Cypress-Fairbanks Independent School District

Cypress Creek High School

2022-2023

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global learners.

Vision

Shaping the future, one mind at a time.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

English I exceeded all previous targets for approaches and meets for all sub populations with the exception of the White sub population for and we were in with in 1% of reaching the target.

English II exceeded our target in approaches in the African American and LEP current sub populations and exceeded our target for the Hispanic, White, Eco Dis, and LEP current in meets.

Biology exceeded the target in meets for White sub population by 2 percentage points.

Biology met the target of 6% in masters for Special Education sub population.

Algebra exceeded all schools in our cluster. Only decreasing by 2% in approaches.

U.S. History maintained 57% in masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts Writing: Based on the 2022 STAAR data and test data from the 2021-22 school year, our Emerging Bilingual, At-Risk, and African American students struggle to meet standards in the English I and II EOC test. **Root Cause:** English Language Arts: Cypress Creek needs to continue to understand Emotional poverty and the effects, build relationships with students and connect the content. We need to focus on communication skills and reading. We need to work on increasing the foundational Language Arts skills of reading, writing, speaking, and listening.

Problem Statement 2: Math: Based on the 2022 STAAR data and test data from the 2021-22 school year, students need to move to the next level of Meets and Masters. **Root Cause:** Math: We need to provide increased individualized instruction, practice, and academic vocabulary that is aligned with the rigor of the EOC and the new question types.

Problem Statement 3: Science: Based on the 2022 STAAR data and test data from the 2021-22 school year, African American and Special Education sub populations performed the lowest. **Root Cause:** Science: We need to provide students with experiences that will enable them to attach vocabulary and connect learning with the real world.

Problem Statement 4: Social Studies: Based on the 2022 STAAR data and test data from the 2021-22 school year, our Special Ed, Emerging Bilingual students, and African American students scored lower than the district and cluster %. **Root Cause:** Social Studies: We need to ensure we are providing support to meet the individualized learning needs of all students, the use of anchor charts will be implemented to assist in connecting and highlighting cause and effect relationships and economic, social, political, and environmental aspects of US History.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Many of our Economically Disadvantaged students do not register due to lack of information, cost, or struggle to remain in these classes due to the level of rigor. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to work with parents and students to inform, encourage, and support will support the rigor of advanced courses.

Problem Statement 6: CTE Approved Industry Certifications: Our students do not see the relevance and value of the certifications and struggle to pay the fees for the certification tests. **Root Cause:** CTE Approved Industry Certifications: We need to help students make a connection between earning a certificate and high school and future employment opportunities.

Problem Statement 7: Graduation Rate: A significant amount of students are not on track to graduate in four years due to attendance. **Root Cause:** Graduation Rate: We need to help students catch up on credits that may have been lost due to attendance issues during the pandemic. Conduct informational meetings discussing financial assistance options.

Problem Statement 8: 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 Strengths

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

Cypress Creek continues to implement restorative discipline strategies and techniques which have continued to minimize the number of students placed outside of the classroom. Additionally, the faculty and staff continues to implement, follow, and adhere to all safety protocols and guidelines that are required surrounding drills and project safety lessons.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: A correlation between student attendance and student discipline exists, which has the potential of negatively influencing students' academic progress. **Root Cause:** School Culture and Climate: We need to work to ensure academic success for all students to reduce the number of mandatory ALC placements.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention.

Professional development opportunities specific to each job responsibility continue to build the teachers and paraprofessionals instructional strategies and techniques. Additionally, the faculty and staff at Cypress Creek High School are able to work collaboratively within their own professional learning communities to build and strengthen their teaching capacities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: When teachers and paraprofessionals are absent on particular days of the week, a shortage of substitutes causes other teachers to combine classes or lose one of their planning periods. **Root Cause:** Teacher/Paraprofessional Attendance: We need to work to reduce teacher absences on Mondays, Fridays, and days before/after a holiday.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

