

Cypress-Fairbanks Independent School District

Cypress Ranch High School

2022-2023



Mission Statement

Cypress Ranch is committed to a safe learning environment that teaches respect for self and others while encouraging creativity and perseverance.

Vision

To prepare students for a lifetime of learning, productivity, and service as innovative, responsible, compassionate citizens.

Comprehensive Needs Assessment

Revised/Approved: September 28, 2022

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2021-2022 data.

Despite many challenges over the last few years, we are proud at the level which our students succeeded on the STAAR End of Course exams. Our teachers worked hard to support our students obtain the following passing rate:

English I- 91% of students scored approaches or higher. We also saw growth in our "meets" scores as we increased to 84%.

English II- 92% of students scored approaches or higher which is an increase from our 2021 scores.

Algebra I- 91% of students scored approaches or higher.

Biology- 97% of all students scored approaches or higher. This is an increase from last year. We also saw growth in "meets" and a 13% growth in "masters".

US History- 99% of all students scored approaches or higher. This is an increase from last year. We saw growth in "meets" and "masters".

In addition, we earned Distinction Designations in the areas of:

- ELA/Reading
- Mathematics
- Social Studies
- Comparative Academic Growth
- Comparative Closing the Gaps

This past spring, our students were recognized for their outstanding performance on the PSAT including:

53 National Merit Recognized Students

8 National Merit Finalists

6 National Merit Commended Students

More than 500 students are enrolled in at least one Dual Credit class in the 2021-2022 school year. We anticipate a continued growth in our Dual Credit enrollment as we continue to grow our College Academy.

We administered of 1,200 AP tests which resulted in 108 students being designated AP Scholars. 55 Students were designated as AP with Honors and 65 with AP Scholars with distinction.

Academic/Athletic/Extracurricular Accolades

Golf	2 Academic All-State Golfers
	1 State Qualifying Golfer
Culinary	3 Students placed at district cupcake battle. 1st place overall, best presentation and best frosting
	5 students advanced from region FCCLA to state
	3 placed at state - 1st and 2nd in cupcake presentation and 4th place in fashion design
Football	Bi-District Finalist Play-Offs
	All under-level teams finished 1st in the district
	55 Academic all-district
	3 Academic all-state (THSCA)
Speech & Debate	2 students advanced at UIL district to Region contest
	1 student at UIL Region was the second alternate to State
	3 students advanced to TFA State meet
	2 students qualified and competed at NSDA Nationals Meet
	Competed in 8 tournaments and placed with 48 finals medal winners
UIL Literary Criticism	Won the Katy Seven Lakes invitational for UIL Literary Criticism
	Won District UIL for Literary Criticism
	4 students submit to the Scholastic Arts and Writing Awards

Golf	2 Academic All-State Golfers
	1 Regional Silver Key winner and 2 honorable mentions
Soccer	Most Valuable Player of the Year for District 16-A
PALS	36 member PAL (Peer Assistance & Leadership) Program logged more than 300 hours mentoring and over 700 community service hours
Health Sciences	13 pharmacy technician trainees passed their National Certification Exam to become official Pharmacy Technicians
TSA	State Contest -- 1st place flight endurance, 2nd place CAD Engineering Design; 3rd place Geo-spatial Technology; 7th place Data Science & Analytics
	National Contest -- 4th place Geo-spatial Technology; 6th and 9th places Flight Endurance
	Engineering Design and Presentation II -- 93% passed their Auto CAD inventor Certification
FFA	State Fair of Texas -- Class 8 winner and Reserve Champion Heavy Weight Division
	Harris County Fair -- Grand Champion Swine Showman and Reserve Champion Market Swine
	CFISD Livestock Show -- 35 sale makers including - Grand Champion Market Goat, Grand Champion Broilers and Reserve Champion Goat Showman, Grand Champion Goat Showman, Grand Champion Market Steer and Grand Champion Market Swine, Reserve Champion Market Swine,
	Grand Champion Swine Showman, Reserve Grand Champion Swine Showman, Champion Mrs. Teen, Champion Mr Teen, Reserve Champion Senior Queen at the District Royalty Contest
	Houston Livestock Show and Rodeo -- 4 students make sale including Class 8 winner and Goat Carcass contest Grand Champion
	Area 3 FFA Home site Evaluation - 1st place team; 1st place individual, 3rd place individual and 10th place individual
	Area 3 Meats Judging Contest - 7th place individual and 9th place individual
	11 students earned their FFA Lone star Degree-- the highest degree Texas FFA Awards
Theatre	Tommy Tune Nominations & Awards - PIPPIN, The Musical 13 Tommy Tune Nominations & JIMMY Nominee Best Performer Runner Up; Outstanding Musical, Outstanding Ensemble, Outstanding Orchestra, Outstanding Costume Design, Outstanding Scenic Design, Outstanding Music Director
	Outstanding Choreographer, Outstanding Director, Outstanding Performance in a Lead Role, Outstanding Performance in a Supporting Role, JIMMY Nominee Best Performer Runner-Up
	39 Students competed at Texas Thespians and received Superior Rankings which qualified all 39 student performers for International Thespian Contest
	UIL One Act Play - Treasure Island - Region Finalist - Finished as 1 of Top 24 schools in the 6A Division

