# Cypress-Fairbanks Independent School District

# Cypress Ranch High School

# 2019-2020

# Mission Statement

Cypress Ranch is committed to a safe learning environment that teaches respect for self and others while encouraging creativity and perseverance.

# Vision

To prepare students for a lifetime of learning, productivity, and service as innovative, responsible, compassionate citizens.

# Value Statement

We are committed to:

- Collaborating together
- Achieving on all levels
- Analyzing relevant data
- Admitting to failure and changing course
- Becoming a Professional Learning Community

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# Comprehensive Needs Assessment

**Revised/Approved: September 03, 2019**

## Student Achievement

### Student Achievement Summary

### Student Achievement Strengths

The following strength were identified based on a review of the 2018-19 data:

- Student Achievement: 95
- College, Career, and Military Readiness: 96
- Graduation Rate: 95
- School Progress: 92

Distinction Designation Areas:

- Academic Achievement: Mathematics
- Top 25% Comparative Academic Growth
- Top 25% Postsecondary Readiness
- Top 25% Comparative Closing the Gaps

National Merit Scholars

2 Semifinalists

18 Commended

11 Hispanic

Boys Basketball Won District

FCCLA Region IV - 2 students placed 1st in Food Innovations

FCCLA Region IV - 1 student placed 4th in Fashion Construction

FCCLA State - 1 student placed 4th at State in Fashion Construction Event

HEAT - Houston Area Competition 2 students placed 3rd in Banquet Setup Relay

HEAT - Houston Area Competition 1 student placed 5th in Job Interview

HEAT - Houston Area Competition 1 student placed 2nd in Safety and Sanitation Exam

HEAT - Houston Area Competition 1 student placed 4th in Plate Design

District Cupcake Battle - 1 student won Best Display/Presentaion

FFA Area Career Development Event Contest - Livestock judging team placed 4th, 1 student 8th place individual, Homesite Evaluaton Team placed 2nd, 1 student 1st placed individual, 1 student placed 5th individual, Meat Evaluation Team placed 4th, 1 student 9th place individual, 1 student Horse 6th place individual --- all advancing to State

CFISD Livestock Show - 1 student Grand Champion Market Steer, Champion Breeding Heifer, Champion Steet Showmanship, Champion Swine Showmanship, 1 student Grand Champion Market Goat, Reserve Champion Goat Showmanship, 1 student Reserve Champion Market Broilers, 1 student Champion Goat Showmanship, 1 student Grand Champion Market Rabbits and Grand Champion Breeding Rabbit

CFISD Livestock Show - Cypress Ranch FFA students placed 29 of 56 livestock projects into the live auction That made up 25% of the school districts auction spots

Accounting UIL - One accounting UIL team member advanced to the Regional meet at Baylor University

QuickBooks Certification - 100% of Accounting II students passed the QuickBooks Certification Exam

No Place For Hate and PBIS Campus

Volleyball - Co-District Champs

Classics Competition - Won 1st place overall team and officers for the first time in school history

Softball - District Champs

Softball Playoffs - Regional Semifinalists

Swim & Dive - Boys and Girls 3rd place at districts

Water Polo - 1st place in district

Girls Cross Country - 3rd place Team District finish and Regional Team Finalist

Girls Track - 3rd place Team finish, serveral individuals advanced to the area Area Meet, Regional Meet, and State Track Meet

Girls Basketball - 2018-2019 District Champs

Girls Basketball - Regional Quarter Finalist

Tennis - Fall team tennis District Champs (5 peat); Area Champ & Regional Quarterfinal

Tennis - Spring District Champs - Boys, 7 in a row and Girls, 4 in a row. 5 out of maximum 10 entries made it to Regional. 2 players 3rd place finish at Regionals in girls singles and boys doubles

Boys Soccer - District Champs

Boys Cross Country - 1 student qualified for regionals

Baseball - District 14 6A Champions

Baseball - Region 2 Finalist

Girls Soccer - Region II 14-6A District Play - 2nd Place in District

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1**: English Language Arts: English I-There is a gap in the "meets" success rate of economically disadvantaged students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students. **Root Cause**: English Language Arts: English I- Students were not exposed to some of the vocabulary that is used on the test. English II- Students have a low stamina for sustained reading and a lack of reading strategies.

**Problem Statement 2**: English Language Arts -Writing: English I- There is a gap in the "meets" success rate of economically disadvantaged students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students. **Root Cause**: English Language Arts- Writing: English I- Students worked so hard to follow the requirements of an expository writing style that they did not

allow themselves to explore all options in their essays. English II- Student essays are lacking clarity and coherence.

**Problem Statement 3**: Math: There is a gap in the "masters" success rate of economically disadvantaged students when compared to all students. **Root Cause**: Math: Students grasp the math concepts but are often unable to solve the problem due to a lack of vocabulary.

**Problem Statement 4**: Science: There is a gap in the "meets" success rate of economically disadvantaged students compared to all students. **Root Cause**: Science: Students were not familiar with the structure of some questions and the varied vocabulary found in other questions.

**Problem Statement 5**: Social Studies: There is a gap in the "masters" success rate of economically disadvantaged students when compared to all students. **Root Cause**: Social Studies: Students have a combined lack of knowledge of "common knowledge" words and more difficult vocabulary words.

**Problem Statement 6**: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students are underrepresented in advanced level courses. **Root Cause**: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Students do not know the short and long term benefits of advanced level classes.

**Problem Statement 7**: CTE Approved Industry Certifications: Students enrolled in CTE courses are not earning certifications. **Root Cause**: CTE Approved Industry Certifications: Students do not see a benefit in pursuing certification.

**Problem Statement 8**: Graduation Rate: Not all seniors graduated. **Root Cause**: Graduation Rate: Students lose credit for courses and fall behind in their four year plan.

# School Culture and Climate

### School Culture and Climate Summary

### School Culture and Climate Strengths

The following are the strengths of the campus in regard to School Culture and Climate:

At Cypress Ranch, the main goal is that all students learn. We work hard to maintain rigor in the classroom while supporting students through their educational journey. At Cypress Ranch, the motto is "It's A Great Day To Be A Mustang", and we work together to make sure that every day is great.

While our students and staff already have a great deal of school spirit, this is always an area where we can continue to grow. With our recent change in attendance zones, we will continue to work to cultivate Mustang pride with all students- those who have been in the family before and those who are new.

We have made great strides in improving our employee satisfaction but will continue to work to make it better. We will actively seek ways to recognize our staff for their hard work and dedication to Cypress Ranch.

We also see a need to decrease discipline which removes students from the classroom. In an effort for students to remain in the classroom and benefit from quality first time instruction, we will work towards a culture that embraces restorative discipline.

Our student were in attendance 95.1% of the school year. We feel that while this is a strength, it is also an area where we should continue to grow and improve.

Campus Safety is another area where we feel we can never stop improving. We strive for all of our students and staff to feel safe when they are at Cypress Ranch. At the end of the 2018-2019 school year, 96% of our staff agreed that procedures had been implemented to keep them safe at work.

