

Cypress-Fairbanks Independent School District

Cypress Springs High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



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.

PROWL

P - Pride

R - Respect

O - Ownership

W - Willingness

L - Leadership

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

In the 2016-17 school year, Cypress Springs High School missed the following system safeguards:

State System Safeguard (60%): Reading (SPED, ELL)

Federal Graduation Rates (Overall goal 90%, Four-year 88.5%, Safe Harbor 10%, Five-year 91%): AA, ED

Using an integrated approach, campus level teams reviewed the system safeguard data tables along with other STAAR data and conducted the following process: data analysis, identify the problem, identification of contributing factors, determination of sphere of control, identification of a focus issue, determination of the "5 whys," and identification of a root cause. The problem statements and root causes are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

The team members included: Principal, Associate Principal, Director of Instruction, Department Chairs, Team Leaders, Teachers, Non-Teaching Professionals, Community & Business Representatives, District Staff and Parents

The teams met on the following date(s): 2/12/18,

Student Achievement Strengths

During the 2016-2017 school year, Cypress Springs High School experienced growth in all four TEA Performance Indices and earned three distinction designations. These were awards in *Top 25 Percent Student Progress*, *Top 25 Percent Closing Performance Gaps*, and *Postsecondary Readiness*. Additionally, the campus scored very well in the areas of Academic Achievement in ELA/Reading, Mathematics, Science and Social Studies, missing each of these designations by only one indicator.

Algebra I EOC:

- 3% increase in overall, 2% increase in Masters, and 16% increase in SPED passing rates
- +58 points - average scale increase

Biology EOC:

- 7% increase in Masters and 15% increase in SPED passing rates
- +45 points - average scale increase

English EOC:

- 6% increase in SPED passing rates in English I
- 8% increase in LEP passing rates in English I
- 7% increase in White sub-pop passing rates in English I
- 2% increase in Masters for English II
- 2% increase in Economically Disadvantaged for English II

US History EOC:

- 9% increase in Masters
- 100% passing rates for students who fall into the 2 or more subpop.
- 100% passing for our LEP (M1) students

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: The SPED and LEP achievement gap is wide when compared to the other sub pops. **Root Cause:** Math: We need to prepare for and address the vast and diverse academic needs of our students.

Problem Statement 2: English/Language Arts: Our LEP and SPED students are performing lower than our campus and district targets. **Root Cause:** English/Language Arts: We need to have more training and professional development that will provide us 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.

Problem Statement 3: Science: LEP Performance is the lowest. **Root Cause:** Science: We need to utilize teaching strategies that facilitate comprehension across all student groups.

Problem Statement 4: Social Studies: LEP is our lowest performing subgroup. **Root Cause:** Social Studies: We need to plan with our LEP students as a priority.

Problem Statement 5: Graduation Rate: ELL and SPED graduation rates are consistently low. **Root Cause:** Graduation Rate:

Problem Statement 6: General: The campus did not meet all campus performance objective targets in 2016-17. **Root Cause:** General: The need to deepen understanding of and address specific academic needs of all student groups.

School Culture and Climate

School Culture and Climate Summary

Cypress Springs continues to operate off of a model of continuous improvement. We believe that parents, the community and teachers are all valued stakeholders and the driving force behind student success. Based on this belief, Cypress Springs conducted surveys in order to collect valuable input about the school culture, climate and organization.

According to the results of the 2016-2017 Employee Perception Survey, 15 out of 15 measured areas improved over the previous year. Each category grew by an average of 8 points.

Additionally, Cypress Springs was awarded an overall 'Exemplary' performance rating by the Texas Education Agency in their annual Community and Student Engagement (CASE) study, the first time to receive the highest rating.

Source(s): Employee Perception Survey, CASE Study

School Culture and Climate Strengths

The three highest indicators on the 2016-2017 Employee Perception Survey were all 91% or higher. 96% of staff indicated that quality is expected of them. 94% of staff indicated that the work asked of them directly relates to their job responsibilities. 91% of staff feel clear about their job responsibilities and that decisions on campus are data-driven.

