

Cypress-Fairbanks Independent School District

Cypress Springs High School

2014-2015 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Social Studies

Top 25% Closing Performance Gaps

Postsecondary Readiness

Mission Statement

Cypress Springs will provide opportunities for academic, social, physical, and emotional growth in a safe environment so that students can build the future of their choice and be productive members of society.

Vision

"Thinking Outside the Bowl"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Cypress Springs High School include 210 teachers, 42 paraprofessionals, and 12 administrators.

The student population as of September 2014 is: 51% Hispanic, 1% American Indian, 4% Asian, 32% African American, 0% Pacific Islander, 10% White, and 2% Multi-Racial. Additionally, the campus serves 5% English as Second Language, 8% Special Education, and 72% economically disadvantaged students.

2013-14 attendance rates include: 94.4% Hispanic, 94.0% African American, 94.1% White, and 94.8% economically disadvantaged.

The most current data indicate the campus has a 20.6% mobility rate.

According to Cognos, the attendance rates for the 2013-2014 school year are as follows:

Grade Level	AA	Hispanic	Asian	White	Pac. Is	2 or More	LEP	SPED
9	95.6%	95.8%	97.5%	95%	*	90.8%	95.6%	94.7%
10	90.2%	94.7%	97.2%	93.8%	94.4%	94.4%	95.7%	91.2%
11	96.1%	94.2%	95.7%	93.6%	*	88.6%	92.7%	92.7%
12	92.8%	92.5%	95.6%	93.4%	94.9%	95.1%	74.1%	87.9%

Source:

-Personnel (campus data)

-Demographics (eSchool)

-Attendance (Cognos AMS0)

-Mobility (2014 Accountability Reports)

Demographics Needs

The following needs have been identified and are listed in priority order:

1. Supporting the large numbers of students enrolling with educational gaps continues to be our largest challenge. We still have large numbers of students enrolling throughout the year. In addition, with 72% of our students on free or reduced lunch, differentiated instruction, flexible regrouping, tiered interventions, and other instructional methods intended to bridge the educational gap, become a critical component of our instructional program.
2. Another area of need will be monitoring and assisting our LEP students. With 118 active ELL students and 110 monitored students, helping them with academic vocabulary acquisition will be a constant focus. The need to predict content, with which they will struggle, and implement interventions to address those needs in a timely manner, will be crucial to the success of our LEP students.
3. Any student group with an attendance rate lower than ninety-five percent is considered a priority group. An increase in attendance is needed for all student groups. Cypress Springs staff will work closely with the attendance office to help identify students that will need support in improving their attendance to 95% or higher.
4. Another area of focus should be our increase in African American campus suspension or placements to an alternative campus which result in loss of first time instruction. According to data in eschool/Cognos, a total of 221 students have lost classroom instruction due to in-school suspensions, out of school suspensions or alternative campus placements from August 25th to October 3rd. This results in a loss of 1547 hours of instruction time.

Student Achievement

Student Achievement Summary

In the state/federal accountability system safeguard system, Cypress Springs High School missed the following system safeguards:

Performance Rates- State (55%): Reading (ELL), Math (SPED)

Graduation Rates (Overall goal 90%, Four-year 80%, Safe Harbor 10%, Five-year 85%): SPED

A campus intervention/leadership was formed to address these areas. The team members included: Principal, Director of Instruction, Academic Achievement Specialists, EOC Content Team Leaders, EOC Content Team Teachers, Appraisers for EOC teams

The team met on the following date(s): September 22: US History, September 23: English II, September 26: English I & Algebra I

A data analysis was conducted and revealed the following: The data consistently showed that our ELL and SpEd students are not as successful on the EOC's than other populations on campus. We also noticed that the number of students reaching Level III status is much lower than the number of students enrolled in upper level courses. The committee determined that one large challenge is upper classmen retesting on the EOC's. Most of these students are not enrolled in the course on which they are retesting and will require flexible regrouping within the school day and EOC content embedded in current curriculum to address their needs.

Areas of need are addressed in the "Student Achievement Needs" section below.

Strategies to address the needs and missed system safeguards, along with the Critical Success Factors, are denoted in the "Goals" section of the CIP. The strategies are directly related to meeting the performance objectives/targets as outlined in the "goals" section of the CIP. The strategies will be monitored three times a year (November, February, and May).

Student Achievement Strengths

Mathematics:

In Algebra, Cypress Spring's Reporting Category with our greatest strength was Category One, Functional Relationships - The student will describe functional relationships in a variety of ways. Our students got 52% of the questions in this area correct. Another area of strength was Category 3, Linear Functions - The student will demonstrate an understanding of linear functions. Our students got 51% of the questions in this area correct.

Science:

In Biology, the Reporting Category that was our greatest strength was Category Four, Biological Processes and Systems - The student will demonstrate an understanding of metabolic processes, energy conversions and interactions and functions of systems in organisms. Our students got 68% of the questions in this area correct. Another area of strength was Category Three, Biological Evolution and Classification - The student will demonstrate an understanding of the theory of biological evolution and the hierarchical classification of organisms. Our students got 65% of the questions in this area correct.