The parents and community of Cypress Creek High School continue to be engaged through various methods including: athletic events, fine art course performances, and academic/ advanced-level meetings. Furthermore, the campus has strengthened its efforts in translating informational meeting agendas to Spanish, implementing a Spanish Speaking Liaison role on our campus, providing teachers with a translating schedule of staff who are Spanish speaking to assist with parent phone calls, which helps to strengthen the campus' level of engagement with parents and the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Although the majority of the student population of Cypress Creek is minority, fewer minority parents attend school functions. **Root Cause:** Parent and Community Engagement: We need to provide parents with information on the benefits of attending campus events, provide various times for school events and work to have translation services available as needed.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

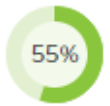
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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: End of Course Assessments: Algebra I, Biology, English I, English II, US History

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: English Language Arts: Teachers will conduct student conferences, model thinking aloud, incorporate annotation practice, and continue to build positive relationships with students to support the whole learner. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Director of Instruction, CIC's, AAS, English Department Chair, English I & II Team Leaders, In Class Support (Sped) English Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: English Language Arts Writing: Teachers will include structured analytical response strategies into lessons, provide feedback through writing conferences, and incorporate opportunities for students to write about what they are reading. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Director of Instruction, CIC's, AAS, English Department Chair, English I & II Team Leaders, In-Class Support (Sped) English Teachers			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Math: All Algebra teachers will utilize the same anchor charts and reference them during instruction to assist in vocabulary development. The Algebra team will analyze each assessment and identify areas requiring spiraling to target student needs. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Director of Instruction, CIC's, AAS, Math Department Chair, Algebra I Team Leader, In-Class Support (Sped) Algebra Teacher			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Science: Teachers will purposefully plan engaging lessons that include daily exit tickets and warm-ups connecting units of study. Teachers will use the Exit Ticket data to conference with students and determine lesson adjustments. Teachers will also continue to build relationships with students to understand and meet them where they are at, providing a supportive learning environment. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Director of Instruction, CIC's, AAS, Science Department Chair, Biology Team Leader, In-Class Support (Sped) Biology Teacher			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Social Studies: The social studies team will work together to plan lessons that incorporate skills to enhance specific content vocabulary. Social Studies teachers will also utilize anchor charts highlighting cause and effect relationships and economic, social, political, and environmental aspects of US History. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Director of Instruction, CICs, AAS, Social Studies Department Chair, US History Team Leader, In-Class Support (Sped) US History Teacher			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Campus administrators, the Dual Credit team, and current Advanced Placement and Dual Credit teachers will serve as a team in establishing outreach programs, including evening informational meetings that will be in English and Spanish. Campus administrators will host purposeful conferences with parents whose students have demonstrated academic ability of performing well in Advanced Placement and Dual Credit classes. -Our Dual Credit Team will provide financial aid information to our Economically disadvantaged students and parents through presentations at Open House, Emerging Bilingual Parent Night and host informational meetings through out the year. **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 10%. **Staff Responsible for Monitoring:** Director of Instruction, Coordinating Counselor, College & Career Specialist, Dual Credit Counselor, Student Alpha-Counselors			

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 7: CTE Approved Industry Certifications: Campus administrators and current CTE teachers will serve as a team in establishing outreach programs, including "Ask Me" Conference for all Freshman PACE students, Grade Level Parent Night, Elective night for Incoming Middle School students, and Emerging Bilingual Parent Night for current EB students. Flyers will also be sent home in English and Spanish informing students and parents of the CTE opportunities. Our College and Career Specialist will conduct Financial Aid presentations and CTE teachers and counselors will also work cohesively in conferencing with students ensuring they are aware of financial assistance and benefits of earning their certifications. We will execute data digs to determine areas of need and develop action plans to improve certifications. **Strategy's Expected Result/Impact:** The number of students earning an industry certification will increase by 10%. **Staff Responsible for Monitoring:** Director of Instruction, Coordinating Counselor, CTE Counselor, College & Career Specialist, CTE Department Chair, Business Department Chair			

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 8: Graduation Rate: To increase the campus graduation rate, the Coordinating Counselor, along with students' alpha-counselors, will annually review each students' transcript to ensure they are assigned to the appropriate courses. The counseling team, with the help of the Academic Achievement Specialists and the Special Education Administrator, will work to ensure students are on track by the end of their sophomore year in high school, which increases the chance of students graduating in a four-year time frame. **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:** Coordinating Counselor, Alpha-Counselors, Academic Achievement Specialists, Special Education Administrator			