Student voice and leadership is an important part of Cypress Springs' model of continuous improvement. Cypress Springs continues to employ the Principal's Advisory Council as a way for students to discuss ideas, concerns, and campus-based topics with the administrative team. Additionally, the campus continues the promotion of Student Council as a vehicle for growing school spirit and camaraderie.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We will continue to increase the ways in which staff are recognized for their efforts both in and out of the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Cypress Springs High School includes 196 teachers, 46 paraprofessionals, and 20 administrators/counselors and 21 non-teaching support staff. 100% of our teaching staff is highly qualified.

Source(s): Personnel Data (staff records, PDAS), Employee Data (Highly Qualified Staff Data)

Staff Quality, Recruitment, and Retention Strengths

A strong instructional staff is vital for student success. 100% of Cypress Springs teachers are highly qualified and many of our teachers have or are pursuing additional certifications and advanced degrees. To continue this legacy, campus recruitment efforts are focused on finding and hiring the best highly-qualified content area teachers.

To support new teachers on our campus, all have dedicated classrooms and participate in a Mentoring program where they are paired with a veteran teacher and/or Campus Instructional Coach (CIC) who guides the teachers on district and campus policies and procedures. To aid in classroom management, new teachers regularly meet with retired principals who help establish the teacher's classroom presence. Curricularly, new teachers are supported in their team planning as well as frequent informal observation/coaching from their CIC. Additionally, share sessions are hosted by the DIHT at least once per grading period.

This year, common team lunches were included in the master schedule to enhance teams' support structure.

Our staff is a community of lifelong learners dedicated to the mastery of their practice. To provide flexibility, Cypress Springs offers regular campus and virtual professional development activities to complement district offerings.

Cypress Springs is committed to growing leaders on our campus. This year, the Aspiring Administrator Academy has been implemented to assist our future leaders.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: With the increase in faculty turnover from the previous two years, more focus will need to be made on purposeful professional learning teams to ensure that support is provided to new faculty members.

Family and Community Involvement

Family and Community Involvement Summary

Cypress Springs utilizes a growing variety of communication methods to involve Panther families and the local community. We are committed to increasing community participation in support of our campus mission. We will continue to enhance communications and create personalized connections to our mission through our messages and branding.

Family and Community Involvement Strengths

Communication:

- An increase in electronic communication via social media, campus website, teacher websites and *Home Access Center*
- An increase in parents/staff utilization of *School Messenger*
- An increase in bilingual communication to parents/guardians
- An increase in student/parent participation in Fish Camp, designed for incoming freshmen and their families
- Implementation of *School Cash Online* to provide an easy, safe way to pay for student fees
- Annual grade level parent meetings conducted by counselors to address the needs of students in a specific grade
- Annual curriculum nights
- Quarterly Principal's Parent meetings

Community Programs:

- An increase in frequent communication to parents/guardians, increasing the number of relationships built and the number of inquiries from parents/guardians regarding the programs offered
- An increase in the number of programs available for students and participation rates

Community Engagement:

- 300% increase in Community Mentor program
- An increase in VIPS program participation
- An increase in community partner guest speakers supporting career awareness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data











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 May 2018, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Source(s) 1: STAAR EOC English, Algebra, Biology, and US History results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
PBMAS 1) READING/ELA: Utilize effective instructional strategies tailored to meet the needs of our SPED and ELL students.	English Department Chair, Team Leaders, English CIC, Teachers, AAS	Increase in skill mastery; Increase in assessment scores;			
	Problem Statements: Student Achievement 2				
PBMAS 2) MATH: Prepare for and address the vast and diverse academic needs of our students.	Math Department Chair, Math CIC, Math Teachers, AAS	Increase in assessment scores; increase in student mastery of content vocabulary			
	Problem Statements: Student Achievement 1				
PBMAS 3) SCIENCE: Utilize teaching strategies that facilitate comprehension across all student groups.	Science Department Chair, Science CIC, Science Teachers, AAS	Increase in student engagement, assessment scores and mastery of content vocabulary			
	Problem Statements: Student Achievement 3				
4) SOCIAL STUDIES: Utilize practical and efficient planning techniques with these student groups as the focus.	Social Studies Department Chair, Team Leaders, Social Studies Teachers, AAS	Increase in assessment scores; Effective Instructional Practices;			
	Problem Statements: Student Achievement 4				
System Safeguard Strategy Critical Success Factors CSF 1 5) GRADUATION RATE:					
	Problem Statements: Student Achievement 5				