The following are the strengths of the campus in regard to School Culture and Climate:

We work hard to make sure that we recognize and encourage each other. The last two years, we have changed the ways that we recognize staff members for their hard work. We now begin each staff meeting with "Five Minutes of Fame" where anyone can share not only their own success but the success of others. Additionally, each month appreciation is shown to the staff with a themed event. As a result, 95% of staff state that recognition is built into our school culture. We believe that when our staff feels valued and appreciated that they will pass that on to our students who will in turn, feel like they are part of our extended Mustang Family.

We are proud of our 95.1% attendance rate. We believe that we have created a culture where students want to be in school. We work hard to help all students connect to at least one club, organization, or group. Feeling like you belong to the Mustang Family plays an important role not only in attendance

but also in school safety.

Just like we work hard to make sure our staff is supported, we work hard to help students feel supported as well. With mentoring programs such as 'Stang Support and Pony Up, we have built-in supports to help ensure students' emotional and academic success. Now in it's fourth year, 'Stang Support supplements the regular educational program for the benefit of at-risk students in an effort to ease the transition from middle school to high school. Staff mentors work with the students over the span of their high school years to increase academic achievement and reduce the drop-out rate by supporting positive school-related attitudes, performance, and behavior. Pony Up pairs upperclassmen with freshman to help navigate 9th grade from a student's point of view. The program strategically covers topics relevant to the academic and social needs of high school students. We feel like this sense of belonging that is created by these programs supports our attendance and campus safety goals.

Campus Safety continues to be one of the most important topics that we address. Last year, we saw the addition of the security vestibule, the change to clear backpacks and ID badges. We have met these changes with an unanticipated amount of buy-in and compliance. Staff and students alike have invested in these changes for the greater good of the campus.

On the 2018-2019 Employee Perception Survey, our staff overwhelmingly responded Strongly Agree/Agree to the following questions:

- 97%- at this school, opportunities exist for me to think for myself.
- 95%- at this school, opportunities for professional growth are available.
- 96%- at this school, quality work is expected of me.
- 95%- at this school, collaboration is encouraged.
- 94%- at this school, staff recognition is built into the school culture.

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

**Problem Statement 1**: School Culture and Climate: Our student attendance rate dropped slightly. **Root Cause**: School Culture and Climate: We need to be quicker to react when students have multiple absences.

# Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

### Staff Quality, Recruitment, and Retention Strengths

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

One of our top priorities is hiring highly-qualified staff. We employ various strategies to recruit and retain quality staff members. We take time to thoroughly interview and get to know prospective employees.

Throughout the year, we support our new teachers through the New Teacher Mentor Program. Under the guidance of our lead mentor, teachers are supported as we approach key points of the school year. New teachers are also paired with a curriculum based mentor to help them navigate their first year of teaching.

Recognizing the value of staff development, we strive to offer a variety of staff development opportunities on campus. From book studies to technology training and teacher share sessions, we know that by offering opportunities on our campus for growth we will reap the benefits of our own investment. 92% of our staff felt that there were opportunities for professional growth available to them.

We take pride in making sure that our teacher leaders continue to grow. Department Chair and Team Leader meetings focus both on school business and leadership growth. As a result, we have strong teams that support each other personally and professionally. We believe that this camaraderie will help our teacher attendance rate to improve. For the 2018-2019 school year, our teachers were in attendance 96% of the time.

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

**Problem Statement 1**: Teacher/Paraprofessional Attendance: Teacher and Paraprofessional absences decrease the quality of first time instruction. **Root Cause**: Teacher/Paraprofessional Attendance: We need to support provide better support to teachers during the times we know to be our peak periods for absences.

# Parent and Community Engagement

### Parent and Community Engagement Summary

### Parent and Community Engagement Strengths

Our VIPS are a vital part of our success and are on campus on a daily basis. We have created a welcoming school culture where parents are encouraged to take an active role in their child's education.

Our teachers maintain school websites to keep parents informed of activities within the classroom. We have numerous parent nights, curriculum nights, and grade level meetings. Last year we added "Pony Up for Parents" to our list of events held in order to help our parents be active and knowledgeable members of the Cypress Ranch family. Pony Up for parents is designed to help with specific information needed to help parents support their children as they transition to high school.

We hold a special meeting for our freshman parents at Mustang Corral where we work to lay a positive groundwork and give parents insight into high school.

Our counselors host grade-level parent meetings each year to address the specific needs of students in that particular grade.

For the third year, Cypress Ranch and our community partners hosted a pep rally in order to continue to strengthen the bond between the school and the community.

Finally, almost all of our clubs find community service as one of the est ways to contribute to our community. This allows them the opportunity not only to serve others, but to reach out to members of the community and introduce them to Cypress Ranch.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1**: Parent and Community Engagement: Parents are sometimes unaware of meetings or opportunities that are available. **Root Cause**: Parent and Community Engagement: There are many opportunities available to parents and student but there is no central source to find this information.

# Priority Problem Statements

**Problem Statement 1**: English Language Arts: English I-There is a gap in the "meets" success rate of economically disadvantaged students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students.

**Root Cause 1**: English Language Arts: English I- Students were not exposed to some of the vocabulary that is used on the test. English II- Students have a low stamina for sustained reading and a lack of reading strategies.

**Problem Statement 1 Areas**: Student Achievement

**Problem Statement 2**: English Language Arts -Writing: English I- There is a gap in the "meets" success rate of economically disadvantaged students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students.

**Root Cause 2**: English Language Arts- Writing: English I- Students worked so hard to follow the requirements of an expository writing style that they did not allow themselves to explore all options in their essays. English II- Student essays are lacking clarity and coherence.

**Problem Statement 2 Areas**: Student Achievement

**Problem Statement 3**: Math: There is a gap in the "masters" success rate of economically disadvantaged students when compared to all students.

**Root Cause 3**: Math: Students grasp the math concepts but are often unable to solve the problem due to a lack of vocabulary.

**Problem Statement 3 Areas**: Student Achievement

**Problem Statement 4**: Science: There is a gap in the "meets" success rate of economically disadvantaged students compared to all students.

**Root Cause 4**: Science: Students were not familiar with the structure of some questions and the varied vocabulary found in other questions.

**Problem Statement 4 Areas**: Student Achievement

**Problem Statement 5**: Social Studies: There is a gap in the "masters" success rate of economically disadvantaged students when compared to all students.

**Root Cause 5**: Social Studies: Students have a combined lack of knowledge of "common knowledge" words and more difficult vocabulary words.

**Problem Statement 5 Areas**: Student Achievement

**Problem Statement 6**: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students are underrepresented in advanced level courses.

**Root Cause 6**: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Students do not know the short and long term benefits of advanced level classes.

**Problem Statement 6 Areas**: Student Achievement

**Problem Statement 7**: CTE Approved Industry Certifications: Students enrolled in CTE courses are not earning certifications.

**Root Cause 7**: CTE Approved Industry Certifications: Students do not see a benefit in pursuing certification.

**Problem Statement 7 Areas**: Student Achievement

**Problem Statement 8**: Graduation Rate: Not all seniors graduated.

**Root Cause 8**: Graduation Rate: Students lose credit for courses and fall behind in their four year plan.

**Problem Statement 8 Areas**: Student Achievement

**Problem Statement 9**: School Culture and Climate: Our student attendance rate dropped slightly.

**Root Cause 9**: School Culture and Climate: We need to be quicker to react when students have multiple absences.

**Problem Statement 9 Areas**: School Culture and Climate

**Problem Statement 10**: Teacher/Paraprofessional Attendance: Teacher and Paraprofessional absences decrease the quality of first time instruction.

