for and passing certification exams.

Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 2%.

Staff Responsible for Monitoring: CTE Teachers, DC, DI, and Principal

Formative		
Nov	Feb	May
50%	70%	90%

Strategy 10 Details	Formative Reviews

Strategy 10: Graduation Rate: As a campus, the following will be in place - teacher/student mentor program with embedded post-secondary goal setting, academic interventions, counselor support of post-secondary goals, College and Career Specialist support, Assistant Principal Support, AAS Support, CYS Support.

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%
SPED: 90% or higher or increase of .10%

Staff Responsible for Monitoring: Principal, Director of Instruction, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS

Formative		
Nov	Feb	May
35%	65%	100%

Strategy 11 Details	Formative Reviews

Strategy 11: Dropout Prevention: The following supports will be in place to aide in dropout prevention - Attendance Office support, Attendance Officer support, Registrar office support, CYS support, AAS support, Counselor support, Assistant Principal Support, AAS and CYS will conduct home visits as needed, Other options will be given to families/students as needed, Registrar/AAS/Attendance Officer will monitor dropout list regularly and contact families offering support until a solution is devised.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.

Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS

Formative		
Nov	Feb	May
35%	65%	100%

Strategy 12 Details	Formative Reviews

Strategy 12: 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: DI
Principal
Department Chairs
Team Leaders

Formative		
Nov	Feb	May
40%	70%	95%

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: Before/After School Program: 4545 / EOC Tutorials	**Formative**		
Strategy's Expected Result/Impact: Students attending the extended day program(s) will score Approaches or higher on the EOC test related to the specific tutorial(s) attended.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal and AAS	35%	65%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19 (Degreed Temporary Worker - English I/II EOC).	**Formative**		
Strategy's Expected Result/Impact: Students attending high dosage tutorials will score Approaches or higher on the English I and / or II EOC test.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal and AAS	N/A	40%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area interventionist (Algebra)	**Formative**		
Strategy's Expected Result/Impact: Students working with the interventionist will score Approaches or higher on the EOC test related to the specific tutorial(s) attended.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal and AAS	35%	65%	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 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: Providing at-risk students with academic resources (Geometry Vocabulary Books, Statistics Workbooks, and Biology EOC Review Books) to enhance learning outcomes and fill in academic gaps.	Nov	Feb	May
Staff Responsible for Monitoring: AAS	35%	65%	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 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.
Clear Backpacks
Student ID's with appropriate lanyard
CFISD P3-Tipline
CFPD Canine
ID blitz
Procedure discussed during morning announcements
Project Safety Lessons
Electronic Sign IN/OUT

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Create a system for ID blitz and stay consistent with it throughout the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: members of the Cypress Woods High School faculty and staff will actively supervise students in the classrooms, hallways and commons to create a safe environment for all students. Members of the Cypress Woods High School faculty and staff will also actively supervise those students who remain for after school activities and ride the late bus. All Cypress Woods High School teachers and students will participate in the EOP safety drills (fire, shelter, lockout, lock-down, crisis, evacuation, metal detectors) throughout the year to learn campus expectations during these drills in preparation for an actual emergency/crisis.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Full participation and successful completion in all required campus safety/crisis drills. **Staff Responsible for Monitoring:** -Campus Administration -Teachers -Staff -Campus Resources Officers	65%	95%	95%

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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** -Campus Safety Liaison: assigned Assistant Principal(s)	55%	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: Attendance will be monitored - 1) Teacher will call home concerning an extended absence in which they have no information 2) If not remedied, teacher will inform attendance, counselor, and/or AAS aware of prolonged absence 3) Attendance/ counselor/AAS will call home to determine reason for absences and offer support if needed 4) a home visit by CYS and/or AAS will be conducted if parent cannot be reached by phone 5) the attendance officer will be brought in for support if the before-mentioned do not produce results 6) other options will be given as needed 7) the assistant principals will also continue to track / monitor Excessive Absences for their alphabet	**Formative**		
	Nov	**Feb**	**May**
	35%	65%	100%
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%. **Staff Responsible for Monitoring:** Attendance Office, Teachers, Assistant Principals, AAS, CYS, Attendance Officer			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			
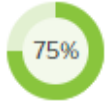
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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

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

Next Year's Recommendation: Administration will provide PD on conflict resolution and de-escalation. All assistant principals will speak with freshmen classes at the beginning of the school year to make connections and establish campus expectations as well as relationships during their first year.