6) GENERAL: Deepen understanding of and address specific academic needs of all student groups.	Principal	Increase in student's academic achievement as demonstrated by: Increased student academic achievement			
	Problem Statements: Student Achievement 6				
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Math: The SPED and LEP achievement gap is wide when compared to the other sub pops. Root Cause 1: Math: We need to prepare for and address the vast and diverse academic needs of our students.
Problem Statement 2: English/Language Arts: Our LEP and SPED students are performing lower than our campus and district targets. Root Cause 2: English/Language Arts: We need to have more training and professional development that will provide us 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.
Problem Statement 3: Science: LEP Performance is the lowest. Root Cause 3: Science: We need to utilize teaching strategies that facilitate comprehension across all student groups.
Problem Statement 4: Social Studies: LEP is our lowest performing subgroup. Root Cause 4: Social Studies: We need to plan with our LEP students as a priority.
Problem Statement 5: Graduation Rate: ELL and SPED graduation rates are consistently low. Root Cause 5: Graduation Rate:
Problem Statement 6: General: The campus did not meet all campus performance objective targets in 2016-17. Root Cause 6: General: The need to deepen understanding of and address specific academic needs of all student groups.

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

Performance Objective 1: School Culture and Climate: Cypress Springs HS will cultivate a safe and supportive learning environment for all students and staff, both academic and personal growth, by building a campus culture framework around our campus vision: A community that builds relationships, develops character and inspires a desire to learn.

Evaluation Data Source(s) 1: District and Campus developed Safety reports, Student Discipline data, Attendance Reports

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>1) Student Attendance: Truancy Prevention Measures will be implemented for students with 6 or more absences.</p> <p>Campus will conduct focused dropout recovery efforts including targeted phone calls and home visits to students identified as dropouts (Project 98).</p>	Assistant Principal, Attendance Paraprofessionals, Counselors	<p>Increase attendance rate meeting or exceeding 98% by June 2018.</p> <p>Decrease in number of dropouts through tracking of Dropout Recovery</p>			
<p>2) Student Discipline: Student discipline data will be analyzed and monitored each grading period and adjustments will be incorporated into activities (PBIS, Project Safety) each week to meet the specific needs of our students and campus. Campus Code of Conduct grade level meetings will communicate the District Code of Conduct and Campus REAL expectations in order to increase awareness and understanding of student expectations in order to increase awareness and understanding of student expectations and decrease discipline referrals. Students will also learn how to use the Cy-Fair Tipline to report bullying or other safety issues anonymously.</p>	Principal, Assistant Principals	<p>Decrease in discipline incidents in all areas of the building.</p> <p>Decrease number of in and out of school discipline placements.</p> <p>Decrease in reports of and discipline incidents regarding bullying, dating violence, social media conflicts, etc.</p> <p>PBIS data digs and committee meetings</p>			
<p>3) Campus Safety: All student and teachers will participate in EOP and safety drills (fire, shelter in place, intruder, evacuation, crisis, metal detector, etc.) throughout the school year and learn expectations for appropriate behaviors during these drills in preparation for an actual emergency/crisis.</p>	Principal, Assistant Principals	Complete and successful participation in all drills.			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>					

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

Performance Objective 2: Staff Quality, Recruitment, and Retention: Cypress Springs HS will cultivate a campus of Highly Qualified Teachers who will be in attendance at a higher percentage than in previous years.

Evaluation Data Source(s) 2: AESOP Attendance Reports

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teacher attendance: Each semester (Fall and Spring) teacher attendance is tracked and those teachers who have been in attendance 100% will be entered into a drawing to receive a cash incentive from the district.	Principal	Increased attendance by staff each grading period and for the year.			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 1: Family and Community Engagement: Cypress Springs HS will cultivate a campus that creates a partnership between the school and home by communicating effectively, encouraging active participation in the student's education, and welcoming the number of campus volunteers to support our students, teachers and programs.

