

Cypress-Fairbanks Independent School District

Cypress Park High School

2020-2021 Campus Improvement Plan



Mission Statement

Rise Up! Take Courage! Do It!

"THE PARK WAY"

Motto:

Your success now determines your next!

Honor Code:

As a member of the Cypress Park Community I will exemplify honesty and integrity in my academic and personal endeavors and encourage others to do the same.

Purpose Statement:

To equip students to think critically, make wise choices, excel academically and to have the courage to live with great purpose.

Vision

Cypress Park High School will serve the learning community by creating a culture of excellence that empowers all individuals to reach beyond their greatest potential. We will provide a safe and positive learning community based on mutual respect, scholarly achievement and service. Students will be challenged to dream big and work hard in order to meet the demands of our global society. Our goal is to lead, guide and support students to make responsible decisions that result in multiple options for career and college pathways.

Core Beliefs

We believe that all students WILL excel.

We believe that we are responsible for our behavior.

We believe in the value of quality work.

We believe in being solution driven.

We believe in serving the community.

We believe that teamwork results in excellence.

We believe that all students WILL discover their greatness within.

T.I.G.E.R.S. Attributes of Excellence

Trust Integrity Grit Excel Respect Service

Table of Contents

Trust Integrity Grit Excel Respect Service	2
Comprehensive Needs Assessment	5
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Parent and Community Engagement	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	12
Goals	14
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.	14
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	18
Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.	22
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.	24
State Compensatory	26
Budget for Cypress Park High School	26
Personnel for Cypress Park High School	27
2020-2021 Campus Site-Committee	28
Campus Funding Summary	29

Comprehensive Needs Assessment

Revised/Approved: November 10, 2020

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2019-20 data.

NOTE: Due to COVID-19, STAAR assessments were not administered in the 2019-20 school year. Therefore, the student achievement strengths are based on local assessment data available before COVID-19.

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

Cypress Park earned the following Distinction Designations:

Science

Social Studies

Postsecondary Readiness

Comparative Closing the Gaps

The LEP and SpEd targets were not only met for the English I EOC, but the percentage of student success highly exceeded expectations for these student groups. In the Masters level, African American students not only met but exceeded the target set, meeting the district average.

In addition, on the English II EOC, Hispanic students improved overall with growth. In the Meets performance level, White, Eco Dis, LEP and SpEd groups all met or exceeded their targets with SpEd performing at the district average.

The data for the Algebra I EOC indicates strengths in the Approaches performance level for Special Education, LEP and Economically Disadvantaged demographic groups as well as strengths in the African American Meets and Masters levels where the performance was above the district average. In addition, in the Meets level, the Economically Disadvantaged group met the target as well as performed above the cluster and district average.

The Biology EOC data reveals strengths in the Special Education approaches and meets performance levels as well as high LEP in the meets level as compared to our cluster group. In the Meets performance level, African American, White, Eco Dis, LEP and SpEd all met or exceeded their targets and AA, Eco Dis, LEP and SpEd performed above the district average. We were highest in our cluster in overall student population in the approaches and meets performance levels, as well as meeting or exceeding the district average in the Hispanic, Eco Dis, LEP and SpEd groups at the Approaches level.

The US History data indicates that all targets for all demographic groups were exceeded for the Approaches level with the exception of African American. For the Meets performance level, Hispanic, LEP and Eco Dis exceeded the expected targets. In the Masters level, targets were exceeded by African American, white and LEP demographic groups.

During the 2019-20 school year, prior to COVID-19, the campus analysis of local data, using the District Progress Monitoring data from the 2019-20 school year and teacher made tests, indicated strong growth had been made in all demographic groups. African American, White, Eco Dis, LEP and SpEd were all indicating that they would meet or exceed the targets set and AA, Eco Dis, LEP and SpEd were meeting or exceeding our cluster and often scoring above the district average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): English Language Arts: Our target problems for the 2020-21 school year include increasing student outcomes to the point where students are scoring in the "meets" and "masters" categories. **Root Cause:** English Language Arts: Our students are scoring below their ability because there is a lack of understanding of how their ELA objectives are relevant and will help them in a later career.

