

Cypress-Fairbanks Independent School District

Cypress Woods High School

2023-2024



Mission Statement

CFISD: LEAD: Learn, Empower, Achieve, Dream

Vision

Cypress Woods High School embraces a mindset of growth that nurtures responsible citizens, insightful problem solvers, and global leaders who embody the POWER of 212*

Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Parent and Community Engagement	10
Goals	11
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.	11
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	19
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 use various methods of communication to engage parents in school activities. ..	24
2023-2024 CPOC	25
Addendums	26

Comprehensive Needs Assessment

Revised/Approved: September 26, 2023

Student Achievement

Student Achievement Strengths

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

USH Strengths:

- In the **Approaches** category, US History students met or exceeded target scores in the following sub populations: African American, White, Eco Dis, Emergent Bilingual, At-Risk, SPED
 - The Emergent Bilingual subpop exceeded their target score by 26% for 100% of students passing at the Approaches level. This subpop also outperformed our cluster schools by 7%.
 - The SPED subpop exceeded their target score by 15% for 92% of students passing
- In the **Meets** category, US History students met or exceeded target scores in the following sub populations: White, Emergent Bilingual, At-Risk, Hispanic, Eco Dis, SPED
 - The Emergent Bilingual subpop exceeded their target score by 35% for 82% of students passing at the Meets level. This subpop also outperformed our cluster schools by 16%.
 - The At-Risk subpop exceeded their target score by 10% for 77% of students passing at the Meets level. This subpop also outperformed our cluster schools by 4%.
 - The African American subpop had a passing rate of 93% at the Meets level, outscoring our cluster schools by 7%.
- In the **Masters** category, US History students met or exceeded target scores in the following sub populations: African American, Emergent Bilingual, and SPED.
 - The African American subpop had a 62% passing rate at the Masters level, outscoring our cluster schools by 13%.
 - Other subpops that outperformed our cluster schools at the Masters level were: Hispanic (1%), White (2%), At-Risk (3%), and SPED (4%).

English I Strengths:

- In the **Approaches** category, English I students met or exceeded our targets in the following subpops: all categories. We were at or above our cluster in the following subpops: all, Hispanic and White.
- In the **Meets** category, English I students met or exceeded our targets in the following subpops: all, Hispanic, African American, White, At-risk, Sped. We were at or above our cluster in the following subpops: Hispanic, African American, Eco-dis, and EBs
- In the **Masters** category, English I students met or exceeded our targets in the following subpops: White and Sped. We were at or above our cluster in the following subpops: EBs and Sped.

English II Strengths:

- In the **Approaches** category, English II students exceeded our cluster schools in the EB sub pop (+1%) and surpassed our targets in the White (+1), EB (+13%) and At Risk (+1%) sub pops.
- In the **Meets** category, English II students exceeded our cluster schools in Hispanic (+1%) and EB (+2%) sub pops and surpassed our targets in Hispanic (+1%) and EB (+12%) sub pops.
- In the **Masters** category, English II students exceeded our cluster (+2%) in the SPED and Hispanic sub pops and surpassed our targets in All (+3%), Hispanic (+3%), White (+7%), and SPED (+4%).

Biology Strengths:

- In the **Approaches** category, Biology students met or exceeded target scores in all subpop categories. We were at or above our cluster in the following subpops: All, Hispanic, Eco-dis, EBs and At-risk students
- In the **Meets** category, Biology students met or exceeded target scores in the following categories: All, African American, White, Eco-dis, EBs, and At-risk. We were at or above our cluster in all subpops.
- In the **Masters** category, Biology students met or exceeded target scores in the following categories: African American, White, Eco-dis & Sped. We exceeded our cluster in all subpops.

Algebra Strengths:

- In the **Approaches** category, Algebra I students met or exceeded our target scores in the following sub pops: African American & Eco Dis. In the **Approaches** category, Algebra I students surpassed our cluster schools in the following sub pops: Hispanic (+2%), African American (+1%), and EB (+1%).
- In the **Meets** category, Algebra I students surpassed our cluster schools in the following sub pops: overall (+5%), Hispanic (+7%), African American (+10%), White (+4%), Eco Dis (+8%), At Risk (+5%).
- In the **Masters** category, Algebra I students met or exceeded our target scores in the following sub pops: White & EB. In the **Masters** category, Algebra I students met or surpassed our cluster schools in **every** sub pop category: All (+9%), Hispanic (+6%), African American (+10%), White (+15%), Eco Dis (+11%), EB (+1%), At Risk (+6%), SPED (+4%).