Social Studies:

In US History, the Reporting Category that was our greatest strength was Category Two, Geography and Culture - The student will demonstrate an understanding of geographic and cultural influences on US History. Cypress Springs students got 71% of the questions in this area correct. Another area of strength was Category 4, Economics, Science, Technology and Society - The student will demonstrate an understanding economic and technical influences on U.S. history. Our students got 70% of the questions in this area correct.

Student Achievement Needs

The following needs have been identified and are listed in priority order:

Need 1: Staff development for English III and IV teachers targeting addressing the needs of retesters in their classrooms (Reading ELL)

Need 2: Additional staff member to assist in ELL classrooms to provide immediate feedback and conduct writing conferences Reading ELL)

Need 3: Targeted tutoring for ELL students (Reading ELL)

Need 4: Targeted Data Digs and instructional response for Math teacher targeting addressing the needs of students receiving SpEd services (Math SPED)

Need 5: Staff development for teachers and ICS support personnel targeting addressign the needs of studnets receiving SpEd services (Graduation SPED)

These areas of concern are similar to areas of concern seen in the 2012-2013 school year, although the changes in the formatting of the English EOC from two tests to one combined Reading and Writing test make identifying trends difficult.

ELL All Subjects (50% met the Phase-In 1 Level II or above standard),

Special Education English (55% met the Phase-In 1 Level II or above standard),

ELL English (30% met the Phase-In 1 Level II or above standard),

ELL Mathematics (60% met the Phase-In 1 Level II or above standard),

Special Education Mathematics (52% met the Phase-In 1 Level II or above standard),

Special Education Science (73% met the Phase-In 1 Level II or above standard),

All Students Science (6% met the Level III or above standard),

All Students Social Studies (14% met Level III or above standard).

Reading

In English I, the reporting category with our greatest opportunity for growth was Category One, short answer rating single selection, Understanding and Analysis across Genres - The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres. CySprings students got 48% of the possible points in this reporting category correct.

In English II, the reporting category with our greatest opportunity for growth was Category One, short answer rating single selection, Understanding and Analysis across Genres - The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres. CySprings students got 42% of the possible points in this reporting category correct.

Math

In Algebra, the Reporting Category that has the greatest opportunity for growth is Category 4, Linear Equations and Inequalities - The student will formulate and use linear equations and inequalities. Our students got 46% of the questions in this category correct. Another area with the greatest potential for growth was Category 2, Properties and Attributes of Functions - The student will demonstrate an understanding of the properties and attributes of functions. CySprings students got 50% of the questions in this area correct.

Science

In Biology, the Reporting Category that has the greatest opportunity for growth was Category One, Cell Structure and Function - The student will demonstrate an understanding of the biomolecules as building blocks of cells and that cells are the basic unit of structure and function of living things. Our students got 50% of the questions in this category correct. Another area of need is Category Five, Interdependence within Environmental Systems - The student will demonstrate an understanding of interdependence and interactions that occur within an environmental system and their significance. Our students got 55% of the questions in this area correct.

Social Studies

In US History, the Reporting Category that had the greatest opportunity for growth was Category One, History - The student will demonstrate an understanding of issues and events in US History. CySprings students got 61% of the questions in this area correct. Another area with opportunity for growth was Category Three, Government and Citizenship -The student will demonstrate an understanding of the role of government and the civic process in US History. Our students got 65% of the questions in this area correct.

School Culture and Climate

School Culture and Climate Summary

Cypress Springs believes that parents and teachers are valued stakeholders. They are the driving force behind the success of students. Based on this belief, Cypress Springs High School conducted a parent survey and an Employee Perception Survey in order to receive valuable input about the school culture, climate, and organization.

School Culture and Climate Strengths

The three highest indicators on the Employee Perception Survey were all tied at 97%. Almost the entire staff indicated they felt safe at work and procedures had been implemented to keep them safe. 97% of the staff indicated that information related to their job is accessible and that they were clear about their job responsibilities.

School Culture and Climate Needs

The three lowest indicators on the Cypress Springs Employee Perception Survey were items related to staff recognition, quality work and feedback. 29% of staff members do not believe quality work is expected of all students. 15% of the staff do not believe staff recognition is built in to the school culture or that various forms of feedback are given to help them improve performance.

Based on the parent survey, less than 50% of parents attended Open House. More than 90% of the parents expect their child to attend college and have discussed plans for post-graduation. The college and career center assists students with information pertaining to financial aid, registration, and requirements needed to enroll in college.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Cypress Springs High School include 210 teachers, 42 paraprofessionals, and 12 administrators.

Staff Quality, Recruitment, and Retention Strengths

100% of our teachers are highly qualified and, due to the varied population of our campus, many of our teachers have or are pursuing additional certifications.

Staff Quality, Recruitment, and Retention Needs

Over the past two years, our campus has lost several experienced teachers, with some departments losing half of their returning teachers. Almost 25% of the teachers at Cypress Spring are new to our campus this year. The challenge for the new hires will be to learn the content as well as exercise effective classroom management.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cypress Fairbanks ISD has strong content curriculum experts who lead to benefit our teachers and ultimately, our students. Core contents also have Curriculum Coaches who are able to visit campuses to provide additional support. The recent addition of iXplore has allowed us to capture our data, including District Progress Monitoring (DPM's) and teacher made tests, and create a prescriptive plan for each child. We are able to look at each curriculum objective and see areas of weakness and strength. Core contents conduct data digs using information from iXplore which allows for data driven decisions. We continue to strengthen our alignment between curriculum and new state testing standards.

