

# Cypress-Fairbanks Independent School District

## Cypress Falls High School

2023-2024



# Mission Statement

## CFISD Mission Statement

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

## Cypress Falls High School

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

## Vision

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

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

### Approaches Standard

- Algebra I was above the district and cluster for all sub-populations other than Sped and White populations.
- Biology was at or above the district and cluster for all sub pops. Biology met 7 of 8 targets in the approaches category.
- English I was at or above district and cluster for AA, EcoDis and At-Risk sub populations, and at or above cluster for all sub populations. English I met 6 of 8 targets in the approaches category.
- English II scored above the cluster in all sub populations except one.
- US History met all targets. USH scored above cluster group in Sped and AA groups

### Meet Standard

- Algebra I outscored the cluster in all areas other than Sped,
- Biology met 7 of 8 targets in the meets category. All sub populations scored above the cluster.
- English I outscored the cluster in all sub populations.
- English II outscored the cluster in all areas other than EB.
- USH outscored the cluster in AA and Sped populations.

### Masters Standard:

- Algebra I met or outperformed cluster in all sub populations.
- Biology met or outperformed the cluster in 7 of 8 areas.
- English I was above the cluster in 4 of the 7 areas.
- English II was above the cluster in 5 of 7 areas.
- USH was above cluster in AA and White groups.

### Other:

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

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English Language Arts: The economically disadvantaged student group is the largest number of students not achieving meets and masters levels. **Root**

**Cause:** English Language Arts: Lessons need to be intentionally differentiated based on student need.

**Problem Statement 2:** Math: The economically disadvantaged student group is the largest number of students not achieving meets and masters levels. **Root Cause:** Math: Teachers must intentionally plan to increase student confidence in math and problem solving skills.

**Problem Statement 3:** Science: The economically disadvantaged student group is the largest number of students not achieving meets and masters levels. **Root Cause:** Science: Teachers need to shift planning away from merely covering content to meeting student learning needs.

**Problem Statement 4:** Social Studies: The economically disadvantaged student group is the largest number of students not achieving meets and masters levels. **Root Cause:** Social Studies: Teachers need to plan lessons that differentiate for student learning needs.

**Problem Statement 5:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The economically disadvantaged student group is not enrolling in advanced courses at the same rate as the general population. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We do not systematically identify on-level students who could participate in advanced coursework.

**Problem Statement 6:** CTE Approved Industry Certifications: Not all students participating in CTE courses are earning available certifications. **Root Cause:** CTE Approved Industry Certifications: We need to identify what roadblocks are preventing students from earning certification and provide interventions for those students.

**Problem Statement 7:** Graduation Rate: Not all students graduate in four years. **Root Cause:** Graduation Rate: We need to identify and target students who are not meeting annual progress toward graduation.

**Problem Statement 8:** Students are beginning the 2023-24 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 Falls has built a culture of trust with our We Are One battle cry. Our latest EPS survey shows that most staff members have a positive outlook concerning their jobs and are satisfied with the work climate. Many describe the school as family. This perception is not limited to staff. Students, parents, community members and substitute teachers have offered both written and verbal feedback that reflects this family environment. Our staff goal is to get students plugged into an organization as soon as they enter the school. Fish Camp and Freshman Orientation serve to welcome and engage our newest Eagles and their families. Once our freshman start school, we have a Freshman Focus plan to assist our youngest students to establish good work habits as we build communication between home and school. Monday Morning Notes, Eagle Pride Newsletter and Friday Motivation communication efforts serve to build positive communication among our school community. The intentional development of the culture at Cypress Falls has made this trait one of our greatest strengths.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** We do not have 100% of students and staff connected to school. **Root Cause:** We have not offered opportunities that meet the needs of all of our students and staff.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

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

## Staff Quality, Recruitment, and Retention Strengths

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

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Our absence rate is greater than 4%. **Root Cause:** Teacher/Paraprofessional Attendance: We need to recognize hard work of staff and provide resources needed to meet the physical, mental and emotional demands caused by the teaching profession.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

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

## Problem Statements Identifying Parent and Community Engagement Needs

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

# Goals

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

**Performance Objective 1: Curriculum and Instruction & Accountability:** By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR/EOC Algebra I, Biology, English I/II, and US History