Problem Statement 2 (Prioritized): English Language Arts English Language Arts: Our target problems for the 2020-21 school year include getting more students to achieve meets rather than approaches (at least a 3% growth from 53%-56%) and to lower our 30% unsuccessful percentage in writing. **Root Cause:** English Language Arts Writing: We believe that there wasn't enough scaffolding nor enough opportunities for students to write during the 2018-19 school year, and after COVID-1, during the spring of 2020, students were rushed or did not receive enough immediate feedback.

Problem Statement 3 (Prioritized): Math: Our target problems for the 2020-21 school year include getting more students to achieve in the "meets" and "masters" categories on the EOC. **Root Cause:** Math: Students need more individualized instruction, practice, and academic vocabulary that is aligned with the rigor of the test.

Problem Statement 4 (Prioritized): Science: English Language Learners, White and Special Education students are not reaching academic goals at a rate comparable to other demographics on our campus. **Root Cause:** Science: We are not developing relevant connections that foster understanding for the English Language Learners and Special Education students. We need to create purposeful lessons which utilize academic vocabulary and comprehension skills to develop stronger analysis among all student groups. We also need to create more rigorous and relevant lessons for all students

Problem Statement 5 (Prioritized): Social Studies: For the 2020-2021 school year many SPED students are starting the year as a CFISD Connect learner which impacts the format of support a student can receive. **Root Cause:** Social Studies: Many SPED students experience compounded struggles with online learning.

Problem Statement 6 (Prioritized): Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Many of our Eco Dis students struggle to remain in College Academy because of the increased rigor level of the work. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The increased rigor level of the college level courses poses a challenge to our Eco Dis students because many of them do not have the support structures at home to guide them in this level of academic rigor.

Problem Statement 7 (Prioritized): CTE Approved Industry Certifications: Our students do not see the relevance and value of the certifications and struggle to pay the fees for the certification tests. **Root Cause:** CTE Approved Industry Certifications: We need to ensure that instruction is in alignment with certification requirements and that we provide support for our students in registering for the certification tests.

Problem Statement 8 (Prioritized): Graduation Rate: Not all (i.e., 100%) of Cypress Park High School students are graduating in four years. **Root Cause:** Graduation Rate: Cypress Park must set intentional procedures for increasing daily student attendance that will result in increased student success throughout the year yielding an increased 4-year graduation rate.

Problem Statement 9 (Prioritized): Students are beginning the 2020-21 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate: Cypress Park High School has a culture that is committed to building a community of excellence by focusing on the importance of attendance, attitude (growth mindset) and academics. Our focus on a the common goal of being the best at-promise high school in our district, state and nation, along with a commitment to a common language, understanding and practice grounded in the Park Way has established a climate of excellence and a culture of love, service and care at Cypress Park. Our commitment that all students can reach their highest potential with the support of committed teachers and adults is our strength.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): School Culture and Climate: Economically Disadvantaged students need intentional instruction and support structures that lead to academic success. **Root Cause:** School Culture and Climate: Cypress Park High School needs to continue to build a community of excellence by allocating time within the school day to instruct students on the importance of attendance, attitude (growth mindset) and academics. Our strategy is to teach targeted lessons for students in the following areas: social-emotional, safety, academic, building community, student involvement in campus life through our Community Time structure.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus in regard to Staff Quality, Recruitment and Retention: Leadership Capacity Building, Professional Development Opportunities and ongoing Instructional support are areas of strength as noted below.

Strategies and Structures for building capacity and leadership: Aspiring Leaders will provide structures for building leadership capacity. This professional development will be led by the administrative team. Last year's study of Professional Learning Communities: Learning By Doing book study will be continued and utilized across our campus to move forward in common language and practices. Teachers pursuing Masters Degrees are encouraged to shadow and assist counselors, Assistant Principals and other administrators. Opportunities are available for teachers to sub in the AP office as assistant principals. Staff are identified for Teacher Leadership Academies and other leadership opportunities.