Curriculum, Instruction, and Assessment Strengths

Cypress Springs has refocused our efforts on effective first time instruction by implementing the "Portrait of a Panther Classroom". Through this initiative, instructional strategies will be introduced and applied in chunks over time across campus. Feedback will be provided to teachers by the use of mega monitoring during classroom observations.

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

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

Core teachers are retrieving district made materials from iXplore for classroom use resulting in more aligned classrooms in high schools across the district.

Curriculum, Instruction, and Assessment Needs

On challenge this year is meeting the needs of our EOC re-testers while they are in upperclassmen courses. Staying true to the course content, while also preparing students for the state examine while during the school day requires detailed preplanning and flawless department communication.

Additional challenges are ensuring the rigor of the K-level classes and meeting the needs of our many ELL students.

Family and Community Involvement

Family and Community Involvement Summary

Cypress Springs High School is continuing its efforts to increase VIPS numbers, increase parent participation at campus events, and strengthen our community partner relationships.

Family and Community Involvement Strengths

At Cypress Springs, we are noticing an upward trend in regards to parent and community participation. The attendance in our first Principal Parent Meeting increased over 300% in comparison to the 2013-14 school year. In addition we have several outside organizations that are volunteering on campus and providing materials needed for instruction and items for teacher appreciation.

Family and Community Involvement Needs

As a campus we continue to find ways to "brand" our campus within the community, including area home builders.

School Context and Organization

School Context and Organization Summary

Cypress Springs High School runs on a 7 period day providing maximum learning time for all students. On Thursdays we add an Advocacy Period. This 30 minute period is for students to meet with their faculty mentor to receive campus information and check in weekly with their mentor and advocate.

School Context and Organization Strengths

Our campus provides as much quality, purposeful time with students within the school day as possible.

During our weekly Advocacy Period, each faculty mentor keeps the same group of students from their Freshman through Senior year. This weekly face-to-face meeting allows students to build a positive relationship with the same adult for the four years they are on campus.

In order to address student success concerns, Cypress Springs High School provides flexible when data determines it is needed in our core content teams, and our teachers hold Recovery School to help students relearn material on which they struggled helping them stay on track to earn credits needed for graduation.

School Context and Organization Needs

Because many of our students have jobs or other responsibilities at the end of the school day, it is always a challenge to provide them with the additional instructional time they need to be successful.

Technology

Technology Strengths

Our teachers are provided curriculum with technology imbedded within. The district content coordinators incorporate the use of technology in sample lessons and provide training for teachers.

We have campus technology technicians that assist teachers with hardware issues or requests. Our district reporting system had been streamlined allowing service calls to be prioritized and answered in a more timely manner.

Technology Needs

Connectability on campus continues to be a concern. Staff development is needed to train new teachers on each piece of technology. Many are struggling to keep up with the content while using technology as the vehicle to deliver instruction.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or PLAN assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data


















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

Goals

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

Performance Objective 1: Science: By May 2015, increase performance of each student group on STAAR Science by the amounts noted on the attached CIP Data Table. By June 2015, all science classes will have at least 90% of students receiving full credit for the course.

Summative Evaluation: STAAR End of Course; End of year transcripts









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Emphasize the value of AP courses and credit earned through AP exams	Science Department Chair; Others include: Science Teachers	AP enrollment/AP testing enrollment			
<p>Critical Success Factors CSF 1</p> 2) Use a daily recovery method, in order to keep students current in meeting mastery level	Science Department Chair; Others include: Science Teachers	90% Pass Rate			
<p>Critical Success Factors CSF 1</p> 3) Conduct labs that allow students to make real world connections	Science Department Chair; Others include: Science Teachers	Students provide meaningful conclusions after labs; increased student engagement			
<p>Critical Success Factors CSF 1</p> 4) Incorporate EOC types of questions into unit tests as well as test taking strategies (RUDE) and purposeful warm ups	Science Department Chair; Others include: Science Teachers	DPM scores			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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

Performance Objective 2: Mathematics: By May 2015, increase performance of each student group on STAAR Math by the amounts noted on the attached CIP Data Table. By June 2015, all math classes will have at least 90% of students receiving full credit for the course.

Summative Evaluation: STAAR End of Course; End of year transcripts

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Use anchor charts to display instructional material and vocabulary in the classroom</p>	Math Department Chair; Others include: Math Teachers	Increased scores on classroom assessments and informal assessments; increase in student use of content vocabulary			
<p>Critical Success Factors CSF 1</p> <p>2) Implement Student Interactive Notebooks (ISN's) to increase student participation and ownership of instructional content</p>	Math Department Chair; Others include: Math Teachers	Increased scores on informal assessments, EOC practice questions, and EOC release test questions			
<p>Critical Success Factors CSF 1</p> <p>3) Identify and work with students that have not been successful on specific EOC categories</p>	Math Department Chair; Others include: Math Teachers	Increase in December EOC passers; increase in the number of students reaching Level III status			
<p>Critical Success Factors CSF 1</p> <p>4) Implement the wire-frame (writing initiative) from the 2013-2014 school year</p>	Math Department Chair; Others include: Math Teachers	Increase in EOC passers; increase in the number of students reaching Level III status			
<p>Critical Success Factors CSF 1</p> <p>5) Consistently apply (directly and indirectly) content vocabulary in every day lessons</p>	Math Department Chair; Others include: Math Teachers	Increase in scores on informal assessments, EOC practice questions, EOC release test questions, and the EOC; Increase in students attaining level III status			
<p>System Safeguard Strategies Critical Success Factors CSF 1</p> <p>6) Ensure that all students receiving SpEd services have individualized accommodations, in class support from bell to bell and flawless timely, detailed communication between the classroom teacher and the case manager</p>	Math Department Chair; Others include: Math Teachers, SpEd case managers, SpEd Administrator	Increase in grades of SpEd students			