AP Academic Successes:

- In May of 2023, 602 students took 1,057 AP Exams.
- 18% of students scored a 5 on their exams. 27% of students scored a 4 on their exams, an increase of 2% from 2022. 30% of students scored a 3 on their exams, an increase of 1.7% from 2022; overall, our passing rate was 75%, an increase of 1.5% from 2022.
- The following exams had a passing rate above the national average by the indicated percentage:
 - English Language & Composition - 10%
 - English Literature & Composition - 11.5%
 - **Spanish Literature & Composition - 22.2%**
 - Calculus BC - 6.5%
 - Statistics - 5%
 - **Computer Science A & Principles - 28%**
 - **Human Geography - 20.6%**
 - **Macroeconomics - 21%**
 - Psychology - 9.4%
 - **US Gov't – 35%**
 - **World History - 22.1%**
 - US History - 8.3%
 - Biology - 2.3%
 - Chemistry - 8%
 - Environmental Science - 6%
 - **Physics I - 22.4%**
 - Physics II - 14%
 - **Physics C - 29.8%**

National Merit:

- 9 Semi-Finalists
- 10 Commended Students
- 17 College Board National Recognition of African American Students
- 11 College Board National Recognition Hispanic Recognition Data

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: In Algebra I, at risk students are underperforming compared to other sup populations in the Masters category. **Root Cause:** Math: We need to build critical thinking skills and increase student confidence in navigating technology.

Problem Statement 2: Science: In Biology, At-risk students are underperforming in the master's category. **Root Cause:** Science: We need to provide At-Risk students the opportunity to internalize scientific language and practice close-reading skills.

Problem Statement 3: Social Studies: In US History, our economically disadvantaged students struggle with academic and content vocabulary, as well as making connections between units. **Root Cause:** Social Studies: We will need to facilitate our classes in such a way as to adjust the pacing of the course to build in more time to practice language acquisition, critical thinking, and reading skills.

Problem Statement 4: English I Reading: In English I, our At-Risk students are underperforming our cluster schools in the master's category. **Root Cause:** English I Reading: We need to equip students to use reading strategies that help them identify the main idea of the text and then use the main idea, theme and text evidence to support inferences and claims about the author's purpose.

Problem Statement 5: English I Writing: In English I, our At-Risk students are underperforming our cluster schools in the master's category. **Root Cause:** English I Writing: We need to equip students to develop thoughts into appropriately and clearly written claims that are supported by relevant and appropriate evidence and expanded upon through meaningful commentary.

Problem Statement 6: English II Reading: African American students in English II did not meet the target and are underperforming our cluster in all three reporting categories. **Root Cause:** English II Reading: We need to provide African American students with the appropriate scaffolds to succeed in the analysis of a variety of texts.

Problem Statement 7: English II Writing: African American students in English II did not meet the target and are underperforming our cluster in all three reporting categories. **Root Cause:** English II Writing: We need to provide African American students with the appropriate scaffolds to succeed in analytical writing.

Problem Statement 8: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Students who are economically disadvantaged are not in Advanced/Dual Credit Courses at the same percentage as their non-economically disadvantaged peers. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to work to build confidence in students who are economically disadvantaged so they will feel qualified or able to succeed in advanced / dual credit courses.

Problem Statement 9: CTE Approved Industry Certifications: Not all students who attempt to earn their certification pass the exam. **Root Cause:** CTE Approved Industry Certifications: We will ensure that our students understand the importance of certification exams and how to successfully prepare for certification exams by facilitating our classes in such a way that builds foundation skills, test-taking strategies, study and organizational skills in order to prepare students appropriately for the difficulty of certification exams.

Problem Statement 10: Graduation Rate: The 4-year graduation rate (Class of 2021) for our Special Education Students was 86.4% (57 out of 66 students), which did not meet the 90% target set by the state. **Root Cause:** Graduation Rate: 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. The learning gaps as well as the emotional impact has had a lasting effect on our students.

Problem Statement 11: 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.

Morning Announcements: Daily our morning announcement crew celebrates the accomplishments of our student body. Valuing student success in academics, fine arts, student clubs and organizations, and athletics allows a positive school culture and climate to permeate through the building.

Student attendance: Students who are out with extended absences are able to access material via Schoology. Teachers are formulating plans to assist students with extended absences, such as individually assigning make-up work via Schoology, making pre-recorded first-time instruction available.

Safety: Only 2 doors of entry to HS at 6:45 for ID checks, at 7:00 three additional doors are opened and staffed by administration; planned emergency procedures; frequent communication to staff regarding procedures; student and staff ID badges; hall passes and hall pass procedures; on-going clear backpack initiative; random metal detector searches; K9 unit searches in parking lots and classrooms; new tardy sweep procedure; visibility in halls by APs and staff.