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 9: Dropout Prevention: Coordinating Counselor, along with the Academic Achievement Specialists, students' alpha-counselors, Assistant Principal s, and DCR teacher will host individual conferences with students and parents who are potential dropouts and/or will not graduate within four years. Possible interventions, including Saturday School, DCR, CBE, will be discussed. Plans and contracts will be put in place to guide and support parents and students. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** Associate Principal, Coordinating Counselor, Academic Achievement Specialist, Assistant Principals, Counselors			

Strategy 10 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 10: 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:** Director of Instruction, CIC's, Core Department Chairs (i.e. math, English, science, social studies), In-Class Support (Sped) teachers, Special Ed Administrator, Academic Achievement Specialists			

 No Progress Accomplished Continue/Modify Discontinue

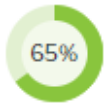
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the 2022-23 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		
	Formative		
	Nov	Feb	May
Strategy 1: Summer Learning/Enrichment: Cougar Camp **Strategy's Expected Result/Impact:** Freshman students will become acclimated to high school faster and with more connections to be able to adhere to the standards of high school to make positive growth towards graduation. We will compare the passing rate of the Freshman class of 2022 to the class of 2023. We want a growth of 7% on EOC passing rate, attendance, discipline and promotions to the next grade level. **Staff Responsible for Monitoring:** Director of Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Accelerated Instruction: All students needing AI hours will be invited to three Saturdays in the Fall, three Saturdays in the Spring, and after school tutorials. Fifty-one hours will be provided. **Strategy's Expected Result/Impact:** Students attending the 2022-2023AI will close the learning gap in all core areas increasing success in the core content classes and increase their EOC scores in December 2022 and spring 2023. Students attending the 2022-2023 AI will eliminate zeros in core classes, obtain all core credits by the end of their sophomore year, ensuring they are on track for graduation. This goal directly relates to our CIP goal to increase the campus graduation rate to 90% or higher or increase of .10%. **Staff Responsible for Monitoring:** Director of Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Professional Staffing: Class size reduction teacher (Algebra I) **Strategy's Expected Result/Impact:** Smaller classes will allow teachers to focus on students' gaps and give more one on one instruction that allows teachers to differentiate and meets students' individual learning needs. We will raise the passing rate of students in Algebra 1 by 5% and passing the EOC exam by 3%. $79000 for the teacher and $1000 for substitute pay **Staff Responsible for Monitoring:** Director of Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Mental Health Supports: PBIS Rewards and Navigate 360 Suite. **Strategy's Expected Result/Impact:** We want to decrease the amount of days students spend in DMC, SAH and DAEP by giving them alternative ways to handle emotional situations and process through it. We want to decrease the amount of days students are placed in DMC, SAH and DAEP by 10% by conducting school wide lessons with Suite 360 and using it as an alternative lesson instead of a DMC, SAH, DAEP placement. This lessons will address social and emotional learning. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction and Coordinating Counselor			

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: State Compensatory Education: Hired 1 additional Algebra Teacher to support our Emerging Bilingual Students. **Strategy's Expected Result/Impact:** Increased passing rates in the course, credit is earned, increased EOC passing rate	55%		

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		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: By utilizing a "HELP" communication tool, along with the reinforcements of clear backpacks, ID's, and face masks, we will create an environment that is safe and conducive to learning. These limited interruptions will enhance first-time instruction in the classroom. **Strategy's Expected Result/Impact:** Students will be receiving instruction due to fewer students lingering in the hallways. Fewer non-compliance disruptions will occur. An increase in the quality and delivery of first-time instruction will be noted. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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:** Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers			

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Student Attendance: A campus-specific monitoring system will be initiated in order to immediately address teachers who are not accurately submitting their attendance in a timely manner. Appraisers will address teachers individually. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 98%. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers			

 No Progress Accomplished Continue/Modify Discontinue

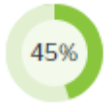
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

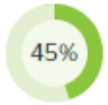
Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