**Root Cause 10**: Teacher/Paraprofessional Attendance: We need to support provide better support to teachers during the times we know to be our peak periods for absences.

**Problem Statement 10 Areas**: Staff Quality, Recruitment, and Retention

**Problem Statement 11**: Parent and Community Engagement: Parents are sometimes unaware of meetings or opportunities that are available.

**Root Cause 11**: Parent and Community Engagement: There are many opportunities available to parents and student but there is no central source to find this information.

**Problem Statement 11 Areas**: Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dual-credit and/or college prep course completion data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- School safety data

**Employee Data**

- Staff surveys and/or other feedback

**Parent/Community Data**

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

# 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 May 2020, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Source(s) 1:** End of Course Assessments: Algebra I, Biology, English I, English II, U.S. History

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Nov | Feb | June |
| **TEA Priorities**<br>Build a foundation of reading and math<br>1) English Language Arts:<br>English I- We will use context clues to help support students in their acquisition of test specific vocabulary and other unknown vocabulary identified in mentor texts.<br><br>English II- We will increase student choice allowing students to choose personally relevant, high-interest, diverse books in an effort to have students read every day. | English Teams, English Department Chair | Meet or exceed the targets on the attached CIP target table.<br><br>English I- Students will become familiar with a wide range of vocabulary which will result in higher scores on the EOC exam.<br><br>English II- Student stamina for independent reading will increase. | 25% | | |
| | **Problem Statements**: Student Achievement 1 | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Nov | Feb | June |
| **TEA Priorities**<br>Build a foundation of reading and math<br>2) English Language Arts (Written Composition):<br><br>English I- We will teach students to blend their personal narratives and expository writing by using their personal experiences.<br><br>English II- We will teach students how to connect their lives to the writing process. | English Teams, English Department Chair | Meet or exceed the targets on the attached CIP target table.<br><br>Students will improve the quality of their writing resulting in a higher composition score on the EOC. | 25% | | |
| | **Problem Statements**: Student Achievement 2 | | | | |
| **TEA Priorities**<br>Build a foundation of reading and math<br>3) Math:<br>We will help students to understand the vocabulary used in word problems and how to make connections to the strategies needed to solve the problems. | Algebra Team, Math Department Chair | Meet or exceed the targets on the attached CIP target table.<br><br>Students will become familiar with the language of word problems and the process required to solve the problems resulting in increased scores on the EOC. | 45% | | |
| | **Problem Statements**: Student Achievement 3 | | | | |
| 4) Science:<br>We will couple unknown vocabulary from released test questions with known vocabulary and context clues to help expose students to a variety of vocabulary. | Biology Team, Science Department Chair | Meet or exceed the targets on the attached CIP target table.<br><br>Students will become familiar with varied academic vocabulary and as a result increase their scores on the EOC exam. | 25% | | |
| | **Problem Statements**: Student Achievement 4 | | | | |
| 5) Social Studies:<br>We will pair difficult vocabulary words with easier or more common words to help build students capacity when tackling test questions. | US History Team, Social Studies Department Chair | Meet or exceed the targets on the attached CIP target table.<br><br>Students will increase their vocabulary and as a result increase their score on the EOC. | 25% | | |
| | **Problem Statements**: Student Achievement 5 | | | | |
| **TEA Priorities**<br>Connect high school to career and college<br>6) Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses:<br>We will identify students who qualify for and would be successful in advanced level/dual credit courses and work with students and parents to understand how advanced level courses my benefit them. | Academic Achievement Specialist, Counselors, Director of Instruction | The number of economically disadvantaged students enrolled in advanced courses/dual credit courses and earning credit in these courses will increase by 5%. | 25% | | |
| | **Problem Statements**: Student Achievement 6 | | | | |
| **TEA Priorities**<br>Connect high school to career and college<br>7) CTE Approved Industry Certifications:<br>We will work to educated students and parents on the benefits of certifications. | CTE Teachers, CTE Department Chair, CTE Counselor, Director of Instruction | The number of students earning an industry certification will increase by 5%. | 50% | | |
| | **Problem Statements**: Student Achievement 7 | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Nov | Feb | June |
| **TEA Priorities**<br>Connect high school to career and college<br>8) Graduation Rate:<br>We will expand our Senior Watch list to include underclassmen who begin to fall behind in their four year plan. | Academic Achievement Specialist, Counselors, Director of Instruction | Graduation rates for the following student groups will increase by the following percentages:<br><br>All: 0.1%<br>African American: 0.1%<br>Hispanic: 0.1%<br>White: 0.1%<br>Economically Disadvantaged: _0.1% | 30% | | |
| | **Problem Statements**: Student Achievement 8 | | | | |

100% = Accomplished 0% = No Progress = Discontinue

## Performance Objective 1 Problem Statements:

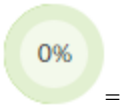
| Student Achievement |
|---|
| **Problem Statement 1**: English Language Arts: English I-There is a gap in the "meets" success rate of economically disadvantaged students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students. **Root Cause 1**: English Language Arts: English I- Students were not exposed to some of the vocabulary that is used on the test. English II- Students have a low stamina for sustained reading and a lack of reading strategies. |
| **Problem Statement 2**: English Language Arts -Writing: English I- There is a gap in the "meets" success rate of economically disadvantaged students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students. **Root Cause 2**: English Language Arts- Writing: English I- Students worked so hard to follow the requirements of an expository writing style that they did not allow themselves to explore all options in their essays. English II- Student essays are lacking clarity and coherence. |
| **Problem Statement 3**: Math: There is a gap in the "masters" success rate of economically disadvantaged students when compared to all students. **Root Cause 3**: Math: Students grasp the math concepts but are often unable to solve the problem due to a lack of vocabulary. |
| **Problem Statement 4**: Science: There is a gap in the "meets" success rate of economically disadvantaged students compared to all students. **Root Cause 4**: Science: Students were not familiar with the structure of some questions and the varied vocabulary found in other questions. |
| **Problem Statement 5**: Social Studies: There is a gap in the "masters" success rate of economically disadvantaged students when compared to all students. **Root Cause 5**: Social Studies: Students have a combined lack of knowledge of "common knowledge" words and more difficult vocabulary words. |
| **Problem Statement 6**: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students are underrepresented in advanced level courses. **Root Cause 6**: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Students do not know the short and long term benefits of advanced level classes. |
| **Problem Statement 7**: CTE Approved Industry Certifications: Students enrolled in CTE courses are not earning certifications. **Root Cause 7**: CTE Approved Industry Certifications: Students do not see a benefit in pursuing certification. |
| **Problem Statement 8**: Graduation Rate: Not all seniors graduated. **Root Cause 8**: Graduation Rate: Students lose credit for courses and fall behind in their four year plan. |

# 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 2019-20 school year, 100% of the district's safety policies will be implemented.