The POWER of 212 is a school-wide initiative started in the 2016-2017 school year. This initiative is focused on building character in our students, faculty, administration, and ultimately, the community. We were successful in achieving increased awareness and increasing the use of common language, and creation of stakeholder buy-in. We incorporated more signage throughout our building to send a consistent message to students, staff, and the community. Past POWER events and activities include student video competitions, tardy voucher incentive drawings to encourage students to prioritize getting to class on time, and "212 Day" celebrations where students did POWER-based activities in their 2nd-period class. We continue to build in instruction on POWER to introduce the freshmen to the initiative through PACE and Health classes. Ongoing POWER initiatives include: POWER Wildcat of the Month where teachers and students nominate students who show POWER characteristics; a goal to include student involvement on the POWER of 212 committee; POWER Thursday where teachers wear POWER t-shirts and have the option to include short, POWER activities and reflection into their lessons.

P=Priorities

O=Ownership

W=Willingness

E=Ethics

R=Respect

Student leadership is an additional important tenant for continuous improvement. In order to promote student leadership, an elected Student Council meets monthly with the building principal and various administrators to discuss ideas, concerns, and campus-based topics. The President's Council (including top leaders from all campus organizations) meets monthly with the principal to discuss campus concerns, share successes, and cross-plan as necessary.

At Cypress Woods, we hold in high esteem the belief that each student feels a sense of belonging. We encourage students to create clubs to support their interests and give back to the community. At the beginning of the 2023-2024 school year, we have over 50 clubs/organizations that students could join to lend a voice to a cause.

School spirit is an additional focus every school year. In an attempt to promote attendance and spirit, we are holding several pep rallies during extended 2nd period this year. Students can buy a wristband to attend, and the proceeds support a charitable cause. We also have monthly spirit trains, dress-up days, and reminders on the announcements and social media accounts to attend school events.

Cypress Woods High School faculty and student body are committed to striving daily to continue our legacy of 212 excellence in order to reach new levels of achievement.

During the past sixteen years of our existence, our Academic UIL team has captured the district UIL championship fifteen times. In the 2018-2019 school year, our Academic UIL team won the State Championship, and during the 2020-2021 school year, they placed 2nd. In 20-23, Cypress Woods placed 11th in the state.

Cypress Woods High School continues to thrive on a rich tradition of excellence, both inside and outside of the classroom. The culture centered around the 212 philosophy continues to grow and thrive.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Campus expectations for students and staff have been disrupted due to the impact of COVID-19. **Root Cause:** School Culture and Climate: We will be intentional in strengthening the culture of 212 by clearly communicating policies and procedures to both students and staff, with an emphasis on behavioral and academic expectations for students and pedagogical and school procedure expectations for staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

Cypress Woods continues to have low mobility among the staff members, which includes both our teachers and paraprofessionals.

Hiring quality applicants is always a priority at CWHS, as evidenced by our hiring process and new teacher support program. In order to find quality staff, we empower Department Chairs to seek out highly qualified candidates. Department Chairs screen and interview with their Team Leaders. This initial interview allows the Team Leader to ask important questions to gauge the candidate's level of content knowledge and how the person will interact with the team. Once the top candidate is selected, the Department Chair brings the applicant to interview with the Principal, Associate Principal, Coordinating Counselor, Director of Instruction, and our Campus Athletic Coordinator. Sometimes, the team's appraiser or a Campus Instructional Coach will also sit in on the interview. During the interview, we specifically seek out teachers with a growth mindset. It is our firm belief that with an open mind and positive attitude, we can improve our instructional and professional practices as well as ourselves each day. This thorough screening process allows us to find highly-qualified staff.

The New Teacher Induction Program (NTIP) is a district initiative to support all new teachers to CFISD and help with teacher retention. Each campus has a lead mentor who oversees this program and is responsible for supporting our new family members. Each new teacher at Cypress Woods is assigned a mentor by our lead New Teacher Induction Program Coordinator. Throughout the year, there are at least four share sessions with embedded professional development to target upcoming procedures/paperwork that new staff will need to discuss for better understanding. The meetings also allow teachers to explore, discuss and practice different strategies that the teachers can use in their classrooms to make first-time instruction as effective as possible. Classroom management strategies are also modeled. NTIP members are also required to observe a colleague's class during the first semester as well as complete two video reflections throughout the school year. Additionally, new teachers' classrooms are visited regularly by our Campus Instructional Coaches in order to best support them. Data collected during these visits is then used to drive our share sessions. The new teacher mentors are available for anything that the new teacher may need. Our Campus Instructional Coaches and administrators are available to assist the new teachers in their ongoing development and improvement.

Our Campus Instructional Coaches also frequently visit teacher classrooms, regardless of experience, and give them both affirming and critical feedback to help them improve as educators. Additionally, they offer summer, online, after-school, and personalized PD opportunities. Experienced teachers can even voluntarily sign-up for instructional coaching cycles that are based on their individual goals. In addition, the CICs recognize excellence in the classroom by awarding teachers with Instructional Shout-outs.