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: English Language Arts:</b> Teachers will plan lessons using instructional strategies from Small Moves, Big Gains to cause students to think more, talk more and achieve more.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, DI, Appraiser, TL, DC, CIC</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Teachers will plan lessons using instructional strategies from Small Moves, Big Gains to cause students to think more, talk more and achieve more.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, DI, Appraiser, TL, DC, CIC</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Teachers will plan lessons using instructional strategies from Small Moves, Big Gains to cause students to think more, talk more and achieve more.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, DI, Appraiser, TL, DC, CIC</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: Teachers will plan lessons using instructional strategies from Small Moves, Big Gains to cause students to think more, talk more and achieve more.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, DI, Appraiser, TL, DC, CIC</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We will implement a system to identify underperforming students in on level classes while also providing scaffolding for those students who are attempting advanced classes for the first time.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of economically disadvantaged students earning credit in in advanced courses will increase by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> AAS, CCS, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> CTE Approved Industry Certifications: CTE Teachers will participate in certification goal setting conferences in November and April. These CTE meetings will be arranged through the DI/CTE Department Chair and include the CTE Counselors. Previous data will be reviewed and goals will be set for student certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students earning an industry certification will increase by 3% in each area of certification.</p> <p><b>Staff Responsible for Monitoring:</b> CTE DC, CTE Counselors, DI</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Graduation Rate:</p> <ol style="list-style-type: none"> <li>We will implement GOTcha (Graduate On Time) where each admin team member will mentor 3-4 seniors identified as at-risk of not graduating on time.</li> <li>The principal will chair an attendance committee that will implement practices to target those students missing instruction due to frequent absences.</li> <li>Staff will participate in book student Small Moves, Big Gains which will provide opportunities for students to become more engaged and take ownership in the learning process.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Associate, DI, Lead Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Dropout Prevention: We will utilize a staff member to oversee our Repeat 9th Grade Initiative. She will work with a team to identify repeat 9th graders at-risk of dropping out and form a plan for graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1.5%</p> <p><b>Staff Responsible for Monitoring:</b> AAS and AP over Drop Out Recovery</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Department Chairs, Appraisers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/During/After School Programs: Implement a variety of interventions with a focus on student engagement. This will include efforts to engage students in quality first time-instruction, Accelerated Instruction intervention and other efforts to close gaps from COVID learning loss.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the current school year, students participating in targeting intervention will have a 92% course completion rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, DI</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Staffing: Class Size Reduction Teacher in Algebra I will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Algebra I students will have a 92% course completion rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** STAAR data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal, DI, AAS</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 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: Student Safety:** By the end of the current school year, 100% of the district's safety policies will be implemented.

**Evaluation Data Sources:** Record of safety drills and other required safety actions

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> A staff supervision duty schedule will be implemented in order to ensure adult supervision around the building throughout the entire school day. This will include limited, monitored access points at the start of the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student and staff safety and fewer student behavior problems in hallways and common areas.</p> <p><b>Staff Responsible for Monitoring:</b> All staff, Admin Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> All staff with supervision from Safety Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
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 current school year, student attendance will be at 95% or higher.

**Evaluation Data Sources:** Student attendance records

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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:** The campus will use restorative discipline practices.

**Evaluation Data Sources:** Discipline reports

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Utilize SOAR and PBIS to teach and reinforce positive student behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be 0%</p> <p><b>Staff Responsible for Monitoring:</b> APs, Associate</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divides.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Associate, APs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**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 current school year, teacher/paraprofessional attendance will increase by 5%.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Acknowledge perfect attendance for staff in various ways (social media, Monday Morning Notes, Teacher SOAR drawings, and other various means of recognition).</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, DI, Associate Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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: 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:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Professional development will be offered to all teachers based on needs and interest. Both face-to-face and virtual opportunities on a variety of topics will be available. Some areas of focus will be technology, GT training, ELL instruction, ESL certification prep, and culturally responsive teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality first time instruction</p> <p><b>Staff Responsible for Monitoring:</b> DI, Principal, Teacher Leaders</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 current school year, parent and family engagement will increase by 5%.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Increase opportunities for parent involvement by continuing face-to-face and virtual opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, DI</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Brisker Meagan	Non-Classroom Professional
Non-classroom Professional	Cynthia Heldring	Non Classroom Professional
Other School Leader (Nonteaching Professional) #4	Wanda Wright	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Lakeisha Frank	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Larry Mullen	Business Representative #1
Community Member #2	Laura Backs	Community Member #2
Community Member #1	Derrick Ingraham	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Esty Merlo	Parent #1
Administrator (LEA) #1	Cassandra Crouch	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Kyle Parsons	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Renee Barbe	Other School Leader (Nonteaching Professional) #1
Teacher #8	Jessica Fenley	Teacher #8
Teacher #7	Miranda Fairman	Teacher #7
Teacher #6	Rebeca Quinones	Teacher #6
Teacher #5	Katrina Maltezos	Teacher #5
Teacher #4	Violetta Wolert	Teacher #4
Teacher #3	Brandon Bricarell	Teacher #3
Teacher #2	Reggie Murrell	Teacher #2
Teacher #1	Alicia Loera	Teacher #1
Principal	Rebecca Denton	Principal