**Evaluation Data Source(s) 1:** Record of safety drills and other required safety actions

**Summative Evaluation 1:**

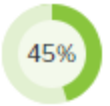
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Nov | Feb | June |
| 1) Campus Safety:<br>We will implement all CFISD and campus safety practices throughout the year. | Assistant Principals, Associate Principal | 100% of students will know and comply with the safety practices. | | | |
| 2) Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year. | Assistant Principals, Associate Principal | 100% of EOP safety drills will be conducted by scheduled deadlines. | | | |
| = Accomplished  = No Progress = 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 2019-20 school year, student attendance will be at 95.6%.

**Evaluation Data Source(s) 2:** Student attendance records

**Summative Evaluation 2:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Nov | Feb | June |
| 1) Student Attendance: Teachers will collaborate with the attendance office and Assistant Principals to make contact with students who are frequently absent or absent several days in a row. | Teachers, Attendance Office, Assistant Principals | Student attendance will increase by 0.5%. | | | |
| | **Problem Statements**: School Culture and Climate 1 | | | | |
| 2) Identify homeless students and provide the necessary services to support student success. | Counselors, Assistant Principals, Youth Service Specialist | 100% of homeless students will be identified and provided the necessary services. |  | | |
| = Accomplished = No Progress = Discontinue | | | | | |

**Performance Objective 2 Problem Statements:**

| School Culture and Climate |
|---|
| **Problem Statement 1**: School Culture and Climate: Our student attendance rate dropped slightly. **Root Cause 1**: School Culture and Climate: We need to be quicker to react when students have multiple absences. |

**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 2019-20 school year, discipline referrals will be decreased by 5%.

**Evaluation Data Source(s) 3:** Discipline reports

**Summative Evaluation 3:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Nov | Feb | June |
| 1) Restorative Discipline: Coaching conferences focusing on replacement behavior will happen 100% of the time with any disciplinary infraction. | Assistant Principals, Associate Principal, Teachers | Discipline referrals will be decreased by 5%. | 55% | | |
| 2) Out of School Suspensions: Implement more proactive approaches by educating students on desired behavior through social media, first day of school presentations, Project Safety lessons, large group AP talks, as well as addressing the 9th and 10th graders in small group meetings face to face. | Assistant Principals, Associate Principal | Out of school suspensions will be reduced by 5% | 45% | | |
| 3) DAEP Placements: Implement more proactive approaches and being more clear on consequences with the student body. | Assistant Principals, Associate Principal | DAEP placements of African American students will be reduced by 50%. | 40% | | |

= Accomplished

= No Progress

= 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 2019-20 school year, teacher/paraprofessional attendance will increase by 5%.

**Evaluation Data Source(s) 1:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Nov | Feb | June |
| **TEA Priorities**<br>Recruit, support, retain teachers and principals<br>1) Teacher/Paraprofessional Attendance: We will implement a campus incentive program that recognizes teachers/paraprofessionals each marking period. | Substitute Representative, Director of Instruction, Associate Principal | Teacher/paraprofessional attendance will increase by 5%. | 45% | | |
| | **Problem Statements**: Staff Quality, Recruitment, and Retention 1 | | | | |

= Accomplished

= No Progress

= Discontinue

**Performance Objective 1 Problem Statements:**

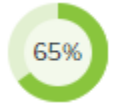
| Staff Quality, Recruitment, and Retention |
|---|
| **Problem Statement 1**: Teacher/Paraprofessional Attendance: Teacher and Paraprofessional absences decrease the quality of first time instruction. **Root Cause 1**: Teacher/Paraprofessional Attendance: We need to support provide better support to teachers during the times we know to be our peak periods for absences. |

# 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 2019-20 school year, parent and family engagement will increase by 5%.

**Evaluation Data Source(s) 1:** Parent Survey
Activity sign-in sheets/records

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Nov | Feb | June |
| 1) Parent and Family Engagement: Communicate events, meetings, and important information to parents via social media, school messenger, and Cypress Ranch month newsletter. | Counselors, Director of Instruction, Assistant Principals, Associate Principal, Principal | Parent and family engagement will increase by 5%. |   | | |
| | **Problem Statements**: Parent and Community Engagement 1 | | | | |

= Accomplished = No Progress = Discontinue

**Performance Objective 1 Problem Statements:**

| Parent and Community Engagement |
|---|
| **Problem Statement 1**: Parent and Community Engagement: Parents are sometimes unaware of meetings or opportunities that are available. **Root Cause 1**: Parent and Community Engagement: There are many opportunities available to parents and student but there is no central source to find this information. |

# 2019-2020 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Michael Maness | principal |
| Administrator | Lisa Parliament | Director of Instruction |
| Administrator | Jason Tullos | Associate Principal |
| Classroom Teacher | Lana Burns | Government Teacher |
| Classroom Teacher | John Cargill | CATE Teacher |
| Classroom Teacher | David Clark | Fine Arts Teacher |
| Classroom Teacher | Jennifer Cunningham | CATE Teacher |
| Non-classroom Professional | Katherine Cunningham | Campus Instructional Coach |
| Non-classroom Professional | Beth Douglass | Campus Instructional Coach |
| Classroom Teacher | Verna Granger | Algebra I Teacher |
| Classroom Teacher | Leah Harris | Geometry Teacher |
| Classroom Teacher | Vivian Hogwood | Special Education Teacher |
| Business Representative | Amy Lippincott | The Lippincott Team - Realtor |
| Non-classroom Professional | Kimberly Marks | College and Career Specialist |
| Classroom Teacher | Lon Maxey | Gov/Eco Teacher |
| Classroom Teacher | Melody McAfoose | LOTE Teacher |
| Classroom Teacher | Jon McIntyre | English Teacher |
| Classroom Teacher | Deanna Parker | Science Teacher/CTE |
| Community Representative | Sarah Pyles | Community Representative |
| Classroom Teacher | Kay Routh | English Teacher |
| Classroom Teacher | Angela Shahan | Pace Teacher |
| Business Representative | Tracie Webb | Webb's Automotive of Cypress |

| Committee Role | Name | Position |
|---|---|---|
| Parent | Deborah Whaley | Parent |
| District-level Professional | Sharon Hogue | Coordinator - Career and Technical Ed |
| Administrator | Shahana Wallace | Special Education Administrator |
| Parent | Nicole Alvarez | Parent |
| Community Representative | Ann Bradford | Community Representative |

# Addendums

# 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 iXplore, the curriculum management system. iXplore 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) 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 iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), 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 2016 / MFJ

# High School Content Area
# Standard Expectations

**English Language Arts/Reading**

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

**Mathematics**

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- On a regular basis, an average of three times per week, integrate the eight classroom laptops into the learning environment. Use the laptops so that students can create, collaborate, and share their thinking.

**Science**

- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
    - spiraling content and skills from prior units of study, courses and/or disciplines;
    - making explicit connections between concepts in different units, courses and/or disciplines;
    - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
    - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
    - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
    - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
    - create physical and cognitive models and identify the strengths and limitations of those models;
    - communicate results orally or in writing; and
    - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

**Social Studies**

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students' needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of technology for student learning.

**LOTE**

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context in place of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.