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: The assistant principals will utilize the CFISD Code of Conduct and Campus Discipline Continuum as primary references when addressing student discipline. One key strategy that will be used when addressing student discipline is helping teachers understand the importance of building relationships with their students and the parents of their students and the positive effect it will would have in reducing the discipline issues in the classroom.
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 3%.
    Staff Responsible for Monitoring: Associate Principal
    Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	45%	50%	50%

Strategy 2 Details	Formative Reviews		

Strategy 2: In-School Suspensions: The assistant principals will utilize the CFISD Code of Conduct and the Campus Discipline Continuum as primary references when addressing in school suspensions, as well as adhere to the updates in the 86th Texas Legislature.
    Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will be reduced by 5%.
    Staff Responsible for Monitoring: Associate Principal
    Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	20%	70%	70%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: The assistant principals will utilize the CFISD Code of Conduct and the Campus Discipline Continuum as primary references when addressing out of school suspensions, as well as adhere to the updates in the 86th Texas Legislature. More specifically HB 692: which prohibits schools from placing a student in out of school suspension who is identified as homeless, the assistant principals will continue to provide students that receive out of school suspension as a disciplinary consequence the opportunity to receive all coursework provided in the student's foundation curriculum classes.
    Strategy's Expected Result/Impact: Out-of-school suspensions will be reduced by 1%.
    Staff Responsible for Monitoring: Associate Principal
    Assistant Principals
    Campus Resource Officers
	Formative		

	Nov	**Feb**	**May**
	30%	100%	75%

Strategy 4 Details	Formative Reviews

	Formative

Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: The assistant principals will utilize the CFISD Code of Conduct and the campus Care List as primary sources to monitor the number of discretionary placements of African American students in the DAEP, as an administrative team, working with the AAS and counselors, we will exhaust all resources when considering discretionary placements of African American students in the DAEP.

	Nov	Feb	May
	45%	75%	75%

    Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 3%.

    Staff Responsible for Monitoring: Associate Principal
Assistant Principals
Campus Resource Officers

Strategy 5 Details	Formative Reviews

	Formative

Strategy 5: Violence Prevention: As a campus, we use CPI training, Behavior intervention Strategies, Mediations, and Project Safety lessons to help educate students and staff members on how to properly address conflict. By being proactive we should be able to reduce the incidents by 100% (Reference the 2021-22 CFISD Report on Violence and Violence Prevention)

	Nov	Feb	May
	45%	70%	70%

    Strategy's Expected Result/Impact: Violent Incidents will be reduced by 100%.

    Staff Responsible for Monitoring: Associate Principal
Assistant Principals
Campus Resource Officers

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 .1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Instructional Shout-outs and our staff Intentional monthly awards, frequent classroom visits with feedback, and a strong campus effort to unite staff members through our Staff Unity initiative, which offers monthly staff social events.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by (.1)%. **Staff Responsible for Monitoring:** DI Principal CICs	40%	75%	95%

	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.
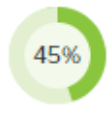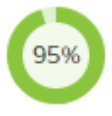
Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans
August Campus PD Week Look Fors Trainings
CTE SchoologyRequired Training

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: The following training opportunities will be provided: Coaching Cycles with a Campus Instructional Coach, introductory training for campus look-for strategies in August, look-fors after-school practice sessions and follow-up during February professional development, Lunch N Learn sessions over technology and look-fors, weekly technology tips emailed by the librarian, opportunities for peer observation, self-paced course over instructional technology offered via Schoology. **Strategy's Expected Result/Impact:** Teachers will feel confident in their ability to implement the 22-23 campus instructional look-fors What to Do, Cold Call, and Student Processing. Teachers will begin to grow in our new Look -fors : Targeted Questioning, Affirmative Checking, and Closure. Regarding Schoology and other technology, teachers will be supported with weekly technology tips and CIC office hours. **Staff Responsible for Monitoring:** CIC Team DI	**Formative**		
	Nov	**Feb**	**May**
	40%	70%	95%

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

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

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

Evaluation Data Sources: Parent Survey
Facebook, Twitter, and Instagram activity/followers
Participation in VIP events

Strategy 1 Details	Formative Reviews		

Strategy 1: Parent and Family Engagement: We will share information with parents using the app, Buffer, to communicate upcoming events. information, and student deadlines. Buffer links to Facebook, Instagram, and Twitter allowing parents to see information on three different social media platforms. Our VIPS will utilize our Marquee, the school website, and the VIPS newsletter.
 	