Professional development opportunities are available through our district's wealth of offerings. The Director of Instruction provides opportunities for CTE. PD is also provided through our Blended Learning, Model Classroom Project and ICLE consultants. The campus theme for the 2020-21 school year is A CommUNITY of Excellence. This focus is tied to the commitment to excellence in instructional practices, relational practices and professional learning communities in our campus work. We will also continue to work with our instructional teams on the importance of how we teach, not just on what we are teaching. Teachers are supported in their growth by their mentors (if new to teaching) team leaders, department chairs and appraisers.

Teachers whose performance is below district standards receive support from Campus Instructional Coaches, Team Leaders and Department Chairs as well as campus administration. Interventions take place and teachers are provided a support goal and plan to improve instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher/Paraprofessional Attendance: Our teachers and paras need to have fewer absences. The goal will be to have 5% fewer absences in the 2020-21 school year. **Root Cause:** Teacher/Paraprofessional Attendance: Teaching is a difficult and labor-intensive job, requiring many hours past the instructional day that result in a high number of absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement: Parents receive communication in a variety of platform including School Messenger, Home Access Center, Remind and Social Media. Parents continue to respond positively and attended events in greater numbers than in past years.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent and Community Engagement: Cypress Park need to continue to increase parent involvement in all areas. **Root Cause:** Parent and Community Engagement: Some parents are unaware of opportunities for involvement or are unable to attend the opportunities we offer because of evening work schedules. Parents may not be aware of opportunities available to students such as Advanced Placement, dual credit, and certifications.

Priority Problem Statements

Problem Statement 1: Students are beginning the 2020-21 school year with learning gaps.

Root Cause 1: The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Graduation Rate: Not all (i.e., 100%) of Cypress Park High School students are graduating in four years.

Root Cause 2: Graduation Rate: Cypress Park must set intentional procedures for increasing daily student attendance that will result in increased student success throughout the year yielding an increased 4-year graduation rate.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: CTE Approved Industry Certifications: Our students do not see the relevance and value of the certifications and struggle to pay the fees for the certification tests.

Root Cause 3: CTE Approved Industry Certifications: We need to ensure that instruction is in alignment with certification requirements and that we provide support for our students in registering for the certification tests.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Many of our Eco Dis students struggle to remain in College Academy because of the increased rigor level of the work.

Root Cause 4: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The increased rigor level of the college level courses poses a challenge to our Eco Dis students because many of them do not have the support structures at home to guide them in this level of academic rigor.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Social Studies: For the 2020-2021 school year many SPED students are starting the year as a CFISD Connect learner which impacts the format of support a student can receive.

Root Cause 5: Social Studies: Many SPED students experience compounded struggles with online learning.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Science: English Language Learners, White and Special Education students are not reaching academic goals at a rate comparable to other demographics on our campus.

Root Cause 6: Science: We are not developing relevant connections that foster understanding for the English Language Learners and Special Education students. We need to create purposeful lessons which utilize academic vocabulary and comprehension skills to develop stronger analysis among all student groups. We also need to create more rigorous and relevant lessons for all students

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Math: Our target problems for the 2020-21 school year include getting more students to achieve in the "meets" and "masters" categories on the EOC.

Root Cause 7: Math: Students need more individualized instruction, practice, and academic vocabulary that is aligned with the rigor of the test.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: English Language Arts English Language Arts: Our target problems for the 2020-21 school year include getting more students to achieve meets rather than approaches (at least a 3% growth from 53%-56%) and to lower our 30% unsuccessful percentage in writing.

Root Cause 8: English Language Arts Writing: We believe that there wasn't enough scaffolding nor enough opportunities for students to write during the 2018-19 school year, and after COVID-19, during the spring of 2020, students were rushed or did not receive enough immediate feedback.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: English Language Arts: Our target problems for the 2020-21 school year include increasing student outcomes to the point where students are scoring in the "meets" and "masters" categories.

Root Cause 9: English Language Arts: Our students are scoring below their ability because there is a lack of understanding of how their ELA objectives are relevant and will help them in a later career.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: School Culture and Climate: Economically Disadvantaged students need intentional instruction and support structures that lead to academic success.