# Fine Arts Department
## Standard Expectations

### Band/Choir/Orchestra (6-12)
- Utilize best practices for developing characteristic tonal concepts on a daily basis throughout the grade levels.
- Utilize best practices for teaching technique, rhythm, ensemble skills, musicianship, and music theory as appropriate for each level.
- Encourage excellence by providing multiple opportunities for the students to perform in various settings including as soloists, in small ensembles, and in large ensembles.
- Differentiate teaching strategies to meet individual student needs.
- Utilize technology including, but not limited to, metronomes, tuners, online resources, Smart Music and Charms, to reinforce and encourage excellence in performance.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

### Dance (9-12)
- Introduce and present dance compositions that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate dance, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective dance movements and techniques using a variety of instructional methods.
- Encourage students to create original dance movement(s) using practiced skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

### Theatre Arts (6-12)
- Introduce and present theatre works that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate theatre, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective theatrical techniques and applications using a variety of instructional methods.
- Encourage students to create original theatrical products demonstrating rehearsed skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

### Visual Arts (K–12)
- Model and teach artistic thinking – which means being curious and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence, CFISD Curriculum Standards and copyright policies.
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATPI, TAEA and Scholastic art contests, as well as, district art contests and exhibits.
- Participate in activities and events that promote school and community involvement.

# Secondary ELAR Curriculum Department, 6 – 12

# 2019-20 District Writing Plan

**PURPOSE: The goal of the Secondary ELAR Department seeks to promote the interconnectedness between reading and writing via the use of imitation and mentor texts. To specifically enable the development of writing skills, we have identified the following overarching goals for 2019-2020:**

- To identify and strategically target trends and areas of weakness in student writing, and in writing instruction
- Provide specific and actionable writing instructional plans for campuses based on their data
- Conduct follow-up visits to assist teachers with implementation of their campus-specific instructional writing plan

**MIDDLE SCHOOL ACTION PLAN:**

**I. Implement new curriculum that aligns to new TEKS**

A. Emphasize the reading/writing connection.
B. Train CCIS on how to conduct planning so that the reading/writing connection is obvious to students.
C. Integrate increased opportunities to talk and write, write and talk for target populations.

**II. Increased Campus Visits**

A. Campus curriculum coach will support ELA 7&8 teams to support vertical alignment.
B. Purpose of visits will be to ensure purposeful planning and thoughtful decision making regarding writing best practices.
C. Writing across Content Areas -- students will write 2x per week in Math, Science, Social Studies, and Language Arts classes to increase student writing fluency at monitored campuses.

**III. Continue Online Writing Portfolios**

A. Assist all campuses in the creation and management of online writing portfolios in Google Classroom or Google Sites.
B. Assist teachers in the best ways to use the portfolio instructionally in order to increase student authorship across a variety of writing occasions.

**IV. Components of an Essay Training 2.0:** This training will provide a refresher on the components of the STAAR Writing test, how scores are calculated, a calibration of the latest scoring, and what student samples look like within each score band.

A. Data analysis
B. Analyze writing images by score point
C. Address writing trends
D. Diagnose student weaknesses
E. Provide an Action Plan for each score point containing writing strategies designed to move the student writer to the next score point on the STAAR Rubric

V. **Strategies for Moving the Student Writer Forward:** Share sessions will be provided for 7th grade teachers that discuss specific writing strategies to enable student writers to increase their STAAR Writing score. The sessions will be:
   A. Moving the Student Writer Toward Meets
   B. Moving the Student Writer Toward Mastery

VI. **Essay Calibration Training:** Guided essay calibration with teachers will ensure they are assessing students' essays correctly, which will affect the feedback and strategies they choose to plan future instruction.
   A. Guided essay reading and calibration
   B. Check-in on Action Plan from Components of an Essay training
   C. Ongoing professional development on how to assess, reflect, respond to student writing and create activities that move students forward in their writing

VII. **Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
   A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, *Patterns for Power,* and Don Killgallon's *Grammar for Middle School: A Sentence Composing Approach*
   B. Grammar Mini-Lessons
   C. Student Essay Revision Activities- link revision activities to genre

**HIGH SCHOOL ACTION PLAN:**

I. **Components of an Essay Training 2.0:** This training will provide a refresher on the components of the STAAR Writing test, how scores are calculated, a calibration of the latest scoring, and what student samples look like within each score band.
   A. Data analysis
   B. Analyze writing images by score point
   C. Address writing trends
   D. Diagnose student weaknesses
   E. Provide an Action Plan for each score point containing writing strategies designed to move the student writer to the next score point

II. **Online Writing Training and Support:** Training teachers to provide differentiated writing feedback and instruction based on student weaknesses. Support will come in the form of video mini-lessons that show teachers how to implement writing strategies that address specific student writing weaknesses.

III. **Strategies for Moving the Student Writer Forward:** Share sessions will be provided for 9th and 10th grade teachers that discuss specific writing strategies to enable student writers to increase their STAAR Writing score. The sessions will be:
   A. Moving the Student Writer Toward Meets
   B. Moving the Student Writer Toward Mastery

**IV.** **Instructional Cadres:** Develop expertise on each campus in a variety of writing instructional techniques, including initiatives listed in this plan.

A. Coaches will guide teachers in crafting mini lessons that instruct students in responses to reading
B. Coaches will guide teachers in crafting mini lessons that instruct students in strategies for writing
C. Coaches will guide teachers in crafting mini lessons that instruct students in grammar concepts and implementation.

**V.** **Revising and Editing Resources for STAAR Writing:** Provide resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:

A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for High School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
B. Grammar Mini-Lessons
C. Student Essay Revision Activities

**VI.** **STAAR Bootcamp Symposium**

A. Symposium Day highlighting a multitude of highly effective resources for use during "STAAR Bootcamp" -- the last two to three weeks prior to the STAAR test in April.

**VII.** **Summer Writing Intensive for Teachers**

A. Design and build a Summer Writing Intensive that serves as a foundational course for all secondary ELA teachers in the how-to's of writing instruction.
B. Summer Writing Bootcamp will be implemented in the summer of 2020.

**VIII.** **Advanced Academics Pipeline**

A. Develop Advanced Academics training for 9th and 10th grade teachers so that students may self-select into AA courses in the 11th grade.
B. Provide online support and training over the course of the year via share sessions, instructional videos, and the facilitation of vertical teams.