<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>7) Focus on SpEd students' individual scores in data digs and provide additional tutoring opportunities and flexible regrouping based on EOC reporting categories</p>	<p>Math Department Chair; Others include: Math Teachers, case managers</p>	<p>Increase SpEd scores on DPM's and EOC's</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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

Performance Objective 3: Reading/ELA: By May 2015, increase performance of each student group on STAAR ELA by the amounts noted on the attached CIP Data Table. By June 2015, all English classes will have at least 90% of students receiving full credit for the course.

Summative Evaluation: STAAR End of Course; End of year transcripts

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Model critical reading strategies multiple times during each grading period to help students better understand the methods that an effective reader uses to break down a text</p>	English Department Chairs; Others include: English Teachers	Increased scores on reading comprehension on district and campus designed assessments			
<p>Critical Success Factors CSF 1</p> <p>2) Model the writing process (development of a thesis, creation of topic and transition sentences, development of ideas for body paragraphs, revising and editing process, etc.) multiple times during each grading period so that students are exposed to examples of good writing and can use the teacher model as a springboard for their own writing</p>	English Department Chairs; Others include: English Teachers	Increased writing scores on EOC's and DPM's; Higher quality student produced essays			
<p>System Safeguard Strategies Critical Success Factors CSF 1</p> <p>3) Implement purposeful interventions during the school day to target EOC restesters with special focus on ELL restesters</p>	English Department Chairs; Others include: English Teachers	Increased EOC and DPM scores; Increased ELL passing rate			
<p>System Safeguard Strategies Critical Success Factors CSF 1</p> <p>4) Provide STAAR English III classes for junior EOC restesters with additional targeted classes created for English III ELL students</p>	English Department Chairs; Others include: English III teachers	Increase EOC pass rate for junior and ELL restesters			
Funding Sources: State Compensatory Education - \$838.00					
<p>Critical Success Factors CSF 1</p> <p>5) Provide flexible regrouping in the fall for all EOC restesters in English II, III, and IV based on individual reporting category performance data</p>	English Department Chairs; Others include: English Teachers	Increase in % of EOC restesters that pass EOC in December			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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

Performance Objective 4: Social Studies: By May 2015, increase performance of each student group on STAAR Social Studies by the amounts noted on the attached CIP Data Table. By June 2015, all English classes will have at least 90% of students receiving full credit for the course.












Summative Evaluation: STAAR End of Course; End of year transcripts

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>1) Provide after school tutorials and pull-out sessions for students who need to pass their US history EOC in December</p>	Social Studies Department Chair; Others include: US History Team	Success rate on the EOC retest in December			
<p>Critical Success Factors CSF 1</p> <p>2) Increase the test items on teacher created exams that are excerpts or longer reading passages and including more STAAR style test items on unit exams.</p>	Social Studies Department Chair; Others include: Social studies teachers, particularly World Geography, World History and US History	Increase in the % of students receiving Level III on the US History EOC.			
<p>Critical Success Factors CSF 1</p> <p>3) Increase vertical alignment across grades</p>	Social Studies Department Chair; Others include: Social Studies teachers	Improved scores on the EOC and improved scores on AP exams; increased content conversations by teachers across grade levels			
<p>Critical Success Factors CSF 1</p> <p>4) Implement lessons that teach students how to manage their money and avoid debt by effectively utilizing financial institutions, a variety of available loans and credit cards in addition to promoting charitable organizations need of their assistance</p>	Social Studies Department Chair; Others include: Government/Economic teachers	Success of students on their personal finance unit in economics.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>					

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

Performance Objective 5: Cross-Curricular: By June 2015, increase the number of students taking AP exams and increase the number of certifications earned in CATE classes. By June 2015, 90% of all courses will have at least 90% of students receiving full credit for the course.

Summative Evaluation: AP test enrollment; Number of CATE certifications earned; End of year transcripts










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Implement a campuswide push for enrollment in AP and Dual Credit courses	College and Career Specialist; Others include: Dual Credit counselor; Principal	Teachers are aware of the advantages of AP and Dual Credit courses and are communicating this information to students and parents; Fewer level drops from AP classes; More students sitting for AP exams			
2) Implement a campuswide push for completion of certifications in the CATE areas	College and Career Specialist; Others include: CATE counselor; Principal	Increase in number of CATE certifications earned			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 6: College and Career Readiness: Create a culture that prepares all students for a full-range of post-secondary options (2 or 4-year college, trade or technical school, the military or skilled employment) through structural, motivational, and experiential college and career preparatory. Increase the graduation rate for students receiving special education services.