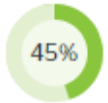
Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Restorative Discipline: Teachers struggling with classroom management techniques that lead to student office referrals will be supported by Campus Instructional Coaches and Appraisers. Assistant principals will utilize the CFISD Code of Conduct, the districts suggested restorative interventions list, and the Cy Creek behavior continuum, developed by the Assistant Principals, to guide and support students who are struggling to adhere to the campus expectations. **Strategy's Expected Result/Impact:** Classroom discipline referrals will be decreased by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, CICs			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: In School Suspensions: Faculty and staff will actively participate in the following professional learning and training: -Book Studies and Staff Presentations with planning incorporated (i.e. ,Thank You For Smiling, by Soul Singh), -Campus professional development focused on building relationships and understanding Emotional Poverty -Tour of attendance zone to see where our students are coming from, their neighborhoods and surrounding community. -Promotion of PBIS. -Emerging Bilingual Support -Special Education Lunch and Learns Through these professional learning and training, our faculty and staff will gather different approaches of more effectively working with our students (i.e. SPED African American) to reduce the number of In School Suspension placements and increase the level and quality of first-time instruction. **Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will be reduced by 50%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Out of School Suspensions: Faculty and staff will actively participate in the following professional learning and training: -Book Studies and Staff Presentations with planning incorporated (i.e. ,Thank You For Smiling, by Soul Singh), -Campus professional development focused on building relationships and understanding Emotional Poverty -Tour of attendance zone to see where our students are coming from, their neighborhoods and surrounding community. -Promotion of PBIS. -Emerging Bilingual Support -Special Education Lunch and Learns Through these professional learning and training, our faculty and staff will gather different approaches of more effectively working with our students (i.e. SPED African American) to reduce the number of In School Suspension placements and increase the level and quality of first-time instruction. **Strategy's Expected Result/Impact:** Will not be disproportional according to our student body demographics. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Faculty and staff will actively participate in the following professional learning and training: -Book Studies and Staff Presentations with planning incorporated (i.e. ,Thank You For Smiling, by Soul Singh), -Campus professional development focused on building relationships and understanding Emotional Poverty -Tour of attendance zone to see where our students are coming from, their neighborhoods and surrounding community. -Promotion of PBIS. -Emerging Bilingual Support -Special Education Lunch and Learns Through these professional learning and training, our faculty and staff will gather different approaches of more effectively working with our students (i.e. SPED African American) to reduce the number of In School Suspension placements and increase the level and quality of first-time instruction. **Strategy's Expected Result/Impact:** DAEP placements of African American students will be reduced by 50% **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Violence Prevention: Faculty and staff will actively participate in the following professional learning and training: -Book Studies and Staff Presentations with planning incorporated (i.e. ,Thank You For Smiling, by Soul Singh), -Campus professional development focused on building relationships and understanding Emotional Poverty -Tour of attendance zone to see where our students are coming from, their neighborhoods and surrounding community. -Promotion of PBIS. -Emerging Bilingual Support -Special Education Lunch and Learns Additionally, specific faculty/staff will be trained on and will utilize Suite 360 and Everyday Speech programs in order to assist in reducing students' violent behaviors in school. Through these professional learning and training, our faculty and staff will gather different approaches of more effectively working with our students (i.e. SPED African American) to reduce the number of In DAEP placements and increase the level and quality of first-time instruction. **Strategy's Expected Result/Impact:** Violent Incidents will be reduced by 50%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

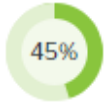
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teacher/Paraprofessional Attendance: The administrative team will provide incentives, including consumable treats and other rewards for teachers and paraprofessionals who exemplify attendance practices. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction	45%		

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
Teacher feedback/Survey

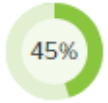
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High-Quality Professional Development: Teachers will receive additional professional development in the following areas: Emotional Poverty Supporting Emerging Bilinguals Developing Personal Professional Goals and Goal for student growth. **Strategy's Expected Result/Impact:** Teachers will develop their instructional and relational capacity to effectively teach and build relationships with their students. **Staff Responsible for Monitoring:** Director of Instruction, CICs, Department Chairs, Team Leaders, Appraisal Team			