Evaluation Data Source(s) 1: Sign-In Sheets, V-Soft Log, School Messenger, Marquee, Phone Calls, Parent Conferences, Campus Visits, Remind 101

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Family Engagement:					
 = Accomplished  = No Progress  = Discontinue					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	GRADUATION RATE:

State Compensatory

Budget for Cypress Springs High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
11-6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,000.00
13-6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
6100	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$63,780.00
11-6118	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
13-6118	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
11-6122	6122 Salaries or Wages for Substitute Support Personnel	\$8,000.00
13-6122	6122 Salaries or Wages for Substitute Support Personnel	\$2,000.00
6125	6125 Salary Support - Locally Defined	\$46,913.00
6100 Subtotal:		\$147,693.00
6200 Professional and Contracted Services		
11-6229	6299 Miscellaneous Contracted Services	\$15,000.00
13-6299	6299 Miscellaneous Contracted Services	\$5,000.00
6200 Subtotal:		\$20,000.00
6300 Supplies and Services		
11-6399	6399 General Supplies	\$16,000.00
13-6399	6399 General Supplies	\$4,800.00
6300 Subtotal:		\$20,800.00
6400 Other Operating Costs		
13-6411	6411 Employee Travel	\$1,505.00

11-6412	6412 Student Travel	\$5,000.00
11-6494	6494 Reclassified Transportation Expenses	\$5,000.00
6400 Subtotal:		\$11,505.00

Personnel for Cypress Springs High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Benigno Herrera	ESL Support	SCE	23007
Nicole Crowder	Behavior Interventionist	SCE	63781
Sharon Stephens	9-12 Pull-out support	SCE	23066

Campus Performance Objective Committee

Committee Role	Name	Position
Administrator	Cheryl Henry	Principal
District-level Professional	Lisa Hernandez	

Addendums

High School Content Area Standard Expectations

English Language Arts/Reading

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.

Science

- Teachers will develop STEM literate students by collaboratively planning instructional units that support students' development of "STEM expert" knowledge structures, skills and strategies by
 - spiraling content and skills from prior units of study, courses and/or disciplines;
 - making explicit connections between concepts in different units, courses and/or disciplines;
 - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
 - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop STEM literate students by creating and providing learning opportunities in each instructional unit that require students to
 - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
 - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
 - create physical and cognitive models and identify the strengths and limitations of those models;
 - communicate results orally or in writing; and
 - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Use interactive questioning strategies to demonstrate multi-step processes when applying information.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students' 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 technology for student learning.

Fine Arts Department

Standard Expectations

Secondary

Band/Choir/Orchestra (6-12)

- Utilize best practices for developing characteristic tonal concepts on a daily basis throughout the grade levels.
- Utilize best practices for teaching technique, rhythm, ensemble skills, musicianship, and music theory as appropriate for each level.
- Encourage excellence by providing multiple opportunities for the students to perform in various settings including as soloists, in small ensembles, and in large ensembles.
- Differentiate teaching strategies to meet individual student needs.
- Utilize technology including, but not limited to, metronomes, tuners, online resources, Smart Music and Charms, to reinforce and encourage excellence in performance.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- *Participate in activities and events that promote school and community involvement.

Dance (9-12)

- Introduce and present dance compositions that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate dance, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective dance movements and techniques using a variety of instructional methods.
- Encourage students to create original dance movement(s) using practiced skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- *Participate in activities and events that promote school and community involvement.

Theatre Arts (6-12)

- Introduce and present theatre works that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate theatre, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective theatrical techniques and applications using a variety of instructional methods.
- Encourage students to create original theatrical products demonstrating rehearsed skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- *Participate in activities and events that promote school and community involvement.

Visual Arts (K–12)

- Model and teach artistic thinking – which means being curious and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skill and techniques (not solution).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence, CFISD Curriculum Standards and copyright policies.
- Explore careers associated with visual culture.
- Reflect on teaching practices and enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATPI, TAEA and Scholastic art contests as well as district art contests and exhibits.
- *Participate in activities and events that promote school and community involvement.