Summative Evaluation: Reclassification, AP, Dual Credit, College-ready graduate, and PGP completion reports, PSAT, SAT and ACT data; Special Education graduation rates

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Administer the ASPIRE, PSAT and ASVAB and review results in order to help students prepare for the SAT and ACT and encourage students to take advantage of the student services provided by the College Board and ACT as well as creating a career path	College and Career Specialist; Others include: Counselors	Increased number of students signing up for the exam as well as an increase in the number of college ready scores on the PSAT, SAT and ACT			
2) Conduct a College and Career session for teachers to detail college readiness benchmarks and how those benchmarks relate to transitional/remedial college classes, college graduation completion rate, and student morale	College and Career Specialist	Increased number of staff aware of the benefits of dual credit, AP and college ready scores for Freshman college entrance			
3) Offer a Financial Aid/FAFSA/TASFA Meeting to students and parents regarding information about financing a college education	College and Career Specialist	Increase in the number of students submitting their FAFSA/TASFA			
4) Use Career Pathfinder to assist students in planning their future by connecting with college and a career	College and Career Specialist; Others include: Counselors	Students create a four year plan related to their future career goals			
5) Advertise Dual Credit and AP through classrooms and a Campus Parent Night so students and parents may learn the benefit of taking dual-credit courses in high school as well as taking the AP exam	College and Career Specialist; Others include: Counselors	Increased number of students attempting to and enrolling in dual credit courses			
6) Continually update and provide parents and students with resources for adapting four-year plans and staying current on college and career information	College and Career Specialists; Others include: Counselors	Increased number of students and parents in attendance at college and career focused parent nights			
System Safeguard Strategies Critical Success Factors CSF 1	Special Education Administrator	Increased graduation rate for SpEd students			
7) Develop a program that supports transition for students receiving Special Education Services					
























<p align="center">System Safeguard Strategies Critical Success Factors CSF 1</p> <p>8) Evaulate graduation plans for students receiving Special Education services</p>	<p>Special Education Adminstrator; Others include: Counselors</p>	<p>Increased graduation rate for SpEd students</p>			
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1</p> <p>9) Frequent monitoring of classroom performance for students recieving special education services</p>	<p>Special Education Adminstrator; Others include: Special Education Department Chair and Team Leader</p>	<p>Increased graduation rate for SpEd students</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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

Performance Objective 1: Campus Culture: Cypress Springs High School will build a supportive environment for students and staff, for both academic and personal growth, by building a campus culture framework around building relationships and implementing brain-based instructional strategies.

Summative Evaluation: EOC exams, DPM's, formal and informal observations, membership rosters for clubs and organizations, Employee Perception Survey













Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Create a positive acknowledgement system recognizing individual teachers for their efforts in the classroom and the campus as a whole</p>	PBIS AP; Others include: PBIS Team	Increase in teacher attendance, team atmosphere, and increase in positive feedback on Employee Perception Survey indicator "staff recognition is build into the school culture"			
<p>Critical Success Factors CSF 7</p> <p>2) Provide research based staff development for all teachers continuously throughout the school year</p>	Director of Instruction; Others include: Principal	Walk-throughs and mega monitoring data indicating classroom implementation of strategies shared at staff development sessions; decrease in student failure rates			
<p>Critical Success Factors CSF 6</p> <p>3) Create and implement "1000 Guys in Ties"</p>	Men of Honor AP sponsor; Others include: Men of Honor sponsors	Increase student participation in school clubs and organizations			
<p>Critical Success Factors CSF 6</p> <p>4) Create and implement a "Girls Rule Week"</p>	Girls Rule AP sponsor; Others include: Girls Rule sponsors	Increase in student participation in school clubs and organizations			
<p>Critical Success Factors CSF 6</p> <p>5) Model and support a positive climate aligned with the Positive Based Indicator System</p>	PBIS AP; Others include: PBIS staff member, Advocacy Committee	Advocacy period accountability, district PBIS evaluation of PROWL displays, awards and contests			
Funding Sources: State Compensatory Education - \$22.00					
<p>6) Implement the "Portrait of a Panther Classroom" focused on building a foundation of brain based instructional strategies thereby strengthening first time instruction</p>	Director of Instruction; Others include: Campus administrators and instructional support personnel	Increase in student engagement; increase in number of students receiving original credit for courses; decrease in number of students using redo policy			