We also have created a Team Leader Development Initiative last year. Team Leaders collaborated to create a CWHS Team Leader defining document, and we spend half of each of the monthly TL meetings focusing on developing our TLs based on that document.

We have three National Board Certified teachers! Three others are waiting to hear word after their resubmissions. We couldn't be prouder!

Lastly, we retain quality teachers and make CWHS a fun place to work by making Cypress Woods High School a community where teachers can learn and grow professionally as well as make life-long friends. We have created community-building activities through our Staff Unity initiative that have helped connect teachers across different teams and departments.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our top priority is to improve teacher attendance. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to make Cypress Woods High School an enjoyable place to work by providing all faculty members the opportunity to build community and camaraderie, grow professionally through personalized PD opportunities, and by helping teachers feel supported and respected as professionals through mentoring, coaching, and administrative action.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

We hosted very well-attended Express events to welcome our Wildcats back to school in 23-24. The Freshman Express included a presentation by our principal and lead counselor who shared ways for our Class of 2027 to achieve success during their ninth-grade year.

Our Counseling Team and College and Career Specialist held parent meetings to explain several choices students were offered when planning their four-year plans. Topics included: Applying to College, AP vs. DC, Keeping the Options Open, and College Night.

Our AAS and campus interventionist plan on hosting sessions on how parents can help their students study various subjects based on research-based best practices, including Quantum Learning strategies.