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.
    Staff Responsible for Monitoring: Administration, VIP Leadership
	Formative		

	Nov	**Feb**	**May**
	45%	65%	95%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Garold Kinninger	Principal
Classroom Teacher	Brittany Hunt	Teacher #1
Classroom Teacher	Shannan Ross	Teacher #2
Classroom Teacher	Laura Anderson	Teacher #3
Classroom Teacher	Lauren Navarrete	Teacher #4
Classroom Teacher	Brittany Weinstein	Teacher #5
Classroom Teacher	Nikki Self	Teacher #6
Classroom Teacher	Amanda Gillihan	Teacher #7
Teacher	Ashley Ealand	Teacher #8
Non-classroom Professional	Christina Hoover	Other School Leader #1
Non-classroom Professional	Karen Payne	Other School Leader #2
Non-classroom Professional	Kelly Ellis	Other School Leader #3
District-level Professional	Sheri McCaig	Administrative LEA #1
Parent	Alyse Gurka	Parent #1
Community Representative	Cheryl Tupa	Community Resident #1
Community Representative	Kim Fritz	Community Resident #2
Business Representative	Ray Pikulski	Business Representative #1
Business Representative	Rebecca Souther	Business Representative #2
Classroom Teacher	Kyle Atkins	Teacher #9
Paraprofessional	Amanda McCumber	Paraprofessional #1
Paraprofessional	Heather Hurley	Paraprofessional #2
Non-classroom Professional	Dirk Heath	Other School Leader #4
Parent	Jackie Sheeren	Parent 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 Woods	All	359	335	93%	94%	92%	268	75%	76%	66%	178	50%	51%	38%
Algebra I	Cypress Woods	Hispanic	109	106	97%	98%	93%	83	76%	77%	65%	54	50%	51%	32%
Algebra I	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Woods	Asian	26	25	96%	97%	96%	24	92%	93%	80%	18	69%	70%	60%
Algebra I	Cypress Woods	African Am.	62	54	87%	88%	89%	43	69%	70%	60%	27	44%	45%	27%
Algebra I	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Woods	White	146	136	93%	94%	91%	107	73%	74%	72%	69	47%	48%	50%
Algebra I	Cypress Woods	Two or More	15	14	93%	94%	94%	11	73%	74%	56%	10	67%	68%	*
Algebra I	Cypress Woods	Eco. Dis.	146	127	87%	88%	90%	107	73%	74%	61%	71	49%	50%	33%
Algebra I	Cypress Woods	Emergent Bilingual	22	20	91%	92%	89%	14	64%	65%	46%	5	23%	24%	24%
Algebra I	Cypress Woods	At-Risk	205	183	89%	90%	87%	130	63%	64%	52%	74	36%	37%	22%
Algebra I	Cypress Woods	SPED	56	40	71%	72%	64%	24	43%	44%	25%	9	16%	17%	15%
Biology	Cypress Woods	All	784	766	98%	99%	99%	713	91%	92%	92%	486	62%	63%	62%
Biology	Cypress Woods	Hispanic	211	205	97%	98%	100%	190	90%	91%	90%	112	53%	54%	51%
Biology	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Woods	Asian	100	99	99%	100%	100%	93	93%	94%	98%	80	80%	81%	78%
Biology	Cypress Woods	African Am.	85	81	95%	96%	96%	68	80%	81%	88%	30	35%	36%	42%
Biology	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Woods	White	353	347	98%	99%	98%	330	93%	94%	94%	241	68%	69%	73%
Biology	Cypress Woods	Two or More	35	34	97%	98%	100%	32	91%	92%	89%	23	66%	67%	61%
Biology	Cypress Woods	Eco. Dis.	236	225	95%	96%	98%	192	81%	82%	88%	125	53%	54%	48%
Biology	Cypress Woods	Emergent Bilingual	26	23	88%	89%	98%	16	62%	63%	74%	6	23%	24%	21%
Biology	Cypress Woods	At-Risk	265	247	93%	94%	96%	201	76%	77%	78%	80	30%	31%	27%
Biology	Cypress Woods	SPED	60	47	78%	79%	82%	29	48%	49%	46%	6	10%	11%	18%
English I	Cypress Woods	All	803	713	89%	90%	93%	661	82%	83%	86%	311	39%	40%	37%