 No Progress 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: Communication with parents
Translated documents
Agendas for events with dates/times

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: Through community outreach programs, including Cougar Camp (9th grade orientation), 10th-12th Orientation, bilingual parent meetings and events, Spanish Speaking Secretaries Translating Schedule to assist staff with contact, and the implementation of our Spanish Speaking Liaison, will see an increase of minority students' parents attending school-related activities. We will also use our new Cougar Links, parents and students are able access all Cy Creek information through a QR code. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Dir of Instruction			

 No Progress Accomplished Continue/Modify Discontinue

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		2023 Approaches Incremental Growth Target	% Approaches Growth Needed	2022: Meets Grade Level		2023 Meets Incremental Growth Target	% Meets Growth Needed	2022: Masters Grade Level		2023 Masters Incremental Growth Target	% Masters Growth Needed
			#	#	%			#	%			#	%		
Algebra I	Cypress Creek	All	671	559	83%	88%	5%	321	48%	53%	5%	153	23%	28%	5%
Algebra I	Cypress Creek	Hispanic	288	248	86%	90%	4%	147	51%	55%	4%	74	26%	30%	4%
Algebra I	Cypress Creek	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Creek	Asian	28	27	96%	100%	4%	21	75%	79%	4%	14	50%	54%	4%
Algebra I	Cypress Creek	African Am.	245	187	76%	83%	7%	91	37%	44%	7%	28	11%	18%	7%
Algebra I	Cypress Creek	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Creek	White	80	70	88%	92%	4%	46	58%	62%	4%	30	38%	42%	4%
Algebra I	Cypress Creek	Two or More	28	25	89%	92%	3%	15	54%	57%	3%	6	21%	24%	3%
Algebra I	Cypress Creek	Eco. Dis.	457	368	81%	86%	5%	193	42%	47%	5%	86	19%	24%	5%
Algebra I	Cypress Creek	Emergent Bilingual	99	72	73%	79%	6%	34	34%	40%	6%	19	19%	25%	6%
Algebra I	Cypress Creek	At-Risk	464	375	81%	85%	4%	196	42%	46%	4%	85	18%	22%	4%
Algebra I	Cypress Creek	SPED	77	36	47%	50%	3%	11	14%	17%	3%	4	5%	8%	3%
Biology	Cypress Creek	All	921	787	85%	90%	5%	565	61%	72%	11%	194	21%	33%	12%
Biology	Cypress Creek	Hispanic	370	313	85%	88%	3%	208	56%	65%	9%	67	18%	25%	7%
Biology	Cypress Creek	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Creek	Asian	71	69	97%	98%	1%	62	87%	90%	3%	35	49%	70%	21%
Biology	Cypress Creek	African Am.	286	220	77%	88%	11%	134	47%	59%	12%	17	6%	18%	12%
Biology	Cypress Creek	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Creek	White	153	144	94%	97%	3%	126	82%	89%	7%	64	42%	53%	11%
Biology	Cypress Creek	Two or More	38	38	100%	100%	0%	33	87%	96%	9%	11	29%	31%	2%
Biology	Cypress Creek	Eco. Dis.	562	458	81%	86%	5%	298	53%	62%	9%	77	14%	22%	8%
Biology	Cypress Creek	Emergent Bilingual	103	64	62%	66%	4%	27	26%	30%	4%	3	3%	5%	2%
Biology	Cypress Creek	At-Risk	532	423	80%	84%	4%	237	45%	54%	9%	38	7%	12%	5%
Biology	Cypress Creek	SPED	74	37	50%	65%	15%	14	19%	30%	11%	1	1%	7%	6%
English I	Cypress Creek	All	977	690	71%	75%	4%	556	57%	65%	8%	138	14%	20%	6%
English I	Cypress Creek	Hispanic	401	283	71%	75%	4%	219	55%	60%	5%	40	10%	15%	5%
English I	Cypress Creek	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Creek	Asian	74	66	89%	90%	1%	60	81%	85%	4%	28	38%	45%	7%