# Addendums

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

Content	Campus	2024 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				2023	#	%	%	#	%	%	#	%	#	%	#	%
				#												
Algebra I	Cypress Falls	HS 3	All	474	390	82%	84%	80%	198	42%	44%	43%	72	15%	17%	17%
Algebra I	Cypress Falls	HS 3	Hispanic	280	225	80%	82%	79%	105	38%	40%	43%	43	15%	17%	18%
Algebra I	Cypress Falls	HS 3	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Falls	HS 3	Asian	19	17	89%	90%	90%	12	63%	65%	80%	6	32%	34%	40%
Algebra I	Cypress Falls	HS 3	African Am.	114	95	83%	84%	78%	49	43%	45%	30%	11	10%	12%	9%
Algebra I	Cypress Falls	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Falls	HS 3	White	42	37	88%	90%	92%	23	55%	57%	62%	8	19%	21%	19%
Algebra I	Cypress Falls	HS 3	Two or More	15	13	87%	89%	78%	8	53%	55%	33%	*	*	*	*
Algebra I	Cypress Falls	HS 3	Eco. Dis.	343	283	83%	85%	78%	143	42%	44%	41%	47	14%	16%	17%
Algebra I	Cypress Falls	HS 3	Emergent Bilingual	122	87	71%	73%	74%	37	30%	32%	40%	13	11%	13%	17%
Algebra I	Cypress Falls	HS 3	At-Risk	383	308	80%	82%	77%	138	36%	38%	37%	43	11%	13%	14%
Algebra I	Cypress Falls	HS 3	SPED	58	31	53%	55%	58%	11	19%	21%	18%	*	*	*	*
Biology	Cypress Falls	HS 3	All	680	635	93%	95%	93%	462	68%	70%	64%	145	21%	23%	21%
Biology	Cypress Falls	HS 3	Hispanic	381	351	92%	94%	92%	232	61%	63%	61%	65	17%	19%	17%
Biology	Cypress Falls	HS 3	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Falls	HS 3	Asian	49	48	98%	99%	98%	43	88%	90%	86%	25	51%	53%	54%
Biology	Cypress Falls	HS 3	African Am.	140	129	92%	94%	92%	93	66%	68%	54%	18	13%	15%	7%
Biology	Cypress Falls	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Falls	HS 3	White	82	80	98%	99%	98%	69	84%	86%	83%	28	34%	36%	36%
Biology	Cypress Falls	HS 3	Two or More	23	23	100%	100%	100%	21	91%	93%	65%	9	39%	41%	19%
Biology	Cypress Falls	HS 3	Eco. Dis.	451	421	93%	95%	92%	298	66%	68%	59%	79	18%	20%	15%
Biology	Cypress Falls	HS 3	Emergent Bilingual	134	109	81%	83%	85%	46	34%	36%	38%	5	4%	6%	5%
Biology	Cypress Falls	HS 3	At-Risk	456	416	91%	93%	90%	259	57%	59%	53%	46	10%	12%	13%
Biology	Cypress Falls	HS 3	SPED	63	50	79%	81%	81%	18	29%	31%	33%	6	10%	12%	*
English I	Cypress Falls	HS 3	All	761	566	74%	76%	69%	438	58%	60%	58%	97	13%	15%	16%
English I	Cypress Falls	HS 3	Hispanic	441	299	68%	70%	66%	217	49%	51%	54%	36	8%	10%	13%
English I	Cypress Falls	HS 3	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Falls	HS 3	Asian	51	47	92%	94%	83%	42	82%	84%	78%	23	45%	47%	35%
English I	Cypress Falls	HS 3	African Am.	157	120	76%	78%	62%	92	59%	61%	48%	10	6%	8%	9%
English I	Cypress Falls	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Falls	HS 3	White	83	75	90%	92%	84%	65	78%	80%	78%	21	25%	27%	33%
English I	Cypress Falls	HS 3	Two or More	24	22	92%	94%	76%	19	79%	81%	62%	7	29%	31%	*
English I	Cypress Falls	HS 3	Eco. Dis.	521	374	72%	74%	64%	275	53%	55%	51%	48	9%	11%	12%
English I	Cypress Falls	HS 3	Emergent Bilingual	174	64	37%	39%	40%	29	17%	19%	27%	*	*	*	*
English I	Cypress Falls	HS 3	At-Risk	536	356	66%	68%	60%	240	45%	47%	45%	21	4%	6%	8%
English I	Cypress Falls	HS 3	SPED	68	28	41%	43%	36%	13	19%	21%	21%	*	*	*	*

