# Cypress-Fairbanks Independent School District

# Cypress Falls High School

# 2022-2023

# Mission Statement

**CFISD Mission Statement**

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

**Cypress Falls High School**

Every student entering Cypress Falls High School will graduate college, career, or military ready through nurturing relationships, purposeful support, and innovative thinking.

# Vision

Our vision at Cypress Falls High School is to inspire students and staff to be better versions of themselves.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

The following strengths were identified based on a review of the 2020-21 data.

### Approaches Standard

- Algebra I was above the district and cluster for all sub-populations except white. Algebra I met all targets for incremental growth.
- Biology was above at or above the district and cluster for all sub pops except white. Biology met targets for AA and EB groups.
- English I scored above district and cluster for EB group.
- English II met 7 of 8 targets.
- US History met all targets. USH scored above cluster group in AA, White, Eco.Dis., At-Risk, and Sped groups.

### Meet Standard

- Algebra I exceeded all targets for 21-22. They outscored both the district and the cluster in all areas.
- Biology met targets for AA, H, W, Eco. Dis, At-Risk, and EB. They scored above cluster in all areas and above district in AA, W, Eco. Dis., At-Risk, and Sped.
- English I met sped target.
- English II met target for H, Eco. Dis., At-Risk, Sped and EB. They scored above district in At-risk, Sped, and EB and above cluster in H, Eco. Dis., At-Risk, Sped, and EB.
- USH met target for At-Risk, Sped and EB. USH outperformed cluster in AA and Sped.

### Masters Standard:

- Algebra I met all targets for 21-22. They outperformed district and cluster in all sub populations except White.
- Biology met target for AA and Eco. Dis. groups. Biology scored above cluster in AA, Eco. Dis., At-Risk, and EB.
- USH was above cluster in AA and Sped groups. USH met target for EB group.

### Other:

- National Merit Scholars and Recognition's: 15
- CTE Certifications: 694
- Dual Credit Enrollment: 425 students in the Fall, 385 students in the Spring

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English Language Arts: The economically disadvantaged student group is the largest number of students not achieving meets and masters levels. **Root Cause:** English Language Arts: Lessons need to be intentionally differentiated for student need.

**Problem Statement 2:** Math: The economically disadvantaged student group has the greatest number of students who did not reach meets or masters levels. **Root Cause:** Math: We need to increase students confidence in their math and problem solving skills.

**Problem Statement 3:** Science: The economically disadvantaged student group represents the largest number of students who did not reach meets or masters level. **Root Cause:** Science: Teachers need to shift focus during planning from how they will teach the content to how will the students best learn the content.

**Problem Statement 4:** Social Studies: The economically disadvantaged student group represents the largest number of students who did not reach meets or masters level. **Root Cause:** Social Studies: We need to plan lessons that intentionally differentiate for individual student needs.

**Problem Statement 5:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students are not enrolling and remaining in advanced courses at the same rate as other student groups. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to teach skills needed to be successful in advanced coursework.

**Problem Statement 6:** CTE Approved Industry Certifications: Not all students participating in CTE courses are earning available certifications. **Root Cause:** CTE Approved Industry Certifications: We need to work toward all students being prepared to take and pass their certificate tests and assist in paying for the exams when scholarships are available.

**Problem Statement 7:** Graduation Rate: Not all student graduate in four years. **Root Cause:** Graduation Rate: We need to identify students at risk of not earning credit target interventions early.

**Problem Statement 8:** Students are beginning the 2022-23 school year with learning gaps.

# School Culture and Climate

**School Culture and Climate Strengths**

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

Cypress Falls has built a culture of trust with our We Are One battle cry. Our latest EPS survey shows that most staff members have a positive outlook concerning their jobs and are satisfied with the work climate. Many describe the school as family. This perceptions is not limited to staff. Students, parents, community members and substitute teachers have offered both written and verbal feedback that reflects this family environment. Our staff goal is to get students plugged into an organization as soon as they enter the school. Fish Camp and Freshman Orientation serve to welcome and engage our newest Eagles and their families. Once our freshman start school, we have a Freshman Focus plan to assist our youngest students to establish good work habits as we build communication between home and school. Monday Morning Notes, Eagle Pride Newsletter and Friday Motivation communication efforts serve to build positive communication among our school community. The intentional development of the culture at Cypress Falls has made this trait one of our greatest strengths.