We do feel that our community supports our campus. Traditionally, events held on campus are well-attended. It is also a campus expectation that each campus organization participates in a volunteer activity to "Pay it Forward" to our community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We need to increase parent engagement on the campus. **Root Cause:** We will use various methods of communication to engage parents in school events and activities.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English I Reading: During the 2023-2024 school year, we will develop reading skills by modeling and incorporating close reading strategies using a variety of texts. Reading techniques used in the classroom:</p> <ul style="list-style-type: none"> - Providing students with more resistant & complex texts as companion pieces - Modeling close-reading strategies and think-alouds - Incorporating differentiated prompts with SSR time - Having students practice with reading passages and EOC question types - Foldable paper graphic organizer to use on test days as well as STAAR - L1/L2 analysis using pictures and common text <p>English I Writing: During the 2023-2024 school year, we will develop analytical writing skills by incorporating opportunities for written & spoken responses, using questioning strategies that encourage students to analyze and evaluate evidence, and checking for understanding throughout the writing process. Writing techniques used in the classroom:</p> <ul style="list-style-type: none"> - Deconstructing exemplars - Teacher modeling and think-alouds - Brainstorming opportunities - Peer feedback & editing - Self-reflection using clearly defined rubrics - Structure using CEC - Teacher feedback: Affirmative Checking incorporated throughout the writing process - Student processing strategies embedded in the writing process such as Turn & Talk and Everybody Writes - Discussion using higher order thinking questions to ask students to analyze and evaluate evidence (Targeted Questioning) - Foldable paper graphic organizer to use on test days as well as STAAR <p>Strategy's Expected Result/Impact: The number of At-risk students who attain Master's on the English I EOC will increase. Staff Responsible for Monitoring: Eng I teachers, CICs, AAS, DI</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 2023-2024 English II Reading Strategy: During the 2023-2024 school year, we will provide close-reading strategies to assist students in the reading process, such as scaffolded annotation strategies in order to reinforce test-taking strategies.</p> <p>Reading techniques used in the classroom:</p> <ul style="list-style-type: none"> - What to Do statements used to communicate expectations, procedures, and academic feedback during various parts of the lesson cycle (100% Compliance & Non-negotiables) - Supplemental aids such as abstract language word list & characterization word list - Model how to approach a variety of texts to differentiate between genres - Pre-reading strategies: question stems of what readers consider before reading a text & think aloud modeling - L1/L2 analysis & annotation via teacher modeling, partner or group analysis, and independent practice - Relevant & appropriately rigorous texts paired intentionally with analytical response questions - Scratch paper graphic organizer paired with digital testing tools to show translation of annotation skills - Closure activities/Exit Tickets focused on capturing understanding of primary reading objective for the lesson to inform instruction moving forward - Class discussions utilizing pointed questions focused on analysis (Targeted Questioning) <p>2023-2024 English II Writing Strategy: During the 2023-2024 school year, we will develop analytical writing skills by incorporating pre-writing strategies to assist students in the writing process, utilizing revision & editing strategies, and promoting self-reflection & assessment.</p> <p>Writing techniques used in the classroom:</p> <ul style="list-style-type: none"> - Isolate specific skills in writing by breaking it down (chunking) - Brainstorming using CEC structure - Attack the prompt by defining and analyzing keywords, modeling think aloud strategies, and emphasizing the verbiage of test day phrasing - Utilize keywords from the prompt to turn the question into a statement (claim) - Provide sentence starters and stems to generate meaningful commentary - Practice with accessible prompts (1 part question, start simplified and work to more question) - Reformate multiple choice questions to provide question only and ask students to come with text evidence to support their understanding & justify their answers - Clear What to Do statements used for academic directions and actionable feedback on written work - Opportunities to revise based on actionable feedback provided from teacher - Intentionally design rubrics to provide appropriate success criteria utilizing clear language & a checklist column for student self-assessment - Model texts used for guided calibration as a team of teachers and with students <p>Strategy's Expected Result/Impact: We will meet or exceed our target on the CIP tables in the African American sub-pop and meet or surpass our cluster in all three reporting categories on the English II EOC.</p> <p>Staff Responsible for Monitoring: English II teachers, CIC, Director of Instruction, AAS</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: During the 2023-2024 school year, we will increase critical thinking skills by providing frequent exposure to open ended questions and build confidence in navigating technology by utilizing the Desmos calculator.</p> <p>(What) Techniques used in the classroom:</p> <ul style="list-style-type: none"> - Activate prior knowledge: what do you see, what do you notice? - Brain dump - Self discovery strategies: Experience Before Label (with transformations specifically) - Explain rational & thought process by showing work - Campus Look-For Student Processing Strategies (Everybody Writes, Wait Time, Turn & Talk) - Jigsaw activities to allow students to become the "expert" for vocabulary specifically - Promote self-advocacy strategies: reference classroom poster "are you stuck?" 4 step process - Promote a productive struggle - direct students through questions rather than giving answers utilizing an anchor chart "how to be a problem solver"/"how to struggle well" - Desmos calculator included as part of entry procedures & testing procedures using What to Do <p>Strategy's Expected Result/Impact: The number of At Risk students who achieve Masters on the Algebra I EOC will increase.</p> <p>Staff Responsible for Monitoring: Algebra I Teachers, CIC, Director of Instruction, AAS</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Biology: During the 2023-2024 school year, we will provide multiple opportunities to practice and internalize scientific vocabulary with organized academic discourse, repeated vocabulary review, student-centered activities and checks for understanding, and we will teach students close-reading strategies and practice them frequently.</p> <p>Techniques used in the classroom to practice & internalizing scientific language: Quizlet, flashcards, Quizziz, Interactive Word Wall, suffixes and prefixes, heterogeneous grouping of students, turn and talk with stems to guide discourse, entry tickets, written and verbal summaries</p> <p>Techniques used in the classroom to improve close-reading skills: Define and practice 1st and 2nd draft reading skills with EOC type questions frequently</p> <p>Strategy's Expected Result/Impact: The number of At-risk students who attain master's on the Biology EOC will increase.</p> <p>Staff Responsible for Monitoring: Biology team, CICs, AAS, Appraiser, DI</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: US History: During the 2023-2024 school year, we will model critical thinking and reading skills for students when analyzing political cartoons, primary source documents, charts, and when annotating, build in opportunities for student discourse, and provide writing opportunities and scaffolds to aid in language acquisition skills.</p> <p>Techniques used in the classroom: Pacing guides, structured blended learning checklists, and affirmative checking to build time-management skills; one-pager unit overviews introduced at the start of every unit to aid with thematic thinking and spiraled review; Hovercam modeling for annotations; utilizing small groups, Cold Call, & Turn & Talk to facilitate discussion; 1 sentence main idea summaries, Social Studies terminology "dictionaries," targeted vocabulary word slides on early exams, vocabulary pre-assessment, and flashcards to help with vocabulary and language acquisition; online testing practice; use of district test bank questions as warm-ups and CFU's to model critical thinking process</p> <p>Strategy's Expected Result/Impact: The number of Eco Dis students who attain master's on the US History EOC will increase.</p> <p>Staff Responsible for Monitoring: USH teachers, CIC, Director of Instruction, AAS</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: As a campus, we will approach the strategy from various angles, such as: 1) Teachers will develop relationships with students to encourage them to take advanced courses 2) Our College Academy Advisor will encourage our Eco Dis students to remain in College Academy 3) Counselors will recommend students to take advanced courses when advisable 4) CCS will target high achieving Eco Dis students using PSAT 5) AAS will create slide to share with all students detailing the benefits of free/reduced lunch - through all English classes and on the television sets in the hallway</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: College and Career Specialist, Counselors, AAS, College Academy Mentor, DC's</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CTE Approved Industry Certifications: CTE teachers will provide multiple opportunities for students to prepare and practice for certification exams and will set and clearly communicate study deadlines with students. Students will complete test reflections after taking a practice certification test to improve upon test taking strategies and study skills. Teachers will emphasize parent communication and student communication to ensure all stakeholders know the importance and process of preparing for and passing certification exams.</p> <p>Strategy's Expected Result/Impact: The number of students who earn an industry certification will increase by 2 %.</p> <p>Staff Responsible for Monitoring: All CTE teachers, CTE Counselor, District CTE Campus Instructional Coach</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Graduation Rate: As a campus, the following will be in place - teacher/student mentor program with embedded post-secondary goal setting, academic interventions, counselor support of post-secondary goals, College and Career Specialist support, Assistant Principal Support, AAS Support, CYS Support.</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% SPED: 90% or higher or increase of .10%</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS</p>	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Dropout Prevention: The following supports will be in place to aide in dropout prevention - Attendance Office support, Attendance Officer support, Registrar office support, CYS support, AAS support, Counselor support, Assistant Principal Support, AAS and CYS will conduct home visits as needed, Other options will be given to families/students as needed, Registrar/AAS/Attendance Officer will monitor dropout list regularly and contact families offering support until a solution is devised.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS</p>	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Before/after school tutorials in which teachers will reinforce the TEKS, fill in learning gaps, prepare for the upcoming EOC exam, and/or reteach skills.</p> <p>Strategy's Expected Result/Impact: Students attending the extended day program(s) will score Approaches or higher on the EOC related to the specific extended day program attended and pass the EOC class targeted.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Parent/Student Evening Sessions will be held 1-3 times each marking period in the evenings to help students/parents learn HOW to study and encode information into long-term memory, specifically in EOC-tested subjects. Information and skills learned can be utilized in all classes.</p> <p>Strategy's Expected Result/Impact: Students attending the extended day program(s) will score Approaches or higher on the EOC related to the specific extended day program attended and pass the EOC class targeted.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Extended Instructional Time (Closing the Gaps): The use of the No Red Ink online program and Quizziz to support students in improving their academic performance.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached CIP data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: Conduct a book study to address academic learning gaps.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached target table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A	N/A	