Root Cause 10: School Culture and Climate: Cypress Park High School needs to continue to build a community of excellence by allocating time within the school day to instruct students on the importance of attendance, attitude (growth mindset) and academics. Our strategy is to teach targeted lessons for students in the following areas: social-emotional, safety, academic, building community, student involvement in campus life through our Community Time structure.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 11: Teacher/Paraprofessional Attendance: Our teachers and paras need to have fewer absences. The goal will be to have 5% fewer absences in the 2020-21 school year.

Root Cause 11: Teacher/Paraprofessional Attendance: Teaching is a difficult and labor-intensive job, requiring many hours past the instructional day that result in a high number of absences.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Parent and Community Engagement: Cypress Park need to continue to increase parent involvement in all areas.

Root Cause 12: Parent and Community Engagement: Some parents are unaware of opportunities for involvement or are unable to attend the opportunities we offer because of evening work schedules. Parents may not be aware of opportunities available to students such as Advanced Placement, dual credit, and certifications.

Problem Statement 12 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female 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 coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: November 10, 2020

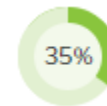
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2021, 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: None

<p>Strategy 1: English Language Arts: We will use blended learning to provide opportunities to grow as independent learners and have powerful first-time instruction. We will provide opportunities for student academic tracking and objective breakdowns to support students in better understanding their level of knowledge to make personal goals for academic growth.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 2: English Language Arts Writing: Our strategy is to provide more opportunities to write, revise, and edit and to include a lot more teacher modeling. We will also seek to give more immediate feedback to students. Our goal is to balance reading and writing, so that the writing task becomes authentic and relevant as we progress using our new English TEKSs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June



<p>Strategy 3: Math: We will create assignments that meet the rigor level of tests, use formative assessments to provide feedback to meet their individual needs for growth, and have students use the DPM analysis to self-assess and set individual goals to meet growth.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 4: Science: We will create relevant connections to build an adequate foundation for our English Learner students using vocabulary acquisition strategies on a routine basis throughout each of our units.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Science Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 5: Social Studies: To support our CFISD COnnect Special Education students, we will utilize breakout sessions and have specific times set aside where both the general education teacher and the in-class support specialist will work in small groups or one-on-one settings to facilitate learning of the material.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Social Studies Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Teachers and counselors will develop relationships with students to encourage them to take advanced courses. Our College Academy Advisor will encourage our Eco Dis students to remain in College Academy. Continue to pursue professional development opportunities that provide support for teachers with increasing rigor for at-risk students; AP teachers encourage students to utilize Collegeboard Resources for AP test preparation. Target high achieving Eco-Dis students using ASPIRE and PSAT scores.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, College and Career Specialist, College Academy Mentor, Counselors and Teachers of Advanced Classes</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 6</p> <p>Funding Sources: Funding for Economically Disadvantaged Students in Advanced Courses - State Compensatory Education - 6229</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June

<p>Strategy 7: CTE Approved Industry Certifications: CTE Teachers will ensure that their instruction is in alignment with certification requirements and provide support for students to pursue certifications. CTE Teachers will seek to increase the number of students taking certification tests by 50%. Counselors will also encourage students to enroll in CTE courses and pursue certifications.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 25%.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, Department Chairs and Teachers of Classes that offer certification</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 7</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 8: Graduation Rate: We will utilize the following programs to work toward having an exceptional graduation rate for our graduation class of 2020 and beyond: Teacher/Student Mentor Program, Community Mentor Program, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support, Chick Fil A Leader Academy, Student Scholarships for CFISD Summer School for at-risk students.</p> <p>Strategy's Expected Result/Impact: All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10%</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, Counselors, Assistant Principals, Academic Achievement Specialists</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Funding for Teacher-Student Mentor Program - State Compensatory Education - 6399</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 9: Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: Teacher/Student Mentor Program, Community Mentor Program, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support, Chick Fil A Leader Academy, Student Scholarships for CFISD Summer School for at-risk students.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Lead Counselor, Counselors, Assistant Principals, Academic Achievement Specialists</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Funding for Teacher-Student Mentor Program - State Compensatory Education - 6399</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June

