

Cypress-Fairbanks Independent School District

Cypress Springs High School

2023-2024



Mission Statement

Cypress Springs High School equips students with the tools they need for academic, personal and social achievement.

Vision

Cypress Springs High School prepares students for a lifetime of success by establishing a curriculum that exceeds state standards, and provides extracurricular programs to develop students mentally, physically and socially, while partnering with parents and the community.

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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:

- Algebra I EOC scores increased in meets and approaches.
- Biology EOC scores increased in approaches.
- US History EOC scores increased in approaches.
- CTE certifications earned jumped from 606 to 834 overall.
- Dual Credit course enrollment increased each semester. The fall saw an increase of 155 courses taken and the spring by 75.
- The graduation rate continues to improve.

We are proud of the teachers and scholars working hard to achieve these gains.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: Hispanic students are the lowest performing group in English I. In English II, more economically disadvantaged students need to move from approaches to meets. **Root Cause:** English Language Arts: There was not enough differentiation or formative assessment.

Problem Statement 2: Math: Emergent bilinguals are the lowest performing group. **Root Cause:** Math: Teachers placed too much emphasis on learning the new test requirements and finding appropriate resources.

Problem Statement 3: Science: Economically disadvantaged students are the lowest performing group. **Root Cause:** Science: There were not enough informal check-ins throughout the instructional day.

Problem Statement 4: Social Studies: Students achieving masters on their EOC went down significantly. **Root Cause:** Social Studies: There was not enough intentional planning and differentiation in lessons in advanced sections to push students to achieve higher.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The number of economically disadvantaged students in our advanced courses is not indicative of our student population's abilities. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Continued need for systemic processes to be put in place to identify candidates for advanced programs as well as systems to provide them with support.

Problem Statement 6: CTE Approved Industry Certifications: Though we have seen an increase in certifications, we are still not at 100%. **Root Cause:** CTE Approved Industry Certifications: We need to train new staff on the importance of the test as well as how to administer it.

Problem Statement 7: Graduation Rate: The campus graduation rate is 90%. **Root Cause:** Graduation Rate: We need to create plans with the necessary stakeholders beginning in 9th grade when we identify an uptick in behaviors that may lead students off-course with graduation (i.e. failing classes, poor attendance, or discipline issues).

Problem Statement 8: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** As we emerge from 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 Summary

School Culture and Climate Strengths

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

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Cypress Springs, we implement district-made, TEKS based curriculum that is built by strong Cypress-Fairbanks ISD content curriculum experts. Our core contents have both Campus Instructional Coaches and district Curriculum Coaches who are able to provide teachers with additional support, ultimately benefiting our students. The use of iXplore and other data software has allowed us to capture our data, including District Progress Monitoring (DPM's) and teacher-made tests, and create a prescriptive plan for our students. We are able to look at curriculum objectives and see areas of strength and weakness. Core contents conduct data reviews using information from iXplore and other software which allows for data-driven decisions. We continue to strengthen our alignment between curriculum and state testing standards.

Curriculum, Instruction, and Assessment Strengths

Cypress Springs continues to focus our efforts on effective first-time instruction by implementing the "Portrait of a Panther Classroom." Through this initiative, instructional strategies are introduced and applied throughout every classroom across campus. Feedback is provided to teachers through Instructional Rounds conducted during instructional time.

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instructional Rigor: Students are demonstrating low level of content mastery as set by the state standards. **Root Cause:** Instructional Rigor: Some teachers are teaching at low rigor levels in order to create success for students.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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 Language Arts: Utilize small groups and blended learning strategies to increase differentiation and informal assessments. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Department chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Provide coaching and professional development for teachers to address the needs of emergent bilinguals in math. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Department chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Utilize small groups and blended learning strategies to increase informal assessments. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Department chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
			