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

**Problem Statement 1:** School Culture and Climate: 100% of students and staff are not connected at school.   **Root Cause:** School Culture and Climate: We have not offered a way for 100% of our students and staff to connect at Cypress Falls.

# 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.

Hiring quality staff members has always been a focus at Cypress Falls. Our interview team includes teacher leaders, administrators and other key personnel as we seek to find those not only highly qualified in their content areas, but those with a growth mindset as we seek to better serve our students. In general, teachers come to Cypress Falls and stay. This longevity is a result of the positive culture. Our new staff members are assigned a mentor to serve as a key resource during that first year. Our lead mentor provides support through timely staff development and collaboration from August to May. Our team leaders, department chairmen and curriculum coaches each invest in our new staff members so they have a network of people behind them during their first year on our campus. Growing leaders is the standard at Cypress Falls as we offer many opportunities for emerging leaders. We offer many and varied opportunities for teachers to grow individually and as teams. According to district data, substitutes choose to come to Cypress Falls over other schools which speaks to the culture on our campus.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Our absence rate is greater than 4%.   **Root Cause:** Teacher/Paraprofessional Attendance: We need to provide teachers with the resources needed to address the physical, mental, and emotional stress caused by the teaching profession.

# Parent and Community Engagement

**Parent and Community Engagement Strengths**

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

Cypress Falls has rich volunteer experiences for families and students who are involved in extra-curricular activities. We have several community partners who contribute to the success of students and their families. Our staff believes in the importance of both promoting upcoming school events and celebrating student achievements via social media (Facebook, Twitter, Instagram and school website). This positive communication builds trust and allows the entire school community to celebrate success and stay informed concerning school issues. We open our building to an evening program offering ESL and GED classes to parents and community members. Leaders make efforts to invite families through home visits, personal letters of invitation and contact through our feeder schools. It has been an overwhelming success and continues to grow each year. We also have multiple opportunities for special parent nights (STAAR Parent Nights for juniors and senior who have not passed STAAR, Hispanic Parent Nights, College Fair, Senior Parent meetings, etc.).

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent and Community Engagement: Not all parents are involved in school activities. **Root Cause:** Parent and Community Engagement: Some parents/families are unaware of opportunities for involvement or are unable to attend the opportunities we offer.

# Goals
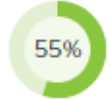
**Goal 1:** Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.
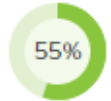
**Performance Objective 1:** Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** English Language Arts:  English teams will focus on building rigor and relevance by incorporating student choice for novel selections.  Teams will plan lessons that connect critical ELA TEKS with skills needed for success in life outside of school.<br>    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>    **Staff Responsible for Monitoring:** English teachers, DC, TLs, AAS, CIC, DI | Formative | | |
| | Nov | Feb | May |
| | 30% | 65% | 70% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** English Language Arts Writing:  English teachers will provide frequent, personal feedback during all stages of the writing process for both face-to-face and online learners.<br>    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>    **Staff Responsible for Monitoring:** DI, Appraiser, Department Chair, Team Leader | Formative | | |
| | Nov | Feb | May |
| | 45% | 80% | 80% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Math:  The Algebra I team will  use strategies to create a collaborative classroom culture in order to build student grit and confidence in math.  The team will us IXL during class activities in order to provide students immediate feedback when working independently or in small groups.<br>    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>    **Staff Responsible for Monitoring:** Director of Instruction, Appraiser, Team Leader, Department Chair | Formative | | |
| | Nov | Feb | May |
| | 60% | 75% | 80% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Science: Biology teachers will use their additional planning period to intentionally plan for building real world relevance into lessons and increasing rigor of instruction.<br><br>    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>    **Staff Responsible for Monitoring:** Biology Team, CIC, DC, DI, AAS | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 60% | 75% | 75% |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Social Studies: US History teachers will include purposeful, structured planning to differentiate for and incorporate the use of strategies that create a growth mindset where students get feedback to learn from their mistakes instead of settling for minimal efforts/results.<br><br>    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>    **Staff Responsible for Monitoring:** DI, Appraiser, Department Chair, Team Leader | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 60% | 70% | 75% |