<p>Strategy 10: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each week that includes the following: Targeted instructional focus time that is differentiated to student needs provided weekly that is delineated in lesson plans occurring in alternating weeks for each core content; Students will also have a designated 15 minutes during Wednesday Community Time for focused instructional interventions. Interventions will focus on the End of Course subjects and grade level in a proactive approach and small groups of re-testers will be given material that focus on their outstanding End of course exam. Data based on classroom tests and benchmarks will also drive specific skills and reinforcement.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Team Leaders, Campus Instructional Coaches and Academic Achievement Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 9</p> <p>Funding Sources: Funding for Instructional Materials for Targeted Instructional Focus Time - State Compensatory Education - 6399</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: English Language Arts: Our target problems for the 2020-21 school year include increasing student outcomes to the point where students are scoring in the "meets" and "masters" categories. Root Cause: English Language Arts: Our students are scoring below their ability because there is a lack of understanding of how their ELA objectives are relevant and will help them in a later career.</p>
<p>Problem Statement 2: English Language Arts English Language Arts: Our target problems for the 2020-21 school year include getting more students to achieve meets rather than approaches (at least a 3% growth from 53%-56%) and to lower our 30% unsuccessful percentage in writing. Root Cause: English Language Arts Writing: We believe that there wasn't enough scaffolding nor enough opportunities for students to write during the 2018-19 school year, and after COVID-1, during the spring of 2020, students were rushed or did not receive enough immediate feedback.</p>
<p>Problem Statement 3: Math: Our target problems for the 2020-21 school year include getting more students to achieve in the "meets"and "masters" categories on the EOC. Root Cause: Math: Students need more individualized instruction, practice, and academic vocabulary that is aligned with the rigor of the test.</p>
<p>Problem Statement 4: Science: English Language Learners, White and Special Education students are not reaching academic goals at a rate comparable to other demographics on our campus. Root Cause: Science: We are not developing relevant connections that foster understanding for the English Language Learners and Special Education students. We need to create purposeful lessons which utilize academic vocabulary and comprehension skills to develop stronger analysis among all student groups. We also need to create more rigorous and relevant lessons for all students</p>
<p>Problem Statement 5: Social Studies: For the 2020-2021 school year many SPED students are starting the year as a CFISD Connect learner which impacts the format of support a student can receive. Root Cause: Social Studies: Many SPED students experience compounded struggles with online learning.</p>
<p>Problem Statement 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Many of our Eco Dis students struggle to remain in College Academy because of the increased rigor level of the work. Root Cause: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The increased rigor level of the college level courses poses a challenge to our Eco Dis students because many of them do not have the support structures at home to guide them in this level of academic rigor.</p>
<p>Problem Statement 7: CTE Approved Industry Certifications: Our students do not see the relevance and value of the certifications and struggle to pay the fees for the certification tests. Root Cause: CTE Approved Industry Certifications: We need to ensure that instruction is in alignment with certification requirements and that we provide support for our students in registering for the certification tests.</p>





Problem Statement 9: Students are beginning the 2020-21 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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 2020-21 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: None





<p>Strategy 1: Campus Safety: We will utilize the following strategies: Provide Community Time Lessons that focus on problem-solving skills, work with students individually on conflict resolution, provide positive reinforcement using PBIS resources, use restorative questioning strategies and reflective assignments to help students reflect on behaviors.</p> <p>Strategy's Expected Result/Impact: The expected outcome is a decrease in student behaviors that cause classroom disruptions that interfere with an orderly school environment and result in students being removed from class by 5% by June 2020.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines and 100% of students will know the expectations for an actual emergency/crisis.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Student Attendance: By the end of the 2020-21 school year, student attendance will be at 95%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: None