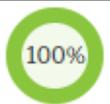
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Provide coaching for teachers to address the depth of rigor required for students to achieve mastery on their EOC.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to have more training and professional development that will provide us with more tools and resources to help our LEP and SPED students in order to develop a strong plan of action to support these students in our classroom.</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: Department Chair, CIC, Teachers, AAS, DI, Appraiser, CCS</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CTE Approved Industry Certifications: Continue our campaign to increase the awareness of stakeholders as it relates to the certifications offered at Cypress Springs.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 5%.</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser, CTE Counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Graduation Rate: A process to monitor students' attendance and grades will be put in place to address students' needs.</p> <p>Strategy's Expected Result/Impact: All: 90% or higher or increase of .10%</p> <p>African American: 90% or higher or increase of .10%</p> <p>Hispanic: 90% or higher or increase of .10%</p> <p>White: 90% or higher or increase of .10%</p> <p>Economically Disadvantaged: 90% or higher or increase of .10%</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Dropout Prevention: Conduct dropout recovery efforts that include phone calls and home visits to students identified as dropouts. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: AAS, Assistant Principals, Associate, Counselors, Attendance Officer, Attendance Committee, DI</p>	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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: Team Leader, Department Chair, CIC, DI, AAS, Teachers</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 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: Summer Learning/Summer Enrichment: Panther Transition Prep - Transition incoming 9th graders and any at-risk student an opportunity to become acquainted with the school, build relationships with staff and other students, and familiarize themselves with the academic, social and behavioral expectations at Cypress Springs High School.</p> <p>Strategy's Expected Result/Impact: Students will meet at least 80% passing rate and attendance for each grading period.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Teachers will teach / reteach TEKS based knowledge and skills to students who underperformed on 2023 EOC and/or STAAR exams during after school and Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: Students attending after school and/or Saturday tutorials will show growth on their next administration of EOC exams.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Before/After School Program: Students will make up time and assignments missed from being late or absent from class during study hall.</p> <p>Strategy's Expected Result/Impact: Student attendance will improve each grading period with specific time to make up EA hours and assignments and consistent parent notification.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Extended Instructional Time (Closing the Gaps): Student Empowerment Week will be conducted to support students in closing academic and behavioral gaps as a result of 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
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Professional Development: Behavior Management System (i.e. Bloomz)</p> <p>Strategy's Expected Result/Impact: After attending training, teachers will have fewer discipline referrals and room calls resulting in more time on task in class for all students.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Professional Development: Blended Learning Implementation Training</p> <p>Strategy's Expected Result/Impact: 9th grade teachers in EOC tested areas will attend on-going training to implement blended learning strategies to improve growth in meets and masters on Spring 2024 EOC exams</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Mental Health Supports: Students will attend sessions focusing on academic, personal, and social achievement during Student Empowerment Week.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed SMART goals on the CIP data tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Before/After School Program: Students will attend educational sessions focusing on bridging the gap between the school and community to improve academic and transition achievement.</p> <p>Strategy's Expected Result/Impact: Students will show growth in graduation rate.</p> <p>Staff Responsible for Monitoring: Principal</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 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
			
<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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff members will actively supervise students in the hallways and classrooms to create a safe environment for students and redirect when necessary. Staff members will also actively supervise students who remain for after school activities and ride the late buses. Entry and Exit points are limited throughout the campus during the instructional day. Students moving to and from the portable buildings will utilize a designated entry and exit door. Students with late arrival and early release will park in the front of the building and enter and exit the front of the building</p> <p>Strategy's Expected Result/Impact: Student and teacher engagement will increase and student disruptions will decrease, resulting in a focused and engaging learning environment where students and staff feel safe and secure. The campus will successfully complete all drills</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff</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: Principal, Associate Principal, Assistant Principals, Teachers, Staff</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

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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