 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 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 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: members of the Cypress Woods High School faculty and staff will actively supervise students in the classrooms, hallways and commons to create a safe environment for all students. Members of the Cypress Woods High School faculty and staff will also actively supervise those students who remain for after school activities and ride the late bus.</p> <p>All Cypress Woods High School teachers and students will participate in the EOP safety drills (fire, shelter, lockout, lock-down, crisis, evacuation, metal detectors) throughout the year to learn campus expectations during these drills in preparation for an actual emergency/crisis.</p> <p>Strategy's Expected Result/Impact: Full participation and successful completion in all required campus safety/crisis drills.</p> <p>Staff Responsible for Monitoring: -Campus Administration -Teachers -Staff -Campus Resources Officers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: -Campus Safety Liaison: assigned Assistant Principal(s)</p>	Formative		
	Nov	Feb	May
			
 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		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<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
Tardy Calculator Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: 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. As a campus, we use CPI training, Behavior intervention Strategies, Mediations, and Project Safety lessons to help educate students and staff members on how to properly address conflict. By being proactive we should be able to reduce the incidents by 70% (Reference the 2021-22 CFISD Report on Violence and Violence Prevention)</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals Campus Resource Officers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The assistant principals will utilize the CFISD Code of Conduct and Campus Discipline Continuum as primary references when addressing student discipline. One key strategy that will be used when addressing student discipline is supporting teachers in of building relationships with their students and the parents of their students and the positive effect it will have in reducing the discipline issues in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<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 .1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Instructional Shout-outs and our staff Intentional monthly awards, frequent classroom visits with feedback, and a strong campus effort to unite staff members through our Staff Unity initiative, which offers monthly staff social events.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .1%.</p> <p>Staff Responsible for Monitoring: DI Principal CICs</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: By the end of the current 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
 August Campus PD Week Look Fors Trainings
 CTE Schoology Required Training

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: The following training opportunities will be provided: Coaching Cycles with a Campus Instructional Coach, introductory training for campus look-for strategies in August, look-fors after-school practice sessions and follow-up during February professional development, Lunch N Learn sessions over technology and look-fors, weekly technology tips emailed by the librarian, opportunities for peer observation, self-paced course over instructional technology offered via Schoology.</p> <p>Strategy's Expected Result/Impact: Teachers will feel confident in their ability to implement the current school year campus instructional look-fors What to Do, Cold Call, and Student Processing. Teachers will begin to grow in our new Look-fors: Targeted Questioning, Affirmative Checking, and Closure. Regarding Schoology and other technology, teachers will be supported with weekly technology tips and CIC office hours.</p> <p>Staff Responsible for Monitoring: CIC Team DI</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 2%.