Cypress-Fairbanks Independent School District
Department of School Improvement and Accountability

2017-18 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Approaches at Student's Standard		2018 Approaches Incremental Growth Target	% Growth Needed	Tested 2018	2018 Approaches at Student's Standard	
					#	%				#	%
Algebra I	All Testers	Cypress Springs	All	563	479	85%	86%	1%			
Algebra I	All Testers	Cypress Springs	Hispanic	308	264	86%	87%	1%			
Algebra I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*			
Algebra I	All Testers	Cypress Springs	Asian	21	19	90%	100%	10%			
Algebra I	All Testers	Cypress Springs	African Am.	167	139	83%	85%	2%			
Algebra I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
Algebra I	All Testers	Cypress Springs	White	53	43	81%	85%	4%			
Algebra I	All Testers	Cypress Springs	Two or More	9	9	100%	100%	0%			
Algebra I	All Testers	Cypress Springs	Eco. Dis.	401	336	84%	85%	1%			
Algebra I	All Testers	Cypress Springs	LEP Current	66	42	64%	66%	2%			
Algebra I	All Testers	Cypress Springs	LEP M1	18	17	94%	95%	1%			
Algebra I	All Testers	Cypress Springs	LEP M2	*	*	*	*	*			
Algebra I	All Testers	Cypress Springs	SPED	56	35	63%	65%	2%			
Biology	All Testers	Cypress Springs	All	730	663	91%	91%	0%			
Biology	All Testers	Cypress Springs	Hispanic	377	333	88%	88%	0%			
Biology	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*			
Biology	All Testers	Cypress Springs	Asian	49	48	98%	98%	0%			
Biology	All Testers	Cypress Springs	African Am.	206	188	91%	91%	0%			
Biology	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
Biology	All Testers	Cypress Springs	White	79	76	96%	96%	0%			
Biology	All Testers	Cypress Springs	Two or More	12	12	100%	100%	0%			
Biology	All Testers	Cypress Springs	Eco. Dis.	475	425	89%	89%	0%			
Biology	All Testers	Cypress Springs	LEP Current	59	32	54%	60%	6%			
Biology	All Testers	Cypress Springs	LEP M1	20	20	100%	100%	0%			
Biology	All Testers	Cypress Springs	LEP M2	*	*	*	*	*			
Biology	All Testers	Cypress Springs	SPED	58	44	76%	76%	0%			
English I	All Testers	Cypress Springs	All	851	553	65%	68%	3%			
English I	All Testers	Cypress Springs	Hispanic	443	284	64%	67%	3%			
English I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*			
English I	All Testers	Cypress Springs	Asian	51	41	80%	83%	3%			
English I	All Testers	Cypress Springs	African Am.	246	149	61%	65%	4%			
English I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
English I	All Testers	Cypress Springs	White	91	65	71%	74%	3%			
English I	All Testers	Cypress Springs	Two or More	13	9	69%	72%	3%			
English I	All Testers	Cypress Springs	Eco. Dis.	575	350	61%	65%	4%			
English I	All Testers	Cypress Springs	LEP Current	93	19	20%	25%	5%			
English I	All Testers	Cypress Springs	LEP M1	20	10	50%	55%	5%			

Cypress-Fairbanks Independent School District
Department of School Improvement and Accountability