| Strategy 6 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 6:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We will work with students to build a grit and growth mindset.<br><br>    **Strategy's Expected Result/Impact:** The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 3%.<br>    **Staff Responsible for Monitoring:** Teachers, Counselors, CCS | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 55% | 65% | 70% |

| Strategy 7 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 7:** CTE Approved Industry Certifications: CTE teachers will participate in certification goal-setting conferences in November. These CTE meetings will be let by DI and CATE DC and will include the CTE Counselors. Previous data will be reviewed and goals will be set for student certifications. Groups will meet again in May to ensure accurate data is entered to document all certifications earned.<br><br>    **Strategy's Expected Result/Impact:** The number of students earning an industry certification will increase by 3 from 2018-2019%.<br>    **Staff Responsible for Monitoring:** CTE DC, TLs, CTE Counselors, DI | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 20% | 70% | 80% |

| Strategy 8 Details | Formative Reviews | | |
|---|---|---|---|
| | **Formative** | | |
| **Strategy 8:** Graduation Rate:<br>1. Cypress Falls will use an At-Risk referral process for staff to utilize to bring together a focused meeting of those involved with the student (parents, teachers, counselor, AP, etc) in order to create a targeted plan/contract for success. A focus will be on students with attendance issues.<br>2. Counselors and Administrators will focus on data related to our four year graduation rate and four year graduation plans used for distinction designations.<br>3. Staff will have opportunities for learning related to the needs of at-risk students with a special focus on ELLs.<br><br>**Strategy's Expected Result/Impact:** All: 90% or higher or increase of .10%<br>African American: 90% or higher or increase of .10%<br>Hispanic: 90% or higher or increase of .10%<br>White: 90% or higher or increase of .10%<br>Economically Disadvantaged: 90% or higher or increase of .10%<br><br>**Staff Responsible for Monitoring:** APs, AAS, Counselors, Associate Principal | Nov | Feb | May |
| | 35% | 60% | 80% |

| Strategy 9 Details | Formative Reviews | | |
|---|---|---|---|
| | **Formative** | | |
| **Strategy 9:** Dropout Prevention: We will utilize a staff member to oversee our Repeat 9th Grade Initiative. She will work with a team to identify repeat 9th graders at-risk of dropping out and form a plan for graduation.<br><br>**Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1.5%.<br><br>**Staff Responsible for Monitoring:** Repeat 9th Initiative Temporary Worker, CICs, AAS, Admin Staff | Nov | Feb | May |
| | 10% | 50% | 60% |

| Strategy 10 Details | Formative Reviews | | |
|---|---|---|---|
| | **Formative** | | |
| **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.<br><br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br><br>**Staff Responsible for Monitoring:** Team Leaders, Department Chairs, Appraisers | Nov | Feb | May |
| | 55% | 85% | 100% |

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

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

**Performance Objective 2:** ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Before/After School Programs: tutoring and super Saturdays | **Formative** | | |
| **Strategy's Expected Result/Impact:** By May 2023, students participating in targeted interventions outside of school will have a 92% course completion rate. | **Nov** | **Feb** | **May** |
| **Staff Responsible for Monitoring:** Director of Instruction, AAS, CICs | 55% | 50% | 70% |
| Strategy 2 Details | Formative Reviews | | |
| **Strategy 2:** Professional Staffing: Class size reduction teacher (Algebra I) | **Formative** | | |
| **Strategy's Expected Result/Impact:** By May of 2023, Algebra I students will have a 92% course completion rate. | **Nov** | **Feb** | **May** |
| **Staff Responsible for Monitoring:** AAS, Director of Instruction | 100% | 100% | 100% |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |

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

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

Evaluation Data Sources: STAAR data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** State Compensatory Education: Provide supplementary support to students identified as at-risk. | Formative | | |
| **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table. | Nov | Feb | May |
| **Staff Responsible for Monitoring:** Principal | 50% | 70% | 90% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** State Compensatory Education: Reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other students. | Formative | | |
| **Strategy's Expected Result/Impact:** Educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table. | Nov | Feb | May |
| **Staff Responsible for Monitoring:** Principal | 50% | 65% | 85% |

| 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

    **Summative Evaluation:** Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Campus Safety:   A staff supervision duty schedule will be implemented in order to ensure adult supervision around the building throughout the entire school day. This will include limited, monitored access points at the start of the school day. | Formative | | |
| | Nov | Feb | May |
|     **Strategy's Expected Result/Impact:** Improved student and staff safety and fewer student behavior problems in hallways and common areas.<br>    **Staff Responsible for Monitoring:** All staff, Admin Team | 60% | 80% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Conduct Emergency Safety Drills:  Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. | Formative | | |
| | Nov | Feb | May |
|     **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>    **Staff Responsible for Monitoring:** All staff with supervision from Safety Team | 70% | 80% | 100% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