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. We will continue to utilize PBIS and the PROWL matrix to teach expected student behaviors. These lessons are taught at the beginning of each semester and are reinforced each time a student is out of compliance. PROWL stands for Pride, Respect, Ownership, Willingness, and Leadership..</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal</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. Increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc.)</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Associate, Assistant Principals, BI</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Celebrations for attendance will take place through department and group activities.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>Staff Responsible for Monitoring: 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: 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on the surveyed needs of our staff. These growth opportunities will be provided on campus as well as at the district level. On campus PD will be presented by our campus instructional team, as well as teachers who are considered "Master Teachers" in the area of development. Some areas of focus will be: Blended Learning, GT training, ESL Strategies, and more.</p> <p>Strategy's Expected Result/Impact: Teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Cypress Springs will exercise varied communication approaches (such as School Messenger, marquee, Remind 101, written information sent home in English/Spanish, Twitter, Facebook, etc.) so that parents remain informed of current events, support and informational opportunities, important dates, and deadlines (such as CPOC, Boosters, VIPS, Open House, Grade Level Parent Meetings, College and Career campus and district events, monthly newsletters, On-line calendar, reporting period dates, grades, etc.)</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary, Associate, DI, Counselors, Teachers, College & Career Specialist</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
Parent	Simone AlShomade	Parent
Parent	Katrina Hagger	Parent
Parent	Keandra Walker	Parent
Other School Leader (Nonteaching Professional) #1	Fiona Brown	Counselor
Parent	Javonne Lietey	Parent
District-level Professional	Deborah Stewart	Chief of Employee & Student Services
Parent	Jose Mielo	Parent
Other School Leader (Nonteaching Professional) #4	Priscilla Smith	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Troy Collavo	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Michael Leinweber	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Maya Weatherton	Parent #2
Parent #1	Shari More	Parent #1
Administrator (LEA) #1	Samantha Collins	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Vanessa Winfree	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Kaitlin Arno	Other School Leader (Nonteaching Professional) #1
Teacher #8	Michelle Cox	Teacher #8
Teacher #7	Erin Rowland	Teacher #7
Teacher #6	Matthew Ober	Teacher #6
Teacher #5	Adrian Hunt	Teacher #5
Teacher #4	Nicole Nicholson	Teacher #4
Teacher #3	Jerome Frederick	Teacher #3
Teacher #2	Kevin Castillo	Teacher #2
Teacher #1	Dorothy Yalekhue	Teacher #1
Principal	Cheryl Henry	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 Springs	HS 3	All	546	399	73%	80%	72%	190	35%	48%	31%	66	12%	18%	9%
Algebra I	Cypress Springs	HS 3	Hispanic	265	187	71%	75%	70%	85	32%	42%	27%	28	11%	20%	5%
Algebra I	Cypress Springs	HS 3	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Springs	HS 3	Asian	20	17	85%	90%	80%	12	60%	70%	53%	7	35%	42%	*
Algebra I	Cypress Springs	HS 3	African Am.	203	149	73%	78%	72%	63	31%	40%	29%	18	9%	18%	8%
Algebra I	Cypress Springs	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Springs	HS 3	White	33	27	82%	90%	83%	18	55%	60%	53%	8	24%	30%	23%
Algebra I	Cypress Springs	HS 3	Two or More	20	16	80%	85%	82%	11	55%	62%	47%	*	*	*	29%
Algebra I	Cypress Springs	HS 3	Eco. Dis.	401	281	70%	75%	70%	126	31%	40%	28%	43	11%	18%	7%
Algebra I	Cypress Springs	HS 3	Emergent Bilingual	104	61	59%	65%	67%	24	23%	35%	18%	9	9%	15%	4%
Algebra I	Cypress Springs	HS 3	At-Risk	434	300	69%	75%	70%	121	28%	35%	24%	31	7%	15%	5%
Algebra I	Cypress Springs	HS 3	SPED	56	30	54%	60%	50%	13	23%	35%	*	*	*	*	*
Biology	Cypress Springs	HS 3	All	743	647	87%	90%	91%	381	51%	55%	51%	133	18%	20%	14%
Biology	Cypress Springs	HS 3	Hispanic	356	305	86%	90%	90%	173	49%	53%	50%	56	16%	18%	11%
Biology	Cypress Springs	HS 3	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Springs	HS 3	Asian	41	39	95%	96%	98%	31	76%	80%	79%	17	41%	43%	38%
Biology	Cypress Springs	HS 3	African Am.	255	218	85%	90%	90%	120	47%	50%	42%	29	11%	13%	12%
Biology	Cypress Springs	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Springs	HS 3	White	58	54	93%	95%	94%	40	69%	73%	75%	24	41%	43%	29%
Biology	Cypress Springs	HS 3	Two or More	28	27	96%	97%	96%	16	57%	60%	57%	7	25%	27%	*
Biology	Cypress Springs	HS 3	Eco. Dis.	509	432	85%	88%	90%	225	44%	50%	46%	61	12%	14%	11%
Biology	Cypress Springs	HS 3	Emergent Bilingual	121	80	66%	70%	81%	21	17%	20%	26%	5	4%	6%	*
Biology	Cypress Springs	HS 3	At-Risk	497	415	84%	88%	88%	190	38%	42%	42%	40	8%	10%	10%
Biology	Cypress Springs	HS 3	SPED	60	39	65%	70%	78%	11	18%	20%	*	6	10%	12%	*
English I	Cypress Springs	HS 3	All	817	567	69%	75%	67%	408	50%	55%	53%	79	10%	15%	18%
English I	Cypress Springs	HS 3	Hispanic	375	260	69%	75%	64%	177	47%	55%	48%	29	8%	15%	13%
English I	Cypress Springs	HS 3	Am. Indian	7	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Springs	HS 3	Asian	42	35	83%	88%	82%	31	74%	80%	80%	13	31%	40%	48%
English I	Cypress Springs	HS 3	African Am.	300	197	66%	72%	66%	139	46%	50%	50%	17	6%	10%	16%
English I	Cypress Springs	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Springs	HS 3	White	64	51	80%	85%	82%	42	66%	70%	75%	15	23%	30%	35%
English I	Cypress Springs	HS 3	Two or More	29	22	76%	80%	71%	18	62%	68%	46%	5	17%	20%	*
English I	Cypress Springs	HS 3	Eco. Dis.	571	372	65%	70%	63%	251	44%	50%	46%	35	6%	10%	14%
English I	Cypress Springs	HS 3	Emergent Bilingual	138	52	38%	45%	34%	22	16%	20%	18%	*	*	*	*
English I	Cypress Springs	HS 3	At-Risk	578	348	60%	65%	60%	210	36%	42%	42%	14	2%	5%	11%
English I	Cypress Springs	HS 3	SPED	77	22	29%	35%	23%	11	14%	20%	9%	*	*	*	*
English II	Cypress Springs	HS 3	All	814	621	76%	82%	76%	439	54%	60%	60%	61	7%	15%	6%
English II	Cypress Springs	HS 3	Hispanic	413	319	77%	80%	75%	233	56%	60%	56%	20	5%	10%	4%