English I	Cypress Woods	Hispanic	222	193	87%	88%	91%	177	80%	81%	84%	63	28%	29%	26%
English I	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Woods	Asian	100	94	94%	95%	94%	92	92%	93%	89%	61	61%	62%	55%
English I	Cypress Woods	African Am.	88	69	78%	79%	90%	60	68%	69%	81%	19	22%	23%	18%
English I	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Woods	White	358	326	91%	92%	95%	303	85%	86%	90%	158	44%	45%	46%
English I	Cypress Woods	Two or More	35	31	89%	90%	92%	29	83%	84%	86%	10	29%	30%	50%
English I	Cypress Woods	Eco. Dis.	250	201	80%	81%	90%	182	73%	74%	78%	71	28%	29%	20%
English I	Cypress Woods	Emergent Bilingual	35	16	46%	47%	58%	12	34%	35%	46%	3	9%	10%	*
English I	Cypress Woods	At-Risk	289	206	71%	72%	80%	170	59%	60%	64%	37	13%	14%	8%
English I	Cypress Woods	SPED	62	23	37%	38%	50%	16	26%	27%	32%	2	3%	4%	8%
English II	Cypress Woods	All	776	714	92%	93%	92%	641	83%	84%	81%	143	18%	19%	22%
English II	Cypress Woods	Hispanic	207	186	90%	91%	91%	164	79%	80%	81%	26	13%	14%	17%
English II	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Woods	Asian	99	89	90%	91%	94%	87	88%	89%	85%	36	36%	37%	32%
English II	Cypress Woods	African Am.	89	80	90%	91%	81%	64	72%	73%	61%	11	12%	13%	6%
English II	Cypress Woods	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 Woods	White	355	335	94%	95%	96%	304	86%	87%	86%	68	19%	20%	27%
English II	Cypress Woods	Two or More	23	21	91%	92%	92%	20	87%	88%	83%	2	9%	10%	17%
English II	Cypress Woods	Eco. Dis.	212	183	86%	87%	84%	153	72%	73%	66%	21	10%	11%	10%
English II	Cypress Woods	Emergent Bilingual	31	15	48%	49%	62%	5	16%	17%	29%	0	0%	1%	*
English II	Cypress Woods	At-Risk	201	149	74%	75%	76%	98	49%	50%	46%	6	3%	4%	4%
English II	Cypress Woods	SPED	47	26	55%	56%	50%	12	26%	27%	24%	0	0%	1%	*
US History	Cypress Woods	All	820	797	97%	98%	99%	754	92%	93%	93%	628	77%	78%	70%
US History	Cypress Woods	Hispanic	233	229	98%	99%	98%	208	89%	90%	90%	162	70%	71%	60%
US History	Cypress Woods	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Woods	Asian	101	95	94%	95%	100%	92	91%	92%	98%	85	84%	85%	83%
US History	Cypress Woods	African Am.	96	90	94%	95%	99%	84	88%	89%	93%	57	59%	60%	62%
US History	Cypress Woods	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Woods	White	367	361	98%	99%	100%	348	95%	96%	93%	306	83%	84%	74%
US History	Cypress Woods	Two or More	22	21	95%	96%	96%	21	95%	96%	92%	18	82%	83%	73%
US History	Cypress Woods	Eco. Dis.	230	220	96%	97%	98%	195	85%	86%	86%	150	65%	66%	53%
US History	Cypress Woods	Emergent Bilingual	26	19	73%	74%	100%	12	46%	47%	82%	5	19%	20%	21%
US History	Cypress Woods	At-Risk	153	133	87%	88%	97%	101	66%	67%	77%	59	39%	40%	39%
US History	Cypress Woods	SPED	46	35	76%	77%	92%	26	57%	58%	58%	10	22%	23%	27%

College, Career, and Military Readiness (CCMR) Plans

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

Yearly Target Goals

2021	2022	2023	2024	2025
85%	87%	89%	91%	93%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	70%	79%	89%		91%			68%	72%		69%	87%	67%
2021-22	2022-23	72%	81%	91%	NA	93%	NA	NA	70%	74%	NA	71%	89%	69%
2022-23	2023-24	74%	83%	93%	NA	95%	NA	NA	72%	76%	NA	73%	91%	71%
2023-24	2024-25	76%	85%	95%	NA	97%	NA	NA	74%	78%	NA	75%	93%	73%
2024-25	2025-26	78%	87%	97%	NA	99%	NA	NA	76%	80%	NA	77%	95%	75%

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Updated July 2020 / HB

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.