<p align="center">Critical Success Factors CSF 4</p> <p>7) Conduct Recovery School after grading periods 1,2,3,4, and 5 to assist students in recovering failing averages earned in the previous grading period</p>	<p>Academic Achievement Specialists; Others include: Department Chairs & Team Leaders</p>	<p>Decrease in failure rate; Increase in students receiving course credit at semester</p>			
<p align="center">Critical Success Factors CSF 4</p> <p>8) Conduct Saturday KEYS in the middle of grading periods 2,3,4,5 and 6 to provide support for students struggling in a grading period</p>	<p>Academic Achievement Specialists</p>	<p>Increase in number of students passing a course at the end of a grading period</p>			
<p align="center">Critical Success Factors CSF 2</p> <p>9) 1) Conduct PLC's and Data Digs for core content teams on DPM's and TEKS assessments and develop an action plan based on feedback</p>	<p>PDAS Appraisers; Others include: Team leaders</p>	<p>Increased DPM's, TEKS tests and STAAR Scores; Walk-through indicating an instructional response to data</p>			
<p align="center">System Safeguard Strategies Critical Success Factors CSF 7</p> <p>10) Implement a focused monitoring system for ELL students, including monitors, based on content grades and DPM's providing conferences with students and suggestions for ELPS strategies to be implemented by teachers</p>	<p>Director of Instruction Helping Teacher</p>	<p>Increased classroom grades; Increased scores on DPM's; Increased STARR scores for ELL students; Increase in one level on TELPAS composite</p>			
<p align="center">System Safeguard Strategies Critical Success Factors CSF 7</p> <p>11) Provide staff development for teachers targeting instructional strategies for students receiving SpEd services</p>	<p>SpEd Administrator</p>	<p>Increased grades; increased graduation rates</p>			
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1</p> <p>12) Track the academic progress of students receiving Special Education Services and provide families with updates regarding academic progress and campus interventions offered</p>	<p>SpEd Administrator; Others include: Case Managers</p>	<p>Increase in SpEd graduation rates</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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

Performance Objective 2: Safe and Healthy Environment: For 2014-2015, discipline referrals will be reduced by 5% from the previous school year. Discipline referrals for drugs, alcohol, and tobacco will be maintained at or below 2%.

Summative Evaluation: Safety: District-developed Reports, Discipline Referrals Health

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Implement the Tardy Calculator for all class periods and share the data with campus stakeholders	AP in charge of tardies; Others include: PBIS staff member and Tardy Calculator trained administrator, all administrators assigned to sections of the building between classes	Decrease in the number of tardies; decrease in the number of discipline referrals; increase in accurate attendance			
2) Monitor hallways by all staff members during all before, passing, and after school periods	AP in charge of tardies; Others include: Administrators	Reduction in hallway disciplinary incidents per PEIMS reports and an increase in positive relationships between all adults and students			
Critical Success Factors CSF 7	AP in charge of referrals; Others include: PDAS Appraisers	Walk-throughs indicating engaged classrooms; Decreased discipline referrals from fall to spring			
3) Provide a district BBR coach for new teachers in order to help build skills in classroom management					
 = Accomplished  = Considerable  = Some Progress  = 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 3: Attendance/Dropout Prevention: For 2014-2015, the ADA student attendance will be at or above 96.5%. For 2014-15, the dropout rate will be 0.5% or less with no student group exceeding 0.5%









Summative Evaluation: District-developed Reports and AEIS

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Conduct focused drop out recovery efforts including targeted phone calls and home visits to students identified as drop outs	Academic Achievement Specialists	Decrease in number of students on dropout list (evidenced by phone logs, documentation from home visits)			
2) Upon a student becoming homebound due to delivery of a baby or prenatal issues, a campus procedure is in place to ensure CEHI is notified within 24 hours of the student becoming homebound to prevent an interruption of services and accrual of absences	Teen Parenting Counselor	Notification to CEHI within 24 hours; No interruption of service for students in need			
3) Implement a school wide communication push requiring all teachers will enter attendance 2nd period by 8:32	Attendance AP; Others include attendance paraprofessionals	Increase in percent of teachers entering attendance at the beginning of 2nd period			
4) Upon notification of a pregnancy, a campus procedure is in place to ensure the intake process is completed to notify all parties providing services and initiate funding for those services within 48 hours of identification of need.	Teen Parenting Counselor	Timely services to connect pregnant students with services			
System Safeguard Strategies Critical Success Factors CSF 4	Case Managers	Increase in SpEd attendance			
5) Audit attendance for each student receiving Special Education services and make individual phone calls when students are out more than 2 days					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Parent Involvement and Communication: By June 2015, parent involvement will increase over 2014

Summative Evaluation: VIPS log; Meeting sign in sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) Conduct Principal Parent Meetings five times throughout the school year with an opportunity to parents to receive campus updates and provide feedback directly to the principal</p>	<p>Academic Achievement Specialists; Others include: Principal</p>	<p>Increase attendance in Principal Parent meetings; Increase in number of parents volunteering on campus</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 4: Leadership Development: The district will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

Performance Objective 1: For 2014-15, continuous leadership development opportunities will be offered for current staff members.

Summative Evaluation: Employee Perception Surveys; Feedback from PAWS leadership cadre

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>Critical Success Factors CSF 3</p> <p>1) Implement a leadership development cadre that will meet at least three times a year in order to build capacity in teachers aspiring to become future administrators</p>	Director of Instruction	Increased number of teachers pursuing master's degrees; Increased number of teachers applying for administrative positions; Increased scores on administrative pool interviews			
<p>Critical Success Factors CSF 3</p> <p>2) Implement a campus leadership team that will meet once every month in order to strengthen accurate communication, tighten campus procedures, and empower teacher leaders</p>	Principal & Director of Instruction	Increase in percent of satisfaction on EP Survey indicator involving teacher input; Increase in compliance to campus procedures and protocols			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>					