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: English I- There is a gap in the "meets" success rate of at-risk students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students. **Root Cause:** English Language Arts: English I- We need to continue to expose students to vocabulary that is used on the test. English II- We need to provide students with general reading strategies and strategies to increase stamina for sustained reading.

Problem Statement 2: English Language Arts Writing: English I- There is a gap in the "meets" success rate of at-risk students compared to all students. English II- There is a gap in the "approaches" success rate of economically disadvantaged students when compared to all students. **Root Cause:** English Language Arts Writing: English I- We need to familiarize students with the structure of evidence based writing. English II- We need to help students increase clarity and coherence in their writing.

Problem Statement 3: Math: We saw a decrease in the "meets" level for all students. **Root Cause:** Math: We need to teach students the process of solving more difficult problems with math critical thinking skills.

Problem Statement 4: Science: Our students scored the lowest in the "biological processes and systems" category. **Root Cause:** Science: We need to increase the amount of practice with connecting parts of processes together to see the whole picture.

Problem Statement 5: Social Studies: There is a gap in the "approaches" success rate of EB students when compared to all students. **Root Cause:** Social Studies: We need to provide students strategies to help them learn social studies academic language .

Problem Statement 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students are underrepresented in advanced level courses. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to educate students on the short and long term benefits of advanced level classes.

Problem Statement 7: CTE Approved Industry Certifications: Students enrolled in CTE courses are not earning certifications. **Root Cause:** CTE Approved Industry Certifications: We need to educate students on the benefits of pursuing certification and utilize resources at our disposal to help build student's confidence in being able to earn the certifications.

Problem Statement 8: Graduation Rate: Not all seniors graduated. **Root Cause:** Graduation Rate: We need to identify students who have lost course credit or those who have fallen behind on their four year plan and provide them with support to re-gain credit and graduate on time.

Problem Statement 9: Students are beginning the 2022-23 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

At Cypress Ranch, the main goal is that all students learn. We work hard to maintain rigor in the classroom while supporting students through their educational journey. At Cypress Ranch, the motto is "It's A Great Day To Be A Mustang", and we work together to make sure that every day is great.

In 2020-2021 we began the year introducing "I am CR!" We have continued to make the "I am CR!" mantra a part of our every day. I am CR is a mindset. I am CR is a desire to be a part of something bigger than yourself; a desire to contribute and make things better. I am CR is doing what's right, even when it's difficult. I am CR is pushing yourself just a little bit harder. I am CR is a compassion for others. I am CR represents what we strive for every day: Integrity, Attitude, Mindfulness, Compassion, and Respect.

The following are the strengths of the campus in regard to School Culture and Climate:

We work hard to make sure that we recognize and encourage each other. For the last four years, we have changed the ways that we recognize staff members for their hard work. We now begin each staff meeting with "H.A.P.P.Y. Thoughts" where anyone can share not only their own success but the success of others. "H.A.P.P.Y. Thoughts" allows us to celebrate academic and professional successes as well as personal milestones as a campus family. Additionally, each month appreciation is shown to the staff with a themed event. We believe that when our staff feels valued and appreciated that they will pass that on to our students who will in turn, feel like they are part of our extended Mustang Family.