English I	Cypress Creek	African Am.	298	166	56%	70%	14%	118	40%	50%	10%	14	5%	12%	7%
English I	Cypress Creek	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	% Approaches Growth Needed	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	% Meets Growth Needed	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	% Masters Growth Needed
English I	Cypress Creek	White	160	140	88%	95%	7%	126	79%	85%	6%	52	33%	40%	7%
English I	Cypress Creek	Two or More	41	33	80%	95%	15%	31	76%	82%	6%	4	10%	15%	5%
English I	Cypress Creek	Eco. Dis.	605	380	63%	70%	7%	286	47%	55%	8%	54	9%	12%	3%
English I	Cypress Creek	Emergent Bilingual	120	48	40%	45%	5%	23	19%	25%	6%	1	1%	2%	1%
English I	Cypress Creek	At-Risk	597	350	59%	65%	6%	234	39%	45%	6%	22	4%	7%	3%
English I	Cypress Creek	SPED	76	20	26%	35%	9%	8	11%	15%	4%	0	0%	1%	1%
English II	Cypress Creek	All	871	679	78%	83%	5%	546	63%	70%	7%	95	11%	15%	4%
English II	Cypress Creek	Hispanic	377	286	76%	80%	4%	214	57%	64%	7%	21	6%	10%	4%
English II	Cypress Creek	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Creek	Asian	96	89	93%	95%	2%	81	84%	90%	6%	32	33%	48%	15%
English II	Cypress Creek	African Am.	237	163	69%	75%	6%	119	50%	58%	8%	8	3%	7%	4%
English II	Cypress Creek	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Creek	White	143	125	87%	93%	6%	119	83%	88%	5%	29	20%	35%	15%
English II	Cypress Creek	Two or More	17	15	88%	93%	5%	12	71%	76%	5%	5	29%	35%	6%
English II	Cypress Creek	Eco. Dis.	505	371	73%	77%	4%	280	55%	60%	5%	35	7%	15%	8%
English II	Cypress Creek	Emergent Bilingual	88	38	43%	48%	5%	12	14%	22%	8%	0	0%	1%	1%
English II	Cypress Creek	At-Risk	413	245	59%	65%	6%	138	33%	42%	9%	3	1%	2%	1%
English II	Cypress Creek	SPED	70	29	41%	45%	4%	18	26%	30%	4%	0	0%	1%	1%
US History	Cypress Creek	All	740	682	92%	95%	3%	566	76%	80%	4%	380	51%	60%	9%
US History	Cypress Creek	Hispanic	282	254	90%	93%	3%	208	74%	80%	6%	123	44%	50%	6%
US History	Cypress Creek	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Creek	Asian	69	69	100%	100%	0%	67	97%	98%	1%	59	86%	87%	1%
US History	Cypress Creek	African Am.	195	167	86%	90%	4%	116	59%	70%	11%	66	34%		
US History	Cypress Creek	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Creek	White	175	175	100%	100%	0%	162	93%	100%	7%	123	70%	75%	5%
US History	Cypress Creek	Two or More	17	15	88%	90%	2%	12	71%	90%	19%	9	53%	60%	7%
US History	Cypress Creek	Eco. Dis.	414	370	89%	93%	4%	288	70%	90%	20%	172	42%	45%	3%
US History	Cypress Creek	Emergent Bilingual	64	47	73%	75%	2%	28	44%	50%	6%	10	16%	17%	1%
US History	Cypress Creek	At-Risk	318	267	84%	85%	1%	171	54%	55%	1%	72	23%	25%	2%
US History	Cypress Creek	SPED	43	30	70%	72%	2%	10	23%	30%	7%	5	12%	15%	3%

Cypress Creek

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 76% to 84% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
76%	78%	80%	82%	84%

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	60%	75%	82%		91%			84%	71%		71%	81%	56%
2021-22	2022-23	62%	77%	84%	NA	93%	NA	NA	86%	73%	NA	73%	83%	58%
2022-23	2023-24	64%	79%	86%	NA	95%	NA	NA	88%	75%	NA	75%	85%	60%
2023-24	2024-25	66%	81%	88%	NA	97%	NA	NA	90%	77%	NA	77%	87%	62%
2024-25	2025-26	68%	83%	90%	NA	99%	NA	NA	92%	79%	NA	79%	89%	64%

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.