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

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

    **Evaluation Data Sources:** Student attendance records

    **Summative Evaluation:** Significant progress made toward meeting Objective
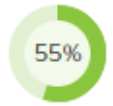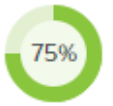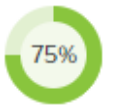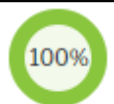
| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Homeless Students: We will work to identify homeless students. | **Formative** | | |
| **Strategy's Expected Result/Impact:** 100% of homeless students will be identified | **Nov** | **Feb** | **May** |
| **Staff Responsible for Monitoring:** EASE Counselor, Lead Counselor, Counselors, Assistant Principals, Associate Principal | 100% | 100% | 100% |
| | 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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Restorative Discipline: Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divides. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 10%. <br> **Staff Responsible for Monitoring:** Associate, APs | 100% | 100% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** In School Suspensions: Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divide | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will be reduced by 10%. <br> **Staff Responsible for Monitoring:** APs, Associate | 55% | 75% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Out of School Suspensions: Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divide | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Out of school suspensions will be reduced by 10%. <br> **Staff Responsible for Monitoring:** APs, Associate | 70% | 75% | 100% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Disciplinary Alternative Education Program (DAEP) Placements: Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divide. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** DAEP placements of African American students will be reduced by 10%. <br> **Staff Responsible for Monitoring:** APs , Associate | 55% | 60% | 100% |

| Strategy 5 Details | Formative Reviews |
|---|---|

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Violence Prevention: Utilize SOAR and PBIS to teach and reinforce positive student behaviors. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Violent Incidents will be reduced by 10% | **Nov** | **Feb** | **May** |
| **Staff Responsible for Monitoring:** APs, Associate | 65% | 75% | 100% |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue | |

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.

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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teacher/Paraprofessional Attendance:  Acknowledge perfect attendance for staff in various ways (social media, Monday Morning Notes, Teacher SOAR drawings, and other various means of recognition. | Formative | | |
| **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, DI, Associate Principal | Nov | Feb | May |
| | 55% | 35% | 75% |
| 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: Teachers will receive job targeted professional development based on identified needs.

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

**Summative Evaluation:** Met Objective
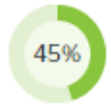
| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** High-Quality Professional Development: Professional development will be offered to all teachers based on needs and interest. Both face-to-face and virtual opportunities on a variety of topics will be available. Some areas of focus will be technology, GT training, ELL instruction , ESL certification prep, and culturally responsive teaching practices. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Quality first time instruction **Staff Responsible for Monitoring:** DI, Principal, Teacher Leaders | 55% | 55% | 80% |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue | | | |

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

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

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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Parent and Family Engagement:  Increase opportunities for parent involvement  by continuing face-to-face and virtual opportunities. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal, Associate Principal, DI | 45% | 60% | 80% |
| 0% No Progress          100% Accomplished          ➡ Continue/Modify          ✖ Discontinue | | | |

# 2022-2023 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Principal | Rebecca Denton | Principal |
| Classroom Teacher | Jack Chandler | Teacher #1 |
| Classroom Teacher | Meagan Brisker | Teacher #2 |
| Classroom Teacher | Jessica Fenley | Teacher #3 |
| Classroom Teacher | Jordan Lauver | Teacher #4 |
| Classroom Teacher | Kelly Blackstone | Teacher #5 |
| Classroom Teacher | Miranda Fairman | Teacher #6 |
| Classroom Teacher | Robbie Smith | Teacher #7 |
| Classroom Teacher | Kellye Sandlin | Teacher #8 |
| Non-classroom Professional | Renee Barbe | Other School Leader #1 |
| Non-classroom Professional | Wanda Wright | Other School Leader #2 |
| Non-classroom Professional | Kyle Parsons | Other School Leader #3 |
| Non-classroom Professional | Stacy Stringer | Other School Leader #4 |
| District-level Professional | Cassandra Crouch | Administrator (LEA) #1 |
| Parent | Virgina Flores | parent #2 |
| Community Representative | Yolanda Cole | Community Resident #1 |
| Community Representative | Robert Maniscalco | Community Resident #2 |
| Business Representative | Larry Mullen | Business Representative #1 |
| Business Representative | Brian Valdez | Business Representative #2 |
| Non-classroom Professional | Cindy Heldring | Other School Leader |
| Parent | Javier Blanco | parent |