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

Content	Campus	2024 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				2023	#	%	%	#	%	%	#	%	#	%	%	
				#												#
English II	Cypress Falls	HS 3	All	763	589	77%	79%	80%	433	57%	59%	64%	70	9%	11%	9%
English II	Cypress Falls	HS 3	Hispanic	462	339	73%	75%	76%	244	53%	55%	59%	30	6%	8%	6%
English II	Cypress Falls	HS 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Falls	HS 3	Asian	50	49	98%	99%	94%	42	84%	86%	86%	14	28%	30%	37%
English II	Cypress Falls	HS 3	African Am.	161	124	77%	79%	78%	80	50%	52%	62%	7	4%	6%	3%
English II	Cypress Falls	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Falls	HS 3	White	68	58	85%	87%	87%	52	76%	78%	78%	15	22%	24%	14%
English II	Cypress Falls	HS 3	Two or More	20	17	85%	87%	91%	14	70%	72%	86%	*	*	*	*
English II	Cypress Falls	HS 3	Eco. Dis.	507	386	76%	78%	78%	261	51%	53%	62%	27	5%	7%	6%
English II	Cypress Falls	HS 3	Emergent Bilingual	154	63	41%	43%	50%	25	16%	18%	28%	*	*	*	*
English II	Cypress Falls	HS 3	At-Risk	456	291	64%	66%	68%	163	36%	38%	48%	8	2%	4%	3%
English II	Cypress Falls	HS 3	SPED	70	30	43%	45%	47%	16	23%	25%	25%	*	*	*	*
US History	Cypress Falls	HS 3	All	636	613	96%	98%	97%	476	75%	77%	72%	273	43%	45%	40%
US History	Cypress Falls	HS 3	Hispanic	355	338	95%	97%	96%	256	72%	74%	71%	131	37%	39%	37%
US History	Cypress Falls	HS 3	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Falls	HS 3	Asian	45	44	98%	99%	100%	40	89%	91%	85%	31	69%	71%	79%
US History	Cypress Falls	HS 3	African Am.	134	131	98%	99%	98%	92	69%	71%	68%	50	37%	39%	28%
US History	Cypress Falls	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Falls	HS 3	White	78	76	97%	99%	98%	68	87%	89%	81%	48	62%	64%	61%
US History	Cypress Falls	HS 3	Two or More	20	20	100%	100%	94%	17	85%	87%	67%	11	55%	57%	44%
US History	Cypress Falls	HS 3	Eco. Dis.	414	395	95%	97%	97%	288	70%	72%	68%	145	35%	37%	35%
US History	Cypress Falls	HS 3	Emergent Bilingual	99	81	82%	84%	87%	40	40%	42%	39%	9	9%	11%	11%
US History	Cypress Falls	HS 3	At-Risk	322	301	93%	95%	94%	186	58%	60%	56%	70	22%	24%	23%
US History	Cypress Falls	HS 3	SPED	44	39	89%	91%	86%	17	39%	41%	38%	*	*	*	12%

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

## High School Content Area Standard Expectations

### English Language Arts/Reading

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
  - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
  - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
  - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
  - Engage with digital texts and resources to create, collaborate with peers, and think.
  - Exercise digital literacy through judicious use of appropriate online resources for the research process.
  - Produce original products in a digital environment.

### Mathematics

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

## Secondary Science

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
  - encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
  - provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
  - allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
  - seek current level of student understanding and provide appropriate next steps for learning;
  - clearly define and communicate learning outcomes to students;
  - incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
  - allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
  - provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
  - locate and access information and resources stored in different platforms;
  - explore simulations;
  - collect and represent data using probeware and other digital tools;
  - analyze and interpret data using various digital tools;
  - communicate and share conclusions.

## Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
  - engage in collaborative problem-solving activities and discussions
  - use research tools such as primary and secondary sources for in depth study and relevant applications
  - analyze visuals (cartoons, maps, images) using critical thinking skills
  - access differentiated content for readiness and skill level and/or interests
  - utilize devices for self-directed learning
  - demonstrate mastery by using various digital tools and creating a variety of products

## LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.

- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
  - use Chromebook devices to engage in face to face and/or digital communication.
  - locate and access information and resources stored in different platforms such as Schoology.
  - receive immediate, individualized feedback.
  - connect to speakers outside of the classroom.
  - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
  - increase opportunities for individuals participating in unrehearsed communication.