2017-18 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Approaches at Student's Standard		2018 Approaches Incremental Growth Target	% Growth Needed	Tested 2018	2018 Approaches at Student's Standard	
					#	%				#	%
English I	All Testers	Cypress Springs	LEP M2	14	8	57%	60%	3%			
English I	All Testers	Cypress Springs	SPED	74	14	19%	24%	5%			
English II	All Testers	Cypress Springs	All	921	621	67%	70%	3%			
English II	All Testers	Cypress Springs	Hispanic	465	328	71%	74%	3%			
English II	All Testers	Cypress Springs	Am. Indian	9	5	56%	62%	6%			
English II	All Testers	Cypress Springs	Asian	53	43	81%	86%	5%			
English II	All Testers	Cypress Springs	African Am.	284	174	61%	64%	3%			
English II	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
English II	All Testers	Cypress Springs	White	94	61	65%	68%	3%			
English II	All Testers	Cypress Springs	Two or More	15	10	67%	70%	3%			
English II	All Testers	Cypress Springs	Eco. Dis.	633	416	66%	70%	4%			
English II	All Testers	Cypress Springs	LEP Current	85	11	13%	16%	3%			
English II	All Testers	Cypress Springs	LEP M1	7	2	29%	32%	3%			
English II	All Testers	Cypress Springs	LEP M2	25	12	48%	54%	6%			
English II	All Testers	Cypress Springs	SPED	69	8	12%	15%	3%			
US History	All Testers	Cypress Springs	All	750	723	96%	97%	1%			
US History	All Testers	Cypress Springs	Hispanic	407	393	97%	97%	0%			
US History	All Testers	Cypress Springs	Am. Indian	7	7	100%	100%	0%			
US History	All Testers	Cypress Springs	Asian	29	29	100%	100%	0%			
US History	All Testers	Cypress Springs	African Am.	229	217	95%	96%	1%			
US History	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
US History	All Testers	Cypress Springs	White	63	62	98%	98%	0%			
US History	All Testers	Cypress Springs	Two or More	14	14	100%	100%	0%			
US History	All Testers	Cypress Springs	Eco. Dis.	539	519	96%	97%	1%			
US History	All Testers	Cypress Springs	LEP Current	34	26	76%	77%	1%			
US History	All Testers	Cypress Springs	LEP M1	*	*	*	*	*			
US History	All Testers	Cypress Springs	LEP M2	10	10	100%	100%	0%			
US History	All Testers	Cypress Springs	SPED	52	41	79%	80%	1%			

Cypress-Fairbanks Independent School District
Department of School Improvement and Accountability

2017-18 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Meets		2018 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2018 Meets	
					#	%				#	%
Algebra I	All Testers	Cypress Springs	All	563	252	45%	47%	2%			
Algebra I	All Testers	Cypress Springs	Hispanic	308	145	47%	49%	2%			
Algebra I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*			
Algebra I	All Testers	Cypress Springs	Asian	21	12	57%	59%	2%			
Algebra I	All Testers	Cypress Springs	African Am.	167	62	37%	40%	3%			
Algebra I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
Algebra I	All Testers	Cypress Springs	White	53	28	53%	55%	2%			
Algebra I	All Testers	Cypress Springs	Two or More	9	3	33%	35%	2%			
Algebra I	All Testers	Cypress Springs	Eco. Dis.	401	172	43%	45%	2%			
Algebra I	All Testers	Cypress Springs	LEP Current	66	13	20%	23%	3%			
Algebra I	All Testers	Cypress Springs	LEP M1	18	10	56%	58%	2%			
Algebra I	All Testers	Cypress Springs	LEP M2	*	*	*	*	*			
Algebra I	All Testers	Cypress Springs	SPED	56	8	14%	16%	2%			
Biology	All Testers	Cypress Springs	All	730	468	64%	65%	1%			
Biology	All Testers	Cypress Springs	Hispanic	377	225	60%	61%	1%			
Biology	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*			
Biology	All Testers	Cypress Springs	Asian	49	44	90%	91%	1%			
Biology	All Testers	Cypress Springs	African Am.	206	126	61%	62%	1%			
Biology	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
Biology	All Testers	Cypress Springs	White	79	60	76%	77%	1%			
Biology	All Testers	Cypress Springs	Two or More	12	9	75%	76%	1%			
Biology	All Testers	Cypress Springs	Eco. Dis.	475	282	59%	60%	1%			
Biology	All Testers	Cypress Springs	LEP Current	59	13	22%	25%	3%			
Biology	All Testers	Cypress Springs	LEP M1	20	9	45%	46%	1%			
Biology	All Testers	Cypress Springs	LEP M2	*	*	*	*	*			
Biology	All Testers	Cypress Springs	SPED	58	15	26%	27%	1%			
English I	All Testers	Cypress Springs	All	851	384	45%	46%	1%			
English I	All Testers	Cypress Springs	Hispanic	443	182	41%	42%	1%			
English I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*			
English I	All Testers	Cypress Springs	Asian	51	36	71%	73%	2%			
English I	All Testers	Cypress Springs	African Am.	246	101	41%	43%	2%			
English I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
English I	All Testers	Cypress Springs	White	91	53	58%	60%	2%			
English I	All Testers	Cypress Springs	Two or More	13	7	54%	55%	1%			
English I	All Testers	Cypress Springs	Eco. Dis.	575	227	39%	40%	1%			
English I	All Testers	Cypress Springs	LEP Current	93	4	4%	10%	6%			