# 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 | 2023: Approaches Grade Level | 2022: Meets Grade Level | | 2023 Meets Incremental Growth Target | 2023: Meets Grade Level | 2022: Masters Grade Level | | 2023 Masters Incremental Growth Target | 2023: Masters Grade Level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | # | % | | | # | % | | | # | % | | |
| Algebra I | Cypress Falls | All | 536 | 456 | 85% | 87% | 82% | 309 | 58% | 60% | 42% | 167 | 31% | 37% | 15% |
| Algebra I | Cypress Falls | Hispanic | 337 | 283 | 84% | 86% | 80% | 187 | 55% | 57% | 38% | 100 | 30% | 32% | 15% |
| Algebra I | Cypress Falls | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Algebra I | Cypress Falls | Asian | 14 | 12 | 86% | 88% | 89% | 10 | 71% | 73% | 63% | 9 | 64% | 66% | 32% |
| Algebra I | Cypress Falls | African Am. | 120 | 105 | 88% | 90% | 83% | 70 | 58% | 60% | 43% | 34 | 28% | 30% | 10% |
| Algebra I | Cypress Falls | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Algebra I | Cypress Falls | White | 51 | 43 | 84% | 86% | 88% | 31 | 61% | 63% | 55% | 16 | 31% | 33% | 19% |
| Algebra I | Cypress Falls | Two or More | 13 | 12 | 92% | 94% | 87% | 11 | 85% | 87% | 53% | 8 | 62% | 64% | * |
| Algebra I | Cypress Falls | Eco. Dis. | 424 | 357 | 84% | 86% | 83% | 244 | 58% | 60% | 42% | 136 | 32% | 34% | 14% |
| Algebra I | Cypress Falls | Emergent Bilingual | 120 | 88 | 73% | 75% | 71% | 44 | 37% | 39% | 30% | 28 | 23% | 35% | 11% |
| Algebra I | Cypress Falls | At-Risk | 417 | 343 | 82% | 82% | 80% | 207 | 50% | 52% | 36% | 103 | 25% | 27% | 11% |
| Algebra I | Cypress Falls | SPED | 73 | 52 | 71% | 73% | 53% | 25 | 34% | 36% | 19% | 13 | 18% | 20% | * |
| Biology | Cypress Falls | All | 755 | 681 | 90% | 92% | 93% | 525 | 70% | 72% | 68% | 196 | 26% | 28% | 21% |
| Biology | Cypress Falls | Hispanic | 452 | 406 | 90% | 92% | 92% | 290 | 64% | 66% | 61% | 99 | 22% | 24% | 17% |
| Biology | Cypress Falls | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Biology | Cypress Falls | Asian | 44 | 43 | 98% | 99% | 98% | 39 | 89% | 91% | 88% | 27 | 61% | 63% | 51% |
| Biology | Cypress Falls | African Am. | 157 | 137 | 87% | 89% | 92% | 106 | 68% | 70% | 66% | 31 | 20% | 22% | 13% |
| Biology | Cypress Falls | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Biology | Cypress Falls | White | 76 | 71 | 93% | 95% | 98% | 69 | 91% | 93% | 84% | 28 | 37% | 39% | 34% |
| Biology | Cypress Falls | Two or More | 22 | 20 | 91% | 93% | 100% | 19 | 86% | 88% | 91% | 10 | 45% | 47% | 39% |