<p>Strategy 1: Student Attendance On-Campus: We will utilize the following strategies to address our need to improve student attendance: 1. Increase communication between attendance officer, the Academic Achievement Specialists, the attendance office and the assistant principals by scheduling weekly meetings. 2. Utilize Cognos reports to identify students with attendance issues and provide interventions to these students and their families (counseling, encouragement, meetings) 3. Provide quality instructional practices that encourage students to attend school. 4. Continue to build relationships based on mutual respect and understanding. 5. Academic Achievement Specialists will track student attendance after attendance officer contract conferences and meet with students who continue to be chronically absent.</p> <p>Strategy's Expected Result/Impact: We will meet or exceed the district attendance target of 95%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists, Attendance Officer</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 2: Student Attendance Remote: We will utilize the following strategies to address our need to improve student attendance for remote learners: 1. Increase communication between attendance officer, the Academic Achievement Specialists, the attendance office and the assistant principals by scheduling weekly meetings. 2. Utilize Cognos reports to identify students with attendance issues and provide interventions to these students and their families (counseling, encouragement, meetings) 3. Provide quality instructional practices that encourage students to attend school. 4. Continue to build relationships based on mutual respect and understanding. 5. Academic Achievement Specialists will track student attendance after attendance officer contract conferences and meet with students who continue to be chronically absent.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists, Attendance Officer</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
 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 2020-21 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: None

<p>Strategy 1: Restorative Discipline: We will promote the use of Restorative Practices in addressing student behavior by: (1) Providing continual training for teachers on restorative practices for classroom use; (2) Providing opportunities for staff to observe restorative processes in action; (3) Providing opportunities for staff to give input and feedback on restorative processes.</p> <p>Strategy's Expected Result/Impact: Teacher Discipline referrals will be decreased by 5% and staff's buy-in and comfort level with the restorative process will increase by utilizing Restorative Discipline processes to reduce the number of discipline referrals and consequences and to increase the number of students receiving face-to-face first-time instruction.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 2: In School Suspensions: Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to removal from the classroom.</p> <p>Strategy's Expected Result/Impact: We will close the discipline gap for in-school suspensions for African American, Hispanic, White, and Special Education student groups to be within 10% of each other. In School Suspensions for Special Education and African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate Principals, Assistant Principals</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 3: Out of School Suspensions: Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to removal from school.</p> <p>Strategy's Expected Result/Impact: We will close the discipline gap for out-of-school suspensions for African American, Hispanic, White, and Special Education student groups to be within 10% of each other. Out of school suspensions for Special Education and African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June

<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to removal from school</p> <p>Strategy's Expected Result/Impact: We will close the discipline gap for DAEP placements for African American, Hispanic, White, and Special Education student groups to be within 10% of each other. DAEP placements of African American and Special Education students will be reduced by 5%</p> <p>Staff Responsible for Monitoring: Associate Principal and Assistant Principals</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 5: Violence Prevention: Violence Prevention: We will promote the use of Restorative and Relational Practices in addressing student behaviors to reduce and/or prevent behaviors from becoming violent by: (1) Providing continual training for teachers on Restorative Practices for classroom use; (2) Providing Code of Conduct talks to students that inform students of campus expectations and rules, and that emphasizes the responsibility to report violations either to counselor, assistant principal or through the Tip line; and (3) Identify high risk areas and provide appropriate supervision and monitoring.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:





School Culture and Climate
<p>Problem Statement 1: School Culture and Climate: Economically Disadvantaged students need intentional instruction and support structures that lead to academic success.</p> <p>Root Cause: School Culture and Climate: Cypress Park High School needs to continue to build a community of excellence by allocating time within the school day to instruct students on the importance of attendance, attitude (growth mindset) and academics. Our strategy is to teach targeted lessons for students in the following areas: social-emotional, safety, academic, building community, student involvement in campus life through our Community Time structure.</p>

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 2020-21 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: None

<p>Strategy 1: Teacher/Paraprofessional Attendance: We will provide increased support by encouraging teachers and para-educators to increase their attendance and by engaging the following strategies: (1) Providing opportunities for fellowship (such as Appreciation Lunches, Chili Cook-Off, etc.); (2) Writing positive notes throughout the year to encourage teachers and para-educators;</p> <p>(3) Providing an incentive to encourage attendance in the spring semester.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Department Chairs and Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Teacher/Paraprofessional Attendance: Our teachers and paras need to have fewer absences. The goal will be to have 5% fewer absences in the 2020-21 school year. Root Cause: Teacher/Paraprofessional Attendance: Teaching is a difficult and labor-intensive job, requiring many hours past the instructional day that result in a high number of absences.</p>