We are proud of our 97.9% attendance rate- particularly with the challenges we had as a continued result of the pandemic. We believe that we have created a culture where students want to be in school. We work hard to help all students connect to at least one club, organization, or group. Feeling like you belong to the Mustang Family plays an important role not only in attendance but also in school safety.

Just like we work hard to make sure our staff is supported, we work hard to help students feel supported as well. With mentoring programs such as 'Stang Support and Pony Up, we have built-in supports to help ensure students' emotional and academic success. 'Stang Support supplements the regular educational program for the benefit of at-risk students in an effort to ease the transition from middle school to high school. This year we have also included some 9th and 10th grade students who learned remotely last year and did not experience success. Staff mentors work with the students over the span of their high school years to increase academic achievement and reduce the drop-out rate by supporting positive school-related attitudes, performance, and behavior. Pony Up pairs upperclassmen with freshman to help navigate 9th grade from a student's point of view. The program strategically covers topics relevant to the academic and social needs of high school students. We feel like this sense of belonging that is created by these programs supports our attendance and campus safety goals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students lose credit due to excessive absences. **Root Cause:** School Culture and Climate: We need to be quicker to react when

students have multiple absences.

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.

One of our top priorities is hiring highly-qualified staff. We employ various strategies to recruit and retain quality staff members. We take time to thoroughly interview and get to know prospective employees.

Throughout the year, we support our new teachers through the New Teacher Mentor Program. Under the guidance of our lead mentors, teachers are supported as we approach key points of the school year. New teachers are also paired with a curriculum based mentor to help them navigate their first year of teaching. New this year, we paired all "new to Ranch" experienced teachers with a campus connection. Our campus connection teachers serve as a go-to person to help teachers learn the process and procedure at Cypress Ranch.

Recognizing the value of staff development, we strive to offer a variety of staff development opportunities on campus. From book studies to technology training and teacher share sessions, we know that by offering opportunities on our campus for growth we will reap the benefits of our own investment. 90% of our staff believes that opportunities for professional growth are available to them.

We take pride in making sure that our teacher leaders continue to grow. Department Chair and Team Leader meetings focus both on school business and leadership growth. As a result, we have strong teams that support each other personally and professionally. We believe that this camaraderie will help our teacher attendance rate to improve. For the 2021-2022 school year, our teachers were in attendance 93% of the time. While this is a small decrease from previous years, we believe that this is a strength and a testament to our teachers and their dedication to the students of Cypress Ranch.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher and Paraprofessional absences remain slightly higher than pre-Covid attendance rates. 2021-2022 school year. When a teacher or paraprofessional is absent there is a decrease in the quality of instruction. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals are more likely to come to work when they feel valued and important to the success of the school.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Our VIPS are a vital part of our success and are on campus on a daily basis. While COVID led to a lack of opportunities to have visitors on campus, we are excited to welcome parents, volunteers, and community back to campus. We believe we have created a welcoming school culture where parents are encouraged to take an active role in their child's education.

Our instructional platform Schoology allows parents access to materials for each class that their child is enrolled in. This platform allows parents to stay informed of activities within the classroom. We also have a Cypress Ranch Schoology which we use to communicate key information.

In addition, we have numerous parent nights, curriculum nights, and grade level meetings. Our "Pony Up for Parents" program remains strong and is our main way of helping freshman parents to be active and knowledgeable members of the Cypress Ranch family. Pony Up for parents is designed to help with specific information needed to help parents support their children as they transition to high school. We hold a special meeting for our freshman parents at the beginning of the year where we work to lay a positive groundwork and give parents insight into high school.

Our counselors host grade-level parent meetings each year to address the specific needs of students in that particular grade. This year we hosted a spirit filled pep rally to start the year. Fall sports were introduced and our Ranch Rowdies, Cheerleaders, and Classics performed and amped up the CR spirit. A similar pep rally took place after the homecoming parade. Both events were well attended not just by students but by families and the community as well.

Finally, almost all of our clubs find community service as one of the best ways to contribute to our community. This allows them the opportunity not only to serve others, but to reach out to members of the community and introduce them to Cypress Ranch.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents are sometimes unaware of meetings, information, or other opportunities that are available. **Root Cause:** Parent and Community Engagement: We need to find additional ways to communicate key events/reminders.