| Biology | Cypress Falls | Eco. Dis. | 562 | 503 | 90% | 92% | 93% | 367 | 65% | 67% | 66% | 124 | 22% | 24% | 18% |
| Biology | Cypress Falls | Emergent Bilingual | 134 | 96 | 72% | 74% | 81% | 40 | 30% | 32% | 34% | 5 | 4% | 10% | 4% |
| Biology | Cypress Falls | At-Risk | 488 | 417 | 85% | 97% | 91% | 275 | 56% | 58% | 57% | 55 | 11% | 13% | 10% |
| Biology | Cypress Falls | SPED | 71 | 48 | 68% | 70% | 79% | 23 | 32% | 34% | 29% | 2 | 3% | 5% | 10% |
| English I | Cypress Falls | All | 809 | 576 | 71% | 73% | 74% | 459 | 57% | 59% | 58% | 106 | 13% | 15% | 13% |
| English I | Cypress Falls | Hispanic | 484 | 338 | 70% | 72% | 68% | 259 | 54% | 56% | 49% | 53 | 11% | 13% | 8% |
| English I | Cypress Falls | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| English I | Cypress Falls | Asian | 44 | 42 | 95% | 96% | 92% | 40 | 91% | 93% | 82% | 17 | 39% | 41% | 45% |
| English I | Cypress Falls | African Am. | 173 | 112 | 65% | 70% | 76% | 84 | 49% | 51% | 59% | 14 | 8% | 10% | 6% |
| English I | Cypress Falls | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| English I | Cypress Falls | White | 81 | 62 | 77% | 79% | 90% | 56 | 69% | 71% | 78% | 20 | 25% | 27% | 25% |
| English I | Cypress Falls | Two or More | 23 | 20 | 87% | 89% | 92% | 19 | 83% | 85% | 79% | 2 | 9% | 11% | 29% |
| English I | Cypress Falls | Eco. Dis. | 598 | 410 | 69% | 72% | 72% | 318 | 53% | 55% | 53% | 62 | 10% | 12% | 9% |
| English I | Cypress Falls | Emergent Bilingual | 152 | 53 | 35% | 37% | 37% | 30 | 20% | 22% | 17% | 0 | 0% | 3% | * |
| English I | Cypress Falls | At-Risk | 546 | 328 | 60% | 65% | 66% | 224 | 41% | 43% | 45% | 20 | 4% | 6% | 4% |
| English I | Cypress Falls | SPED | 82 | 24 | 29% | 32% | 41% | 16 | 20% | 22% | 19% | 1 | 1% | 3% | * |
| English II | Cypress Falls | All | 762 | 623 | 82% | 84% | 77% | 503 | 66% | 68% | 57% | 90 | 12% | 15% | 9% |
| English II | Cypress Falls | Hispanic | 425 | 339 | 80% | 82% | 73% | 277 | 65% | 67% | 53% | 40 | 9% | 11% | 6% |
| English II | Cypress Falls | Am. Indian | 5 | 4 | 80% | 82% | * | 4 | 80% | 82% | * | 0 | 0% | 2% | * |
| English II | Cypress Falls | Asian | 57 | 51 | 89% | 91% | 98% | 48 | 84% | 86% | 84% | 25 | 44% | 46% | 28% |
| English II | Cypress Falls | African Am. | 160 | 123 | 77% | 79% | 77% | 85 | 53% | 55% | 50% | 11 | 7% | 9% | 4% |
| English II | Cypress Falls | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |

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

| Content | Campus | Student Group | Tested 2022 # | 2022: Approaches Grade Level # | 2022: Approaches Grade Level % | 2023 Approaches Incremental Growth Target | 2023: Approaches Grade Level | 2022: Meets Grade Level # | 2022: Meets Grade Level % | 2023 Meets Incremental Growth Target | 2023: Meets Grade Level | 2022: Masters Grade Level # | 2022: Masters Grade Level % | 2023 Masters Incremental Growth Target | 2023: Masters Grade Level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English II | Cypress Falls | White | 94 | 89 | 95% | 96% | 85% | 75 | 80% | 82% | 76% | 11 | 12% | 14% | 22% |
| English II | Cypress Falls | Two or More | 20 | 17 | 85% | 87% | 85% | 14 | 70% | 72% | 70% | 3 | 15% | 17% | * |
| English II | Cypress Falls | Eco. Dis. | 541 | 429 | 79% | 81% | 76% | 331 | 61% | 63% | 51% | 47 | 9% | 11% | 5% |
| English II | Cypress Falls | Emergent Bilingual | 132 | 60 | 45% | 47% | 41% | 32 | 24% | 26% | 16% | 2 | 2% | 4% | * |
| English II | Cypress Falls | At-Risk | 414 | 280 | 68% | 70% | 64% | 185 | 45% | 47% | 36% | 10 | 2% | 4% | 2% |
| English II | Cypress Falls | SPED | 56 | 27 | 48% | 50% | 43% | 17 | 30% | 32% | 23% | 1 | 2% | 4% | * |
| US History | Cypress Falls | All | 649 | 599 | 92% | 94% | 96% | 504 | 78% | 80% | 75% | 357 | 55% | 57% | 43% |
| US History | Cypress Falls | Hispanic | 360 | 329 | 91% | 93% | 95% | 260 | 72% | 74% | 72% | 177 | 49% | 51% | 37% |
| US History | Cypress Falls | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| US History | Cypress Falls | Asian | 52 | 49 | 94% | 96% | 98% | 47 | 90% | 92% | 89% | 38 | 73% | 75% | 69% |
| US History | Cypress Falls | African Am. | 114 | 102 | 89% | 91% | 98% | 83 | 73% | 75% | 69% | 52 | 46% | 48% | 37% |
| US History | Cypress Falls | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| US History | Cypress Falls | White | 106 | 103 | 97% | 98% | 97% | 99 | 93% | 95% | 87% | 77 | 73% | 75% | 62% |
| US History | Cypress Falls | Two or More | 15 | 14 | 93% | 95% | 100% | 14 | 93% | 95% | 85% | 12 | 80% | 82% | 55% |
| US History | Cypress Falls | Eco. Dis. | 451 | 409 | 91% | 93% | 95% | 325 | 72% | 74% | 70% | 218 | 48% | 50% | 35% |
| US History | Cypress Falls | Emergent Bilingual | 94 | 71 | 76% | 78% | 82% | 35 | 37% | 39% | 40% | 13 | 14% | 16% | 9% |
| US History | Cypress Falls | At-Risk | 316 | 268 | 85% | 87% | 93% | 182 | 58% | 60% | 58% | 96 | 30% | 32% | 22% |
| US History | Cypress Falls | SPED | 37 | 27 | 73% | 75% | 89% | 16 | 43% | 45% | 39% | 7 | 19% | 21% | * |

## College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 70% to 78% by June 2025.

### Yearly Target Goals

| 2021 | 2022 | 2023 | 2024 | 2025 |
|------|------|------|------|------|
| 70% | 72% | 74% | 76% | 78% |

### 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 | 58% | 65% | 83% | | 89% | | | 73% | 64% | 73% | 53% | 75% | 49% |
| 2021-22 | 2022-23 | 60% | 67% | 85% | NA | 91% | NA | NA | 75% | 66% | 75% | 55% | 77% | 51% |
| 2022-23 | 2023-24 | 62% | 69% | 87% | NA | 93% | NA | NA | 77% | 68% | 77% | 57% | 79% | 53% |
| 2023-24 | 2024-25 | 64% | 71% | 89% | NA | 95% | NA | NA | 79% | 70% | 79% | 59% | 81% | 55% |
| 2024-25 | 2025-26 | 66% | 73% | 91% | NA | 97% | NA | NA | 81% | 72% | 81% | 61% | 83% | 57% |

# CYPRESS-FAIRBANKS ISD
## Standard Expectations

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

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

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

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

# High School Content Area
## Standard Expectations

**English Language Arts/Reading**

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

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

**Mathematics**

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
    - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

**Secondary Science**

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

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

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

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

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

## Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
  o engage in collaborative problem-solving activities and discussions
  o use research tools such as primary and secondary sources for in depth study and relevant applications
  o analyze visuals (cartoons, maps, images) using critical thinking skills
  o access differentiated content for readiness and skill level and/or interests
  o utilize devices for self-directed learning
  o 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:
  o use Chromebook devices to engage in face to face and/or digital communication.
  o locate and access information and resources stored in different platforms such as Schoology.
  o receive immediate, individualized feedback.
  o connect to speakers outside of the classroom.
  o access real-world materials to showcase products, practices and perspectives from the target language culture(s).
  o increase opportunities for individuals participating in unrehearsed communication.