Cypress-Fairbanks Independent School District
Department of School Improvement and Accountability

2017-18 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Meets		2018 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2018 Meets	
					#	%				#	%
English I	All Testers	Cypress Springs	LEP M1	20	5	25%	27%	2%			
English I	All Testers	Cypress Springs	LEP M2	14	2	14%	15%	1%			
English I	All Testers	Cypress Springs	SPED	74	7	9%	13%	4%			
English II	All Testers	Cypress Springs	All	921	444	48%	50%	2%			
English II	All Testers	Cypress Springs	Hispanic	465	239	51%	53%	2%			
English II	All Testers	Cypress Springs	Am. Indian	9	3	33%	35%	2%			
English II	All Testers	Cypress Springs	Asian	53	37	70%	74%	4%			
English II	All Testers	Cypress Springs	African Am.	284	115	40%	43%	3%			
English II	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
English II	All Testers	Cypress Springs	White	94	41	44%	46%	2%			
English II	All Testers	Cypress Springs	Two or More	15	9	60%	63%	3%			
English II	All Testers	Cypress Springs	Eco. Dis.	633	284	45%	50%	5%			
English II	All Testers	Cypress Springs	LEP Current	85	4	5%	10%	5%			
English II	All Testers	Cypress Springs	LEP M1	7	0	0%	10%	10%			
English II	All Testers	Cypress Springs	LEP M2	25	5	20%	24%	4%			
English II	All Testers	Cypress Springs	SPED	69	3	4%	10%	6%			
US History	All Testers	Cypress Springs	All	750	574	77%	83%	6%			
US History	All Testers	Cypress Springs	Hispanic	407	309	76%	78%	2%			
US History	All Testers	Cypress Springs	Am. Indian	7	4	57%	60%	3%			
US History	All Testers	Cypress Springs	Asian	29	26	90%	93%	3%			
US History	All Testers	Cypress Springs	African Am.	229	165	72%	76%	4%			
US History	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
US History	All Testers	Cypress Springs	White	63	56	89%	92%	3%			
US History	All Testers	Cypress Springs	Two or More	14	13	93%	95%	2%			
US History	All Testers	Cypress Springs	Eco. Dis.	539	408	76%	80%	4%			
US History	All Testers	Cypress Springs	LEP Current	34	8	24%	27%	3%			
US History	All Testers	Cypress Springs	LEP M1	*	*	*	*	*			
US History	All Testers	Cypress Springs	LEP M2	10	6	60%	64%	4%			
US History	All Testers	Cypress Springs	SPED	52	10	19%	22%	3%			

Cypress-Fairbanks Independent School District
Department of School Improvement and Accountability