Evaluation Data Sources: Parent Survey
Facebook, Twitter, and Instagram activity/followers
Participation in VIP events

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will share information with parents using the app, Buffer, to communicate upcoming events, information, and student deadlines. Buffer links to Facebook, Instagram, and Twitter allowing parents to see information on three different social media platforms. Our VIPS will utilize our Marquee, and our school website.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%.</p> <p>Staff Responsible for Monitoring: Administration, VIP Leadership</p>	Formative		
	Nov	Feb	May
			
<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>			

2023-2024 CPOC

Committee Role	Name	Position
Paraprofessional	Amanda McCumber	Paraprofessional
Other School Leader (Nonteaching Professional) #4	Marissa Mitchell	Assistant Principal
Teacher	Kyle Atkins	Teacher #9
Other School Leader (Nonteaching Professional) #4	Kelly Ellis	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Lauren Prewitt Shane	Other School Leader (Nonteaching Professional) #3 CIC
Business Representative #2	Amanda Blanke	Business Representative #2
Business Representative #1	Ray Pikulski	Business Representative #1
Community Member #2	Kim Fritz	Community Member #2
Community Member #1	Alyse Gurka	Community Member #1
Parent #2	Jill Morgan	Parent #2
Parent #1	Christi Deaton	Parent #1
Administrator (LEA) #1	Teresa Hull	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Karen Payne	Other School Leader (Nonteaching Professional) #2 - HSTC
Other School Leader (Nonteaching Professional) #1	Christina Hoover	Other School Leader (Nonteaching Professional) #1 AAS
Teacher #8	Ana Mercado	Teacher #8 - LOTE
Teacher #7	Sonia Tolkov	Teacher #7 - LOTE
Teacher #6	Laura Anderson	Teacher #6 - CATE
Teacher #5	Brittany Hunt	Teacher #5 - Algebra 1
Teacher #4	Laureen Ratliff	Teacher #4 - Biology
Teacher #3	Brittany Weinstein	Teacher #3 - English 1
Teacher #2	Yasmeen Moussaoui	Teacher #2 -English 2
Teacher #1	Shannan Ross	Teacher #1 - USH
Principal	Lloyd Turner	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 Woods	HS 1	All	388	356	92%	93%	92%	258	66%	67%	74%	147	38%	39%	45%
Algebra I	Cypress Woods	HS 1	Hispanic	150	140	93%	94%	91%	97	65%	66%	73%	48	32%	33%	44%
Algebra I	Cypress Woods	HS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Woods	HS 1	Asian	25	24	96%	97%	95%	20	80%	81%	86%	15	60%	61%	64%
Algebra I	Cypress Woods	HS 1	African Am.	75	67	89%	90%	90%	45	60%	61%	67%	20	27%	28%	37%
Algebra I	Cypress Woods	HS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Woods	HS 1	White	121	110	91%	92%	94%	87	72%	73%	75%	60	50%	51%	48%
Algebra I	Cypress Woods	HS 1	Two or More	16	15	94%	95%	83%	9	56%	57%	79%	*	*	*	29%
Algebra I	Cypress Woods	HS 1	Eco. Dis.	165	148	90%	91%	89%	100	61%	62%	70%	54	33%	34%	38%
Algebra I	Cypress Woods	HS 1	Emergent Bilingual	37	33	89%	90%	85%	17	46%	47%	67%	9	24%	25%	45%
Algebra I	Cypress Woods	HS 1	At-Risk	212	184	87%	88%	89%	110	52%	53%	65%	46	22%	23%	32%
Algebra I	Cypress Woods	HS 1	SPED	59	38	64%	65%	66%	15	25%	26%	36%	9	15%	16%	12%
Biology	Cypress Woods	HS 1	All	851	839	99%	100%	99%	784	92%	93%	88%	528	62%	63%	50%
Biology	Cypress Woods	HS 1	Hispanic	263	262	100%	100%	99%	236	90%	91%	81%	133	51%	52%	36%
Biology	Cypress Woods	HS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Woods	HS 1	Asian	92	92	100%	100%	99%	90	98%	99%	96%	72	78%	79%	75%
Biology	Cypress Woods	HS 1	African Am.	113	109	96%	97%	97%	99	88%	89%	79%	47	42%	43%	34%
Biology	Cypress Woods	HS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Woods	HS 1	White	345	339	98%	99%	99%	326	94%	95%	93%	253	73%	74%	59%
Biology	Cypress Woods	HS 1	Two or More	36	36	100%	100%	100%	32	89%	90%	87%	22	61%	62%	42%
Biology	Cypress Woods	HS 1	Eco. Dis.	263	258	98%	99%	99%	231	88%	89%	77%	126	48%	49%	29%
Biology	Cypress Woods	HS 1	Emergent Bilingual	42	41	98%	99%	98%	31	74%	75%	59%	9	21%	22%	11%
Biology	Cypress Woods	HS 1	At-Risk	270	259	96%	97%	98%	211	78%	79%	74%	74	27%	28%	26%
Biology	Cypress Woods	HS 1	SPED	65	53	82%	83%	91%	30	46%	47%	49%	12	18%	19%	13%
English I	Cypress Woods	HS 1	All	869	805	93%	94%	90%	750	86%	87%	82%	323	37%	38%	40%
English I	Cypress Woods	HS 1	Hispanic	274	250	91%	92%	86%	229	84%	85%	75%	71	26%	27%	25%
English I	Cypress Woods	HS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Woods	HS 1	Asian	95	89	94%	95%	98%	85	89%	90%	95%	52	55%	56%	65%
English I	Cypress Woods	HS 1	African Am.	114	103	90%	91%	78%	92	81%	82%	66%	20	18%	19%	25%
English I	Cypress Woods	HS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Woods	HS 1	White	348	329	95%	96%	95%	312	90%	91%	89%	161	46%	47%	49%
English I	Cypress Woods	HS 1	Two or More	36	33	92%	93%	82%	31	86%	87%	76%	18	50%	51%	33%
English I	Cypress Woods	HS 1	Eco. Dis.	276	248	90%	91%	81%	216	78%	79%	69%	56	20%	21%	22%
English I	Cypress Woods	HS 1	Emergent Bilingual	50	29	58%	59%	56%	23	46%	47%	38%	*	*	*	*