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	2	6	Ensure that all students receiving SpEd services have individualized accommodations, in class support from bell to bell and flawless timely, detailed communication between the classroom teacher and the case manager
1	2	7	Focus on SpEd students' individual scores in data digs and provide additional tutoring opportunities and flexible regrouping based on EOC reporting categories
1	3	3	Implement purposeful interventions during the school day to target EOC retesters with special focus on ELL retesters
1	3	4	Provide STAAR English III classes for junior EOC retesters with additional targeted classes created for English III ELL students
1	6	7	Develop a program that supports transition for students receiving Special Education Services
1	6	8	Evaluate graduation plans for students receiving Special Education services
1	6	9	Frequent monitoring of classroom performance for students receiving special education services
2	1	10	Implement a focused monitoring system for ELL students, including monitors, based on content grades and DPM's providing conferences with students and suggestions for ELPS strategies to be implemented by teachers
2	1	11	Provide staff development for teachers targeting instructional strategies for students receiving SpEd services
2	1	12	Track the academic progress of students receiving Special Education Services and provide families with updates regarding academic progress and campus interventions offered
2	3	5	Audit attendance for each student receiving Special Education services and make individual phone calls when students are out more than 2 days

State Compensatory

Budget for Cypress Springs High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
11-6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
13-6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
11-6118	6118 Extra Duty Stipend - Locally Defined	\$38,753.00
11-6111	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$116,555.00
11-6122	6122 Salaries or Wages for Substitute Support Personnel	\$4,000.00
11-6125	6125 Salary Support - Locally Defined	\$49,550.00
11-6141	6141 Social Security/Medicare	\$2,176.00
11-6142	6142 Group Health and Life Insurance	\$9,280.00
11-6143	6143 Workers' Compensation	\$648.00
11-6147	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$914.00
11-6145	6145 Unemployment Compensation	\$167.00
11-6146	6146 Teacher Retirement/TRS Care	\$3,821.00
6100 Subtotal:		\$227,364.00
6200 Professional and Contracted Services		
11-6229	6229 Tuition and Transfer Payments	\$16,000.00
6291	6291 Consulting Services	\$8,000.00
6200 Subtotal:		\$24,000.00
6300 Supplies and Services		
11-6329	6329 Reading Materials	\$15,000.00
11-6399	6399 General Supplies	\$42,700.00

13-6399	6399 General Supplies	\$10,000.00
		6300 Subtotal:
		\$67,700.00
6400 Other Operating Costs		
13-6411	6411 Employee Travel	\$20,000.00
		6400 Subtotal:
		\$20,000.00
6600 Capital Outlay Accounts		
11-6649	6649 Capital Assets - Locally Defined	\$2,300.00
		6600 Subtotal:
		\$2,300.00

Personnel for Cypress Springs High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	At Risk	1
	Teacher	At Risk	1
	Para	At Risk	2

2014-2015 Campus Performance Objectives Committee

Committee Role	Name	Position
Administrator	Travis Fanning	Principal
Administrator		Director of Instruction
Business Representative		
Business Representative	April Kowis	ACU of Texas
Classroom Teacher	Colin Bates	Science Teacher
Classroom Teacher	Jeanne Davis	Social Studies Teacher
Classroom Teacher	Mary Finigan	Fine Arts Teacher
Classroom Teacher	Gloria Jackson	SpEd Teacher
Classroom Teacher	Andrea Ledet	CATE Teacher
Classroom Teacher	Emilio Montejano	LOTE Teacher
Classroom Teacher	Tim Stapley	Math Teacher
Classroom Teacher	Judson Stephens	SpEd Teacher
Classroom Teacher	Mario Thomas	English Teacher
Classroom Teacher	Carlton Thompson	Technology Applications Teacher
Community Representative		
Community Representative	Tyrone Smith	Church Without Walls
District-level Professional	Kenya Turner	Secondary Curriculum and Instruction
Non-classroom Professional	Sharon Bey	Lead Counselor
Non-classroom Professional	Gloria Pickett	Counselor
Paraprofessional	Monica Chatman	Paraprofessional
Parent	Vicky Mays	Parent
Parent	Sean Walker Sr	Parent

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$838.00
2	1	5			\$22.00
Sub-Total					\$860.00
Grand Total					\$860.00

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 mega-monitor and use the data to 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

- Model the writing process with and for students.
- Conduct writing conferences with students each grading period (individual, small group, and/or large group).
- 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.
- Teach grammar and vocabulary weekly and tie it to the curriculum and writing instruction.
- Assign a minimum of two major writing assignments each grading period and take one of these through the complete writing process.
- Assign timed writings only once each grading period.
- Ensure that students write every day in a reader/writer notebook and teach/re-teach the writing process throughout the entire school year.

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 student 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.

Science

- Create and provide learning opportunities that require students to collect, analyze, and interpret data for a minimum of 40% of the instructional time (labs).
- Create and provide learning opportunities that require students to generate and translate between multiple representations (graphs, diagrams, pictures, equations, and tables).
- Provide enrichment learning opportunities for students who master content early.
- Spiral content from previous units into lesson plans as appropriate to allow students additional time to learn and make connections.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of assignments/test items are at the knowledge level.
- Use interactive questioning strategies to demonstrate the rigor and test-taking strategies need for STAAR.
- Chunk lessons into 15 to 20 minute intervals.
- Use varied activities and presentation modes to meet diverse students' needs.
- Use collaborative activities to process information and/or demonstrate content master.