2017-18 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Masters		2018 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2018 Masters	
					#	%				#	%
Algebra I	All Testers	Cypress Springs	All	563	78	14%	16%	2%			
Algebra I	All Testers	Cypress Springs	Hispanic	308	44	14%	16%	2%			
Algebra I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*			
Algebra I	All Testers	Cypress Springs	Asian	21	6	29%	31%	2%			
Algebra I	All Testers	Cypress Springs	African Am.	167	15	9%	13%	4%			
Algebra I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
Algebra I	All Testers	Cypress Springs	White	53	13	25%	27%	2%			
Algebra I	All Testers	Cypress Springs	Two or More	9	0	0%	10%	10%			
Algebra I	All Testers	Cypress Springs	Eco. Dis.	401	51	13%	15%	2%			
Algebra I	All Testers	Cypress Springs	LEP Current	66	2	3%	5%	2%			
Algebra I	All Testers	Cypress Springs	LEP M1	18	4	22%	23%	1%			
Algebra I	All Testers	Cypress Springs	LEP M2	*	*	*	*	*			
Algebra I	All Testers	Cypress Springs	SPED	56	0	0%	5%	5%			
Biology	All Testers	Cypress Springs	All	730	161	22%	24%	2%			
Biology	All Testers	Cypress Springs	Hispanic	377	68	18%	20%	2%			
Biology	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*			
Biology	All Testers	Cypress Springs	Asian	49	28	57%	59%	2%			
Biology	All Testers	Cypress Springs	African Am.	206	32	16%	18%	2%			
Biology	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
Biology	All Testers	Cypress Springs	White	79	29	37%	39%	2%			
Biology	All Testers	Cypress Springs	Two or More	12	3	25%	27%	2%			
Biology	All Testers	Cypress Springs	Eco. Dis.	475	80	17%	19%	2%			
Biology	All Testers	Cypress Springs	LEP Current	59	0	0%	5%	5%			
Biology	All Testers	Cypress Springs	LEP M1	20	4	20%	22%	2%			
Biology	All Testers	Cypress Springs	LEP M2	*	*	*	*	*			
Biology	All Testers	Cypress Springs	SPED	58	4	7%	9%	2%			
English I	All Testers	Cypress Springs	All	851	38	4%	6%	2%			
English I	All Testers	Cypress Springs	Hispanic	443	18	4%	6%	2%			
English I	All Testers	Cypress Springs	Am. Indian	*	*	*	*	*			
English I	All Testers	Cypress Springs	Asian	51	9	18%	20%	2%			
English I	All Testers	Cypress Springs	African Am.	246	2	1%	4%	3%			
English I	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
English I	All Testers	Cypress Springs	White	91	8	9%	12%	3%			
English I	All Testers	Cypress Springs	Two or More	13	1	8%	10%	2%			
English I	All Testers	Cypress Springs	Eco. Dis.	575	15	3%	5%	2%			
English I	All Testers	Cypress Springs	LEP Current	93	0	0%	2%	2%			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability

2017-18 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Masters		2018 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2018 Masters	
					#	%				#	%
English I	All Testers	Cypress Springs	LEP M1	20	0	0%	2%	2%			
English I	All Testers	Cypress Springs	LEP M2	14	0	0%	2%	2%			
English I	All Testers	Cypress Springs	SPED	74	0	0%	2%	2%			
English II	All Testers	Cypress Springs	All	921	50	5%	7%	2%			
English II	All Testers	Cypress Springs	Hispanic	465	27	6%	8%	2%			
English II	All Testers	Cypress Springs	Am. Indian	9	0	0%	3%	3%			
English II	All Testers	Cypress Springs	Asian	53	9	17%	19%	2%			
English II	All Testers	Cypress Springs	African Am.	284	7	2%	4%	2%			
English II	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
English II	All Testers	Cypress Springs	White	94	3	3%	5%	2%			
English II	All Testers	Cypress Springs	Two or More	15	4	27%	29%	2%			
English II	All Testers	Cypress Springs	Eco. Dis.	633	23	4%	6%	2%			
English II	All Testers	Cypress Springs	LEP Current	85	0	0%	3%	3%			
English II	All Testers	Cypress Springs	LEP M1	7	0	0%	3%	3%			
English II	All Testers	Cypress Springs	LEP M2	25	0	0%	3%	3%			
English II	All Testers	Cypress Springs	SPED	69	0	0%	2%	2%			
US History	All Testers	Cypress Springs	All	750	354	47%	49%	2%			
US History	All Testers	Cypress Springs	Hispanic	407	185	45%	50%	5%			
US History	All Testers	Cypress Springs	Am. Indian	7	3	43%	46%	3%			
US History	All Testers	Cypress Springs	Asian	29	21	72%	80%	8%			
US History	All Testers	Cypress Springs	African Am.	229	100	44%	52%	8%			
US History	All Testers	Cypress Springs	Pac. Islander	*	*	*	*	*			
US History	All Testers	Cypress Springs	White	63	41	65%	75%	10%			
US History	All Testers	Cypress Springs	Two or More	14	4	29%	32%	3%			
US History	All Testers	Cypress Springs	Eco. Dis.	539	253	47%	57%	10%			
US History	All Testers	Cypress Springs	LEP Current	34	2	6%	8%	2%			
US History	All Testers	Cypress Springs	LEP M1	*	*	*	*	*			
US History	All Testers	Cypress Springs	LEP M2	10	2	20%	25%	5%			
US History	All Testers	Cypress Springs	SPED	52	6	12%	17%	5%			