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2020-21 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: None





<p>Strategy 1: High-Quality Professional Development: Teachers will be provided with professional development in Instructional Practices including Blended Learning, Model Classroom Project, ICLE Rigor and Relevance and Jensen strategies training as in years past. The Campus Instructional coaches will provide training weekly and a weekly tips email to support teachers with Schoology Zoom for online learning. Job embedded opportunities to observe colleagues utilizing Blended Learning, MCP and ICLE strategies will be provided throughout the year.</p> <p>Strategy's Expected Result/Impact: Blended Learning, Model Classroom and ICLE Rigor/Relevance will result in higher quality first time instruction with a result of a higher level of critical thinking yielding higher results on state testing. Training in Schoology and Zoom will result in increased teacher efficacy in the hybrid face-to-face/online learning environment.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Campus Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By the end of the 2020-21 school year, parent and family engagement will increase by 3%.

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

Summative Evaluation: None

<p>Strategy 1: Parent and Family Engagement: We will provide multiple forms of communication to advertise and inform parents of the varied opportunities available to them to partner with the school for their students' success through School Messenger, Remind, and social media.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Department Chairs</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Parent and Community Engagement: Cypress Park need to continue to increase parent involvement in all areas. Root Cause: Parent and Community Engagement: Some parents are unaware of opportunities for involvement or are unable to attend the opportunities we offer because of evening work schedules. Parents may not be aware of opportunities available to students such as Advanced Placement, dual credit, and certifications.</p>

State Compensatory

Budget for Cypress Park High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$201,000.00
6129	6129 Salaries or Wages for Support Personnel	\$27,000.00
6100 Subtotal:		\$228,000.00
6200 Professional and Contracted Services		
6229	6229 Tuition and Transfer Payments	\$15,000.00
6291	6291 Consulting Services	\$25,000.00
6299	6299 Miscellaneous Contracted Services	\$15,000.00
6200 Subtotal:		\$55,000.00
6300 Supplies and Services		
6399	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$2,000.00
6400 Other Operating Costs		
6411	6411 Employee Travel	\$15,000.00
6400 Subtotal:		\$15,000.00

Personnel for Cypress Park High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lindsay Lombardi Sipes	Campus Instructional Coach	Instructional Support for English and So	1
Michelle Skowronek	Algebra I Teacher SCE	Math	1
Ronnie Roque	Aide	Behavioral Support SCE	1
Teacher (to be Hired)	Teacher - SCE	English or Math	1

2020-2021 Campus Site-Committee

Committee Role	Name	Position
Administrator	Christopher Hecker	Principal
Administrator	Donna Lester	Associate Principal
Administrator	Marion Wild	Director of Instruction
Classroom Teacher	John Ebai	Teacher
Classroom Teacher	Javier Pulido	Classroom Teacher
Classroom Teacher	Edward McIntosh	Classroom Teacher
Classroom Teacher	Hongfei Luo	Classroom Teacher
Classroom Teacher	Elisabeth Waters	Classroom Teacher
Classroom Teacher	Paul Guerrero	Classroom Teacher
Classroom Teacher	Hector Zapata	Classroom Teacher
Classroom Teacher	Cass Ingvarlsen	Classroom Teacher
Classroom Teacher	Tammi Raley	Classroom Teacher
Parent	Sabrina Guidino	Parent Representative
Parent	Heather Crow	Parent Representative
Parent	Jen Kadas	Parent Representative
Classroom Teacher	Rhonda Greathouse	Parent Representative
Business Representative	Andres Luna	Business Representative
District-level Professional	Heather Bergman	Assistant Superintendent
Administrator	Cory Wayhan	Administrator
Administrator	Chiterria Stuckett	Assistant Principal

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Funding for Economically Disadvantaged Students in Advanced Courses	6229	\$0.00
1	1	8	Funding for Teacher-Student Mentor Program	6399	\$0.00
1	1	9	Funding for Teacher-Student Mentor Program	6399	\$0.00
1	1	10	Funding for Instructional Materials for Targeted Instructional Focus Time	6399	\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00