**ENGLISH I & II WRITING REFLECTION POINTS:**

A discussion protocol for reflecting on students' writing performance will be sent to teams at the time of each reflection point. Teams will be sent a brief survey to complete after each reflection point that will provide them with the option of soliciting additional instruction and support.

| GRADE LEVEL | ENGLISH I | ENGLISH II |
|---|---|---|
| **Reflection Point 1** | Evidence & Support Unit Writing Portfolio Piece | Evidence & Support Unit Writing Portfolio Piece |
| **Reflection Point 2** | Expository Structure Writing Portfolio Piece | Persuasive Structure Writing Portfolio Piece |
| **Reflection Point 3** | Connections Writing Portfolio Piece | Connections Writing Portfolio Piece |
| **Reflection Point 4** | Timed Writing Portfolio Piece | Timed Writing Portfolio Piece |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2019-20 Approaches CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

2019 Spring EOC (ETS file 5-22-19)

| EOC | Tester Group | Campus | Student Group | Tested 2019 | 2019 Approaches at Student's Standard | | 2020 Approaches Incremental Growth Target | % Growth Needed | Tested 2020 | 2020 Approaches at Student's Standard | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Algebra I | All Testers | Cypress Ranch | All | 382 | 378 | 99% | 100% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Hispanic | 114 | 113 | 99% | 100% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Am. Indian | * | * | * | * | * | | | |
| Algebra I | All Testers | Cypress Ranch | Asian | 32 | 31 | 97% | 98% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | African Am. | 94 | 92 | 98% | 99% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| Algebra I | All Testers | Cypress Ranch | White | 127 | 127 | 100% | 100% | 0% | | | |
| Algebra I | All Testers | Cypress Ranch | Two or More | 11 | 11 | 100% | 100% | 0% | | | |
| Algebra I | All Testers | Cypress Ranch | Eco. Dis. | 142 | 138 | 97% | 98% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP Current | 24 | 23 | 96% | 97% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M1 | 6 | 6 | 100% | 100% | 0% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M2 | * | * | * | * | * | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M3 | 5 | 5 | 100% | 100% | 0% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M4 | 8 | 8 | 100% | 100% | 0% | | | |
| Algebra I | All Testers | Cypress Ranch | SPED | 39 | 37 | 95% | 96% | 1% | | | |
| Biology | All Testers | Cypress Ranch | All | 839 | 821 | 98% | 99% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Hispanic | 212 | 205 | 97% | 98% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Am. Indian | 5 | 5 | 100% | 100% | 0% | | | |
| Biology | All Testers | Cypress Ranch | Asian | 140 | 140 | 100% | 100% | 0% | | | |
| Biology | All Testers | Cypress Ranch | African Am. | 157 | 151 | 96% | 97% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| Biology | All Testers | Cypress Ranch | White | 295 | 290 | 98% | 99% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Two or More | 29 | 29 | 100% | 100% | 0% | | | |
| Biology | All Testers | Cypress Ranch | Eco. Dis. | 219 | 208 | 95% | 96% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP Current | 31 | 27 | 87% | 88% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP M1 | 6 | 6 | 100% | 100% | 0% | | | |
| Biology | All Testers | Cypress Ranch | LEP M2 | 9 | 8 | 89% | 90% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP M3 | 8 | 8 | 100% | 100% | 0% | | | |
| Biology | All Testers | Cypress Ranch | LEP M4 | 11 | 11 | 100% | 100% | 0% | | | |
| Biology | All Testers | Cypress Ranch | SPED | 46 | 40 | 87% | 88% | 1% | | | |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

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2019 Spring EOC (ETS file 5-22-19)

| EOC | Tester Group | Campus | Student Group | Tested 2019 | 2019 Approaches at Student's Standard | | 2020 Approaches Incremental Growth Target | % Growth Needed | Tested 2020 | 2020 Approaches at Student's Standard | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| English I | All Testers | Cypress Ranch | All | 852 | 777 | 91% | 92% | 1% | | | |
| English I | All Testers | Cypress Ranch | Hispanic | 221 | 196 | 89% | 90% | 1% | | | |
| English I | All Testers | Cypress Ranch | Am. Indian | 5 | 4 | 80% | 81% | 1% | | | |
| English I | All Testers | Cypress Ranch | Asian | 137 | 131 | 96% | 97% | 1% | | | |
| English I | All Testers | Cypress Ranch | African Am. | 163 | 141 | 87% | 88% | 1% | | | |
| English I | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| English I | All Testers | Cypress Ranch | White | 296 | 276 | 93% | 94% | 1% | | | |
| English I | All Testers | Cypress Ranch | Two or More | 29 | 28 | 97% | 98% | 1% | | | |
| English I | All Testers | Cypress Ranch | Eco. Dis. | 221 | 183 | 83% | 84% | 1% | | | |
| English I | All Testers | Cypress Ranch | LEP Current | 31 | 14 | 45% | 60% | 15% | | | |
| English I | All Testers | Cypress Ranch | LEP M1 | 6 | 4 | 67% | 68% | 1% | | | |
| English I | All Testers | Cypress Ranch | LEP M2 | 8 | 8 | 100% | 100% | 0% | | | |
| English I | All Testers | Cypress Ranch | LEP M3 | 8 | 8 | 100% | 100% | 0% | | | |
| English I | All Testers | Cypress Ranch | LEP M4 | 11 | 10 | 91% | 92% | 1% | | | |
| English I | All Testers | Cypress Ranch | SPED | 46 | 25 | 54% | 60% | 6% | | | |
| English II | All Testers | Cypress Ranch | All | 769 | 698 | 91% | 92% | 1% | | | |
| English II | All Testers | Cypress Ranch | Hispanic | 227 | 202 | 89% | 90% | 1% | | | |
| English II | All Testers | Cypress Ranch | Am. Indian | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | Asian | 108 | 103 | 95% | 96% | 1% | | | |
| English II | All Testers | Cypress Ranch | African Am. | 116 | 97 | 84% | 85% | 1% | | | |
| English II | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | White | 300 | 278 | 93% | 94% | 1% | | | |
| English II | All Testers | Cypress Ranch | Two or More | 14 | 14 | 100% | 100% | 0% | | | |
| English II | All Testers | Cypress Ranch | Eco. Dis. | 175 | 137 | 78% | 79% | 1% | | | |
| English II | All Testers | Cypress Ranch | LEP Current | 31 | 17 | 55% | 60% | 5% | | | |
| English II | All Testers | Cypress Ranch | LEP M1 | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | LEP M2 | 14 | 12 | 86% | 87% | 1% | | | |
| English II | All Testers | Cypress Ranch | LEP M3 | 9 | 9 | 100% | 100% | 0% | | | |
| English II | All Testers | Cypress Ranch | LEP M4 | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | SPED | 38 | 17 | 45% | 60% | 15% | | | |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2019-20 Approaches CIP Targets

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| EOC | Tester Group | Campus | Student Group | Tested 2019 | 2019 Approaches at Student's Standard | | 2020 Approaches Incremental Growth Target | % Growth Needed | Tested 2020 | 2020 Approaches at Student's Standard | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| US History | All Testers | Cypress Ranch | All | 462 | 460 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | Hispanic | 103 | 102 | 99% | 100% | 1% | | | |
| US History | All Testers | Cypress Ranch | Am. Indian | 5 | 5 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | Asian | 55 | 55 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | African Am. | 85 | 84 | 99% | 100% | 1% | | | |
| US History | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | White | 196 | 196 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | Two or More | 18 | 18 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | Eco. Dis. | 84 | 83 | 99% | 100% | 1% | | | |
| US History | All Testers | Cypress Ranch | LEP Current | 25 | 24 | 96% | 97% | 1% | | | |
| US History | All Testers | Cypress Ranch | LEP M1 | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | LEP M2 | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | LEP M3 | 5 | 5 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | LEP M4 | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | SPED | 26 | 25 | 96% | 97% | 1% | | | |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2019-20 Meets CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