Goals




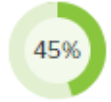


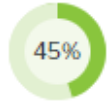



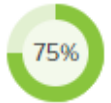

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.









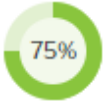

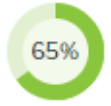
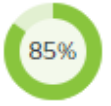

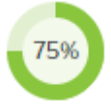

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts:</p> <p>English I- We will use context clues to help support students in their acquisition of test specific vocabulary and other unknown vocabulary identified in mentor texts.</p> <p>English II- We will increase student choice allowing students to choose personally relevant, high-interest, diverse books in an effort to have students read every day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>English I- Students will become familiar with a wide range of vocabulary which will result in higher scores on the EOC exam. English II- Student stamina for independent reading will increase.</p> <p>Staff Responsible for Monitoring: English Teams, English Department Chair, English CIC</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English Language Arts Writing:</p> <p>English I-We will help students understand the Short Constructed Response and Extended Constructed Response by focusing on the thesis+text evidence as modeled in mentor texts.</p> <p>English II- We will help students understand the Short Constructed Response and Extended Constructed Response by focusing on the thesis+text evidence as modeled in mentor texts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Students will improve the quality of their writing resulting in a higher score on the constructed responses on the EOC.</p> <p>Staff Responsible for Monitoring: English Teams, English Department Chair, English CIC</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: We will teach students to decipher the problem and use mnemonic devices to attack the problem.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Students will understand how to solve complex problems which will result in increased scores on the EOC.</p> <p>Staff Responsible for Monitoring: Algebra Team, Math Department Chair, Math CIC</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: We will add extensions and connections to key concepts using higher order thinking skills to deepen their understanding of "biological processes and systems".</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Students will have a deeper understanding of "biological processes and systems" and as a result increase their scores on the EOC exam.</p> <p>Staff Responsible for Monitoring: Biology Team, Science Department Chair, Science CIC</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: In addition to the key points document we started last year, we will create a glossary of words that allows students to define new academic vocabulary at the beginning of each unit.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Students will increase their vocabulary and as a result increase their score on the EOC.</p> <p>Staff Responsible for Monitoring: US History Team, Social Studies Department Chair</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We will identify students who qualify for and would be successful in advanced level/dual credit courses and work with students and parents to understand how advanced level courses may benefit them.</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 5%.</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialist, Counselors, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CTE Approved Industry Certifications: We will educate students on the benefits of pursuing certification and utilize resources at our disposal to help build student's confidence in being able to earn the certifications.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 2%.</p> <p>Staff Responsible for Monitoring: CTE Teachers, CTE Department Chair, CTE Counselor, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Graduation Rate: We will expand our Senior Watch list to include underclassmen who begin to fall behind in their four year plan.</p> <p>Strategy's Expected Result/Impact: All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10%</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialist, Counselors, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Dropout Prevention: We will monitor students with excessive absences who are in danger of dropping out. We will create an action plan to support a students' successful return to school.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Academic Achievement Specialist</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: Team Leaders, Department Chair, Campus Instructional Coaches, Director of Instruction</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify






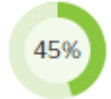






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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Some progress made toward meeting Objective














Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Tutoring Strategy's Expected Result/Impact: By May 2023, the percentage of re-testers in Algebra, Biology, English I, English II, and US History will decrease by 50%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class Size Reduction Teacher (Algebra I) Strategy's Expected Result/Impact: By May 2023 95% of Algebra I students will score Approaches, Meets or Masters on the EOC. Staff Responsible for Monitoring: Principal	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 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Targeted after school STAAR focused interventions will be held to support at-risk students. Strategy's Expected Result/Impact: Increase in EOC scores of at-risk students. Staff Responsible for Monitoring: AAS, DI, CICs</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: State Compensatory Education: Provide (as needed) required educational supplies to at-risk students at no cost. Strategy's Expected Result/Impact: Support students with required supplies to increase attendance and as a result, increase EOC scores of at-risk students. Staff Responsible for Monitoring: AAS, DI</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: State Compensatory Education: Provide at-risk students with academic resources (such as Read180 manuals) to enhance learning outcomes and fill in academic gaps. Strategy's Expected Result/Impact: Increase in EOC scores of at-risk students. Staff Responsible for Monitoring: AAS, DI, CICs</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