EOC	Campus	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
				2014 #	2014%	2015 Target	2014 #	2014%	2015 Target
Algebra I	Cypress Springs	All	640	507	79	90	24	4	26
Algebra I	Cypress Springs	Hispanic	322	254	79	90	11	3	25
Algebra I	Cypress Springs	Am. Indian	5	3	60	90	0	0	23
Algebra I	Cypress Springs	Asian	13	13	100	100	3	23	39
Algebra I	Cypress Springs	African Am.	217	167	77	90	3	1	24
Algebra I	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*
Algebra I	Cypress Springs	White	71	61	86	90	6	8	29
Algebra I	Cypress Springs	Two or More	11	9	82	90	1	9	29
Algebra I	Cypress Springs	Eco. Dis.	465	365	78	90	11	2	25
Algebra I	Cypress Springs	LEP Current	39	24	62	90	0	0	23
Algebra I	Cypress Springs	LEP M1	17	10	59	90	0	0	23
Algebra I	Cypress Springs	LEP M2	21	15	71	90	1	5	27
Algebra I	Cypress Springs	SPED	45	19	42	90	1	2	25
Biology	Cypress Springs	All	791	741	94	100	49	6	27
Biology	Cypress Springs	Hispanic	397	374	94	100	23	6	27
Biology	Cypress Springs	Am. Indian	5	5	100	100	0	0	23
Biology	Cypress Springs	Asian	28	27	96	100	9	32	45
Biology	Cypress Springs	African Am.	256	233	91	100	11	4	26
Biology	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*
Biology	Cypress Springs	White	91	90	99	100	6	7	28
Biology	Cypress Springs	Two or More	14	12	86	90	0	0	23
Biology	Cypress Springs	Eco. Dis.	564	522	93	100	28	5	27
Biology	Cypress Springs	LEP Current	35	27	77	90	0	0	23
Biology	Cypress Springs	LEP M1	19	19	100	100	0	0	23
Biology	Cypress Springs	LEP M2	21	20	95	100	0	0	23
Biology	Cypress Springs	SPED	48	35	73	90	1	2	25
English I	Cypress Springs	All	1014	650	64	90	59	6	27
English I	Cypress Springs	Hispanic	538	344	64	90	26	5	27
English I	Cypress Springs	Am. Indian	7	4	57	90	0	0	23
English I	Cypress Springs	Asian	34	27	79	90	10	29	43
English I	Cypress Springs	African Am.	318	189	59	90	13	4	26
English I	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*
English I	Cypress Springs	White	100	75	75	90	9	9	29
English I	Cypress Springs	Two or More	16	10	63	90	1	6	27
English I	Cypress Springs	Eco. Dis.	741	459	62	90	31	4	26
English I	Cypress Springs	LEP Current	71	14	20	90	0	0	23
English I	Cypress Springs	LEP M1	20	8	40	90	0	0	23
English I	Cypress Springs	LEP M2	34	8	24	90	0	0	23
English I	Cypress Springs	SPED	62	18	29	90	0	0	23

Department of School Improvement and Accountability
2014-15 CIP Targets

EOC	Campus	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
				2014 #	2014%	2015 Target	2014 #	2014%	2015 Target
English II	Cypress Springs	All	783	498	64	90	15	2	25
English II	Cypress Springs	Hispanic	417	252	60	90	7	2	25
English II	Cypress Springs	Am. Indian	6	4	67	90	0	0	23
English II	Cypress Springs	Asian	30	24	80	90	1	3	25
English II	Cypress Springs	African Am.	243	156	64	90	5	2	25
English II	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*
English II	Cypress Springs	White	65	46	71	90	2	3	25
English II	Cypress Springs	Two or More	21	16	76	90	0	0	23
English II	Cypress Springs	Eco. Dis.	544	334	61	90	9	2	25
English II	Cypress Springs	LEP Current	46	7	15	90	0	0	23
English II	Cypress Springs	LEP M1	*	*	*	*	*	*	*
English II	Cypress Springs	LEP M2	17	2	12	90	0	0	23
English II	Cypress Springs	SPED	29	10	34	90	0	0	23
US History	Cypress Springs	All	547	520	95	100	76	14	33
US History	Cypress Springs	Hispanic	271	261	96	100	38	14	33
US History	Cypress Springs	Am. Indian	6	5	83	90	0	0	23
US History	Cypress Springs	Asian	28	28	100	100	9	32	45
US History	Cypress Springs	African Am.	179	167	93	100	17	9	29
US History	Cypress Springs	Pac. Islander	*	*	*	*	*	*	*
US History	Cypress Springs	White	46	45	98	100	10	22	38
US History	Cypress Springs	Two or More	17	14	82	90	2	12	31
US History	Cypress Springs	Eco. Dis.	380	365	96	100	50	13	32
US History	Cypress Springs	LEP Current	22	18	82	90	0	0	23
US History	Cypress Springs	LEP M1	*	*	*	*	*	*	*
US History	Cypress Springs	LEP M2	*	*	*	*	*	*	*
US History	Cypress Springs	SPED	13	11	85	90	1	8	29