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 I	Cypress Woods	HS 1	At-Risk	292	233	80%	81%	79%	188	64%	65%	64%	24	8%	9%	18%
English I	Cypress Woods	HS 1	SPED	66	33	50%	51%	50%	21	32%	33%	31%	5	8%	9%	*
English II	Cypress Woods	HS 1	All	806	744	92%	93%	95%	656	81%	82%	87%	177	22%	23%	24%
English II	Cypress Woods	HS 1	Hispanic	208	189	91%	92%	94%	168	81%	82%	85%	35	17%	18%	16%
English II	Cypress Woods	HS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Woods	HS 1	Asian	108	101	94%	95%	94%	92	85%	86%	87%	35	32%	33%	43%
English II	Cypress Woods	HS 1	African Am.	96	78	81%	82%	94%	59	61%	62%	78%	6	6%	7%	13%
English II	Cypress Woods	HS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Woods	HS 1	White	357	342	96%	97%	96%	306	86%	87%	91%	95	27%	28%	27%
English II	Cypress Woods	HS 1	Two or More	36	33	92%	93%	94%	30	83%	84%	82%	6	17%	18%	29%
English II	Cypress Woods	HS 1	Eco. Dis.	225	189	84%	85%	92%	149	66%	67%	80%	22	10%	11%	13%
English II	Cypress Woods	HS 1	Emergent Bilingual	34	21	62%	63%	79%	10	29%	31%	49%	*	*	*	*
English II	Cypress Woods	HS 1	At-Risk	236	179	76%	77%	80%	109	46%	47%	63%	9	4%	5%	6%
English II	Cypress Woods	HS 1	SPED	62	31	50%	51%	61%	15	24%	25%	39%	*	*	*	*
US History	Cypress Woods	HS 1	All	748	741	99%	100%	99%	694	93%	94%	90%	525	70%	71%	72%
US History	Cypress Woods	HS 1	Hispanic	197	193	98%	99%	99%	178	90%	91%	88%	119	60%	61%	68%
US History	Cypress Woods	HS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Woods	HS 1	Asian	86	86	100%	100%	99%	84	98%	99%	94%	71	83%	84%	85%
US History	Cypress Woods	HS 1	African Am.	74	73	99%	100%	99%	69	93%	94%	79%	46	62%	63%	55%
US History	Cypress Woods	HS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Woods	HS 1	White	363	362	100%	100%	99%	337	93%	94%	92%	268	74%	75%	76%
US History	Cypress Woods	HS 1	Two or More	26	25	96%	97%	100%	24	92%	93%	93%	19	73%	74%	76%
US History	Cypress Woods	HS 1	Eco. Dis.	188	184	98%	99%	100%	161	86%	87%	83%	100	53%	54%	62%
US History	Cypress Woods	HS 1	Emergent Bilingual	28	28	100%	100%	96%	23	82%	83%	61%	6	21%	22%	25%
US History	Cypress Woods	HS 1	At-Risk	193	187	97%	98%	97%	149	77%	78%	69%	75	39%	40%	45%
US History	Cypress Woods	HS 1	SPED	48	44	92%	93%	91%	28	58%	59%	31%	13	27%	28%	17%

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.