2019 Spring EOC (ETS file 5-22-19)

| EOC | Tester Group | Campus | Student Group | Tested 2019 | 2019 Meets | | 2020 Meets Incremental Growth Target | % Growth Needed | Tested 2020 | 2020 Meets | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Algebra I | All Testers | Cypress Ranch | All | 382 | 352 | 92% | 93% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Hispanic | 114 | 104 | 91% | 92% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Am. Indian | * | * | * | * | * | | | |
| Algebra I | All Testers | Cypress Ranch | Asian | 32 | 31 | 97% | 98% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | African Am. | 94 | 86 | 91% | 92% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| Algebra I | All Testers | Cypress Ranch | White | 127 | 118 | 93% | 94% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Two or More | 11 | 9 | 82% | 83% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Eco. Dis. | 142 | 129 | 91% | 92% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP Current | 24 | 20 | 83% | 84% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M1 | 6 | 6 | 100% | 100% | 0% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M2 | * | * | * | * | * | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M3 | 5 | 5 | 100% | 100% | 0% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M4 | 8 | 8 | 100% | 100% | 0% | | | |
| Algebra I | All Testers | Cypress Ranch | SPED | 39 | 30 | 77% | 78% | 1% | | | |
| Biology | All Testers | Cypress Ranch | All | 839 | 751 | 90% | 91% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Hispanic | 212 | 180 | 85% | 86% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Am. Indian | 5 | 4 | 80% | 81% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Asian | 140 | 134 | 96% | 97% | 1% | | | |
| Biology | All Testers | Cypress Ranch | African Am. | 157 | 131 | 83% | 84% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| Biology | All Testers | Cypress Ranch | White | 295 | 273 | 93% | 94% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Two or More | 29 | 28 | 97% | 98% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Eco. Dis. | 219 | 175 | 80% | 81% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP Current | 31 | 16 | 52% | 53% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP M1 | 6 | 4 | 67% | 68% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP M2 | 9 | 8 | 89% | 90% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP M3 | 8 | 8 | 100% | 100% | 0% | | | |
| Biology | All Testers | Cypress Ranch | LEP M4 | 11 | 10 | 91% | 92% | 1% | | | |
| Biology | All Testers | Cypress Ranch | SPED | 46 | 24 | 52% | 53% | 1% | | | |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2019-20 Meets CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

2019 Spring EOC (ETS file 5-22-19)

| EOC | Tester Group | Campus | Student Group | Tested 2019 | 2019 Meets | | 2020 Meets Incremental Growth Target | % Growth Needed | Tested 2020 | 2020 Meets | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| English I | All Testers | Cypress Ranch | All | 852 | 688 | 81% | 82% | 1% | | | |
| English I | All Testers | Cypress Ranch | Hispanic | 221 | 166 | 75% | 76% | 1% | | | |
| English I | All Testers | Cypress Ranch | Am. Indian | 5 | 4 | 80% | 81% | 1% | | | |
| English I | All Testers | Cypress Ranch | Asian | 137 | 126 | 92% | 93% | 1% | | | |
| English I | All Testers | Cypress Ranch | African Am. | 163 | 107 | 66% | 67% | 1% | | | |
| English I | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| English I | All Testers | Cypress Ranch | White | 296 | 260 | 88% | 89% | 1% | | | |
| English I | All Testers | Cypress Ranch | Two or More | 29 | 24 | 83% | 84% | 1% | | | |
| English I | All Testers | Cypress Ranch | Eco. Dis. | 221 | 152 | 69% | 70% | 1% | | | |
| English I | All Testers | Cypress Ranch | LEP Current | 31 | 10 | 32% | 33% | 1% | | | |
| English I | All Testers | Cypress Ranch | LEP M1 | 6 | 3 | 50% | 51% | 1% | | | |
| English I | All Testers | Cypress Ranch | LEP M2 | 8 | 8 | 100% | 100% | 0% | | | |
| English I | All Testers | Cypress Ranch | LEP M3 | 8 | 7 | 88% | 89% | 1% | | | |
| English I | All Testers | Cypress Ranch | LEP M4 | 11 | 9 | 82% | 83% | 1% | | | |
| English I | All Testers | Cypress Ranch | SPED | 46 | 10 | 22% | 23% | 1% | | | |
| English II | All Testers | Cypress Ranch | All | 769 | 600 | 78% | 79% | 1% | | | |
| English II | All Testers | Cypress Ranch | Hispanic | 227 | 170 | 75% | 76% | 1% | | | |
| English II | All Testers | Cypress Ranch | Am. Indian | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | Asian | 108 | 94 | 87% | 88% | 1% | | | |
| English II | All Testers | Cypress Ranch | African Am. | 116 | 70 | 60% | 61% | 1% | | | |
| English II | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | White | 300 | 248 | 83% | 84% | 1% | | | |
| English II | All Testers | Cypress Ranch | Two or More | 14 | 14 | 100% | 100% | 0% | | | |
| English II | All Testers | Cypress Ranch | Eco. Dis. | 175 | 107 | 61% | 62% | 1% | | | |
| English II | All Testers | Cypress Ranch | LEP Current | 31 | 9 | 29% | 30% | 1% | | | |
| English II | All Testers | Cypress Ranch | LEP M1 | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | LEP M2 | 14 | 6 | 43% | 44% | 1% | | | |
| English II | All Testers | Cypress Ranch | LEP M3 | 9 | 9 | 100% | 100% | 0% | | | |
| English II | All Testers | Cypress Ranch | LEP M4 | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | SPED | 38 | 11 | 29% | 30% | 1% | | | |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2019-20 Meets CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

2019 Spring EOC (ETS file 5-22-19)

| EOC | Tester Group | Campus | Student Group | Tested 2019 | 2019 Meets | | 2020 Meets Incremental Growth Target | % Growth Needed | Tested 2020 | 2020 Meets | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| US History | All Testers | Cypress Ranch | All | 462 | 441 | 95% | 96% | 1% | | | |
| US History | All Testers | Cypress Ranch | Hispanic | 103 | 93 | 90% | 91% | 1% | | | |
| US History | All Testers | Cypress Ranch | Am. Indian | 5 | 5 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | Asian | 55 | 54 | 98% | 99% | 1% | | | |
| US History | All Testers | Cypress Ranch | African Am. | 85 | 77 | 91% | 92% | 1% | | | |
| US History | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | White | 196 | 194 | 99% | 100% | 1% | | | |
| US History | All Testers | Cypress Ranch | Two or More | 18 | 18 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | Eco. Dis. | 84 | 77 | 92% | 93% | 1% | | | |
| US History | All Testers | Cypress Ranch | LEP Current | 25 | 21 | 84% | 85% | 1% | | | |
| US History | All Testers | Cypress Ranch | LEP M1 | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | LEP M2 | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | LEP M3 | 5 | 5 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | LEP M4 | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | SPED | 26 | 18 | 69% | 70% | 1% | | | |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2019-20 Masters CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