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 Springs	HS 3	Am. Indian	6	*	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Springs	HS 3	Asian	54	48	89%	92%	98%	46	85%	90%	93%	16	30%	35%	15%	
English II	Cypress Springs	HS 3	African Am.	269	191	71%	80%	74%	111	41%	50%	57%	18	7%	15%	3%	
English II	Cypress Springs	HS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*	
English II	Cypress Springs	HS 3	White	46	37	80%	92%	83%	31	67%	75%	76%	*	*	*	17%	
English II	Cypress Springs	HS 3	Two or More	24	21	88%	92%	90%	17	71%	75%	76%	*	*	*	*	
English II	Cypress Springs	HS 3	Eco. Dis.	548	397	72%	80%	72%	264	48%	53%	54%	26	5%	10%	5%	
English II	Cypress Springs	HS 3	Emergent Bilingual	120	47	39%	45%	46%	21	18%	25%	23%	*	*	*	*	
English II	Cypress Springs	HS 3	At-Risk	502	326	65%	76%	60%	170	34%	40%	39%	5	1%	5%	1%	
English II	Cypress Springs	HS 3	SPED	61	17	28%	45%	44%	6	10%	15%	23%	*	*	*	*	
US History	Cypress Springs	HS 3	All	676	646	96%	98%	95%	490	72%	74%	64%	290	43%	47%	33%	
US History	Cypress Springs	HS 3	Hispanic	317	306	97%	98%	96%	235	74%	76%	65%	133	42%	46%	32%	
US History	Cypress Springs	HS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*	
US History	Cypress Springs	HS 3	Asian	51	49	96%	98%	100%	43	84%	86%	93%	31	61%	65%	70%	
US History	Cypress Springs	HS 3	African Am.	237	220	93%	95%	91%	153	65%	67%	55%	81	34%	38%	24%	
US History	Cypress Springs	HS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*	
US History	Cypress Springs	HS 3	White	44	44	100%	100%	96%	37	84%	86%	78%	29	66%	70%	47%	
US History	Cypress Springs	HS 3	Two or More	25	25	100%	100%	100%	20	80%	82%	73%	14	56%	60%	50%	
US History	Cypress Springs	HS 3	Eco. Dis.	427	404	95%	97%	93%	294	69%	71%	59%	164	38%	42%	27%	
US History	Cypress Springs	HS 3	Emergent Bilingual	64	56	88%	90%	86%	18	28%	30%	31%	8	13%	17%	12%	
US History	Cypress Springs	HS 3	At-Risk	321	295	92%	94%	91%	174	54%	56%	45%	67	21%	25%	19%	
US History	Cypress Springs	HS 3	SPED	40	33	83%	85%	71%	13	33%	35%	25%	7	18%	22%	10%	

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.