2019 Spring EOC (ETS file 5-22-19)

| EOC | Tester Group | Campus | Student Group | Tested 2019 | 2019 Masters | | 2020 Masters Incremental Growth Target | % Growth Needed | Tested 2020 | 2020 Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Algebra I | All Testers | Cypress Ranch | All | 382 | 255 | 67% | 68% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Hispanic | 114 | 74 | 65% | 66% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Am. Indian | * | * | * | * | * | | | |
| Algebra I | All Testers | Cypress Ranch | Asian | 32 | 24 | 75% | 76% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | African Am. | 94 | 52 | 55% | 56% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| Algebra I | All Testers | Cypress Ranch | White | 127 | 95 | 75% | 76% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Two or More | 11 | 7 | 64% | 65% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | Eco. Dis. | 142 | 90 | 63% | 64% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP Current | 24 | 11 | 46% | 47% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M1 | 6 | 3 | 50% | 51% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M2 | * | * | * | * | * | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M3 | 5 | 5 | 100% | 100% | 0% | | | |
| Algebra I | All Testers | Cypress Ranch | LEP M4 | 8 | 7 | 88% | 89% | 1% | | | |
| Algebra I | All Testers | Cypress Ranch | SPED | 39 | 13 | 33% | 34% | 1% | | | |
| Biology | All Testers | Cypress Ranch | All | 839 | 439 | 52% | 53% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Hispanic | 212 | 97 | 46% | 47% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Am. Indian | 5 | 2 | 40% | 41% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Asian | 140 | 98 | 70% | 71% | 1% | | | |
| Biology | All Testers | Cypress Ranch | African Am. | 157 | 61 | 39% | 40% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| Biology | All Testers | Cypress Ranch | White | 295 | 164 | 56% | 57% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Two or More | 29 | 17 | 59% | 60% | 1% | | | |
| Biology | All Testers | Cypress Ranch | Eco. Dis. | 219 | 80 | 37% | 38% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP Current | 31 | 8 | 26% | 27% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP M1 | 6 | 1 | 17% | 18% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP M2 | 9 | 5 | 56% | 57% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP M3 | 8 | 2 | 25% | 26% | 1% | | | |
| Biology | All Testers | Cypress Ranch | LEP M4 | 11 | 5 | 45% | 46% | 1% | | | |
| Biology | All Testers | Cypress Ranch | SPED | 46 | 6 | 13% | 14% | 1% | | | |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2019-20 Masters CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

2019 Spring EOC (ETS file 5-22-19)

| EOC | Tester Group | Campus | Student Group | Tested 2019 | 2019 Masters | | 2020 Masters Incremental Growth Target | % Growth Needed | Tested 2020 | 2020 Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| English I | All Testers | Cypress Ranch | All | 852 | 245 | 29% | 30% | 1% | | | |
| English I | All Testers | Cypress Ranch | Hispanic | 221 | 44 | 20% | 21% | 1% | | | |
| English I | All Testers | Cypress Ranch | Am. Indian | 5 | 1 | 20% | 21% | 1% | | | |
| English I | All Testers | Cypress Ranch | Asian | 137 | 64 | 47% | 48% | 1% | | | |
| English I | All Testers | Cypress Ranch | African Am. | 163 | 33 | 20% | 21% | 1% | | | |
| English I | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| English I | All Testers | Cypress Ranch | White | 296 | 93 | 31% | 32% | 1% | | | |
| English I | All Testers | Cypress Ranch | Two or More | 29 | 10 | 34% | 35% | 1% | | | |
| English I | All Testers | Cypress Ranch | Eco. Dis. | 221 | 33 | 15% | 16% | 1% | | | |
| English I | All Testers | Cypress Ranch | LEP Current | 31 | 1 | 3% | 10% | 7% | | | |
| English I | All Testers | Cypress Ranch | LEP M1 | 6 | 1 | 17% | 18% | 1% | | | |
| English I | All Testers | Cypress Ranch | LEP M2 | 8 | 2 | 25% | 26% | 1% | | | |
| English I | All Testers | Cypress Ranch | LEP M3 | 8 | 0 | 0% | 10% | 10% | | | |
| English I | All Testers | Cypress Ranch | LEP M4 | 11 | 2 | 18% | 19% | 1% | | | |
| English I | All Testers | Cypress Ranch | SPED | 46 | 2 | 4% | 10% | 6% | | | |
| English II | All Testers | Cypress Ranch | All | 769 | 117 | 15% | 16% | 1% | | | |
| English II | All Testers | Cypress Ranch | Hispanic | 227 | 31 | 14% | 15% | 1% | | | |
| English II | All Testers | Cypress Ranch | Am. Indian | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | Asian | 108 | 28 | 26% | 27% | 1% | | | |
| English II | All Testers | Cypress Ranch | African Am. | 116 | 9 | 8% | 10% | 2% | | | |
| English II | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | White | 300 | 46 | 15% | 16% | 1% | | | |
| English II | All Testers | Cypress Ranch | Two or More | 14 | 3 | 21% | 22% | 1% | | | |
| English II | All Testers | Cypress Ranch | Eco. Dis. | 175 | 14 | 8% | 10% | 2% | | | |
| English II | All Testers | Cypress Ranch | LEP Current | 31 | 0 | 0% | 10% | 10% | | | |
| English II | All Testers | Cypress Ranch | LEP M1 | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | LEP M2 | 14 | 0 | 0% | 10% | 10% | | | |
| English II | All Testers | Cypress Ranch | LEP M3 | 9 | 1 | 11% | 12% | 1% | | | |
| English II | All Testers | Cypress Ranch | LEP M4 | * | * | * | * | * | | | |
| English II | All Testers | Cypress Ranch | SPED | 38 | 0 | 0% | 10% | 10% | | | |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2019-20 Masters CIP Targets

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2019 Spring EOC (ETS file 5-22-19)

| EOC | Tester Group | Campus | Student Group | Tested 2019 | 2019 Masters | | 2020 Masters Incremental Growth Target | % Growth Needed | Tested 2020 | 2020 Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| US History | All Testers | Cypress Ranch | All | 462 | 382 | 83% | 84% | 1% | | | |
| US History | All Testers | Cypress Ranch | Hispanic | 103 | 77 | 75% | 76% | 1% | | | |
| US History | All Testers | Cypress Ranch | Am. Indian | 5 | 4 | 80% | 81% | 1% | | | |
| US History | All Testers | Cypress Ranch | Asian | 55 | 50 | 91% | 92% | 1% | | | |
| US History | All Testers | Cypress Ranch | African Am. | 85 | 59 | 69% | 70% | 1% | | | |
| US History | All Testers | Cypress Ranch | Pac. Islander | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | White | 196 | 176 | 90% | 91% | 1% | | | |
| US History | All Testers | Cypress Ranch | Two or More | 18 | 16 | 89% | 90% | 1% | | | |
| US History | All Testers | Cypress Ranch | Eco. Dis. | 84 | 57 | 68% | 69% | 1% | | | |
| US History | All Testers | Cypress Ranch | LEP Current | 25 | 13 | 52% | 53% | 1% | | | |
| US History | All Testers | Cypress Ranch | LEP M1 | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | LEP M2 | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | LEP M3 | 5 | 5 | 100% | 100% | 0% | | | |
| US History | All Testers | Cypress Ranch | LEP M4 | * | * | * | * | * | | | |
| US History | All Testers | Cypress Ranch | SPED | 26 | 8 | 31% | 32% | 1% | | | |