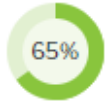








Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

High Priority

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: Staff members will monitor hallways and common areas before, during, and after school in order to minimize unsafe or unhealthy situations.</p> <p>Strategy's Expected Result/Impact: Increased monitoring will result in a safer, healthier learning environment.</p> <p>Staff Responsible for Monitoring: All 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: Assistant Principal over safety</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 2022-23 school year, student attendance will be at 97.9% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective







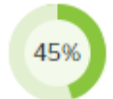





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: We will reach out to students with ten or more absences each marking period. We will work with them to create an action plan to support them in improving their attendance and completing missed work.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97.9%.</p> <p>Staff Responsible for Monitoring: Attendance Office, Counselors, Assistant Principals, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
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Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 2%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: We will utilize restorative practices in conjunction with Code of Conduct when making discipline decisions.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Associate Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions : We will use restorative discipline as a means to build relationships and encourage appropriate behavior.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 2%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Associate Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We will use restorative discipline as a means to build relationships and encourage appropriate behavior.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 2%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Associate Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: We will use Project Safety and Bringing Out the Best as a means to build relationships and encourage appropriate behavior.</p> <p>Strategy's Expected Result/Impact: DAEP placements will decrease by 2%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Associate Principal</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will use Project Safety to reinforce appropriate behavior and will advertise Tipline as a method for reporting unsafe actions.</p> <p>Strategy's Expected Result/Impact: Violent incidents will remain below 1%</p> <p>Staff Responsible for Monitoring: Assistant Principals, Associate 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 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 2022-23 school year, teacher/paraprofessional attendance will increase by .5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective


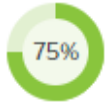





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will continue to use a variety of incentives to acknowledge teachers and paraprofessionals with perfect attendance each marking period.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Director of Instruction, 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 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: We will provide on campus staff development in a variety of areas including: Technology (Schoology), supporting English Language Learners, Classroom Management etc.</p> <p>Strategy's Expected Result/Impact: We will see evidence of strategies presented in professional development during classroom instruction.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coaches</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 2%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: In addition to social media and online methods of communication, we will use a monthly newsletter to reach parents and families.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%.</p> <p>Staff Responsible for Monitoring: Lead Counselor, Director of Instruction, Assistant Principals, Associate Principal, Principal</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Michael Maness	Principal
Classroom Teacher	Madelynn Cortez	Teacher #1
Classroom Teacher	Jon McIntyre	Teacher #2
Classroom Teacher	Desiree Rogers	Teacher #3
Classroom Teacher	Jennifer Cunningham	Teacher #4
Classroom Teacher	Alicia Padilla	Teacher #5
Classroom Teacher	Mary VanMiddendorp	Teacher #6
Classroom Teacher	Hector Zapata	Teacher #7
Classroom Teacher	Alexander Lucido-Johnston	Teacher #8
Non-classroom Professional	Maryanne Dersch	Other School Leader #1
Non-classroom Professional	Deanna Parker	Other School Leader #2
Non-classroom Professional	Steve Martinez	Other School Leader #3
Non-classroom Professional	Mary Douglass	Other School Leader #4
District-level Professional	Sharon Hogue	Administrator (LEA) #1
Parent	Darci Harrison	Parent #1
Parent	Brandon Huskey	parent #2
Community Representative	Rob Theriot	Community Resident #1
Community Representative	Ginny Child	Community Resident #2
Business Representative	Ginny Theriot	Business Representative #1
Business Representative	Jenny normand	Business Representative #2
Classroom Teacher	Julie Bonner	Classroom Teacher
Administrator	Shahana Wallace	Administrator
Administrator	Sheila Garcia	Administrator
Non-classroom Professional	Stephanie Towse	Non-classroom Professional
Administrator	Lisa Parliament	Administrator

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	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
			2022	#	%			#	%			#	%			#	%
			#														
English II	Cypress Ranch	White	272	259	95%	97%	98%	247	91%	93%	91%	67	25%	27%	28%		
English II	Cypress Ranch	Two or More	33	31	94%	96%	97%	28	85%	87%	92%	4	12%	14%	31%		
English II	Cypress Ranch	Eco. Dis.	274	239	87%	89%	88%	216	79%	81%	71%	38	14%	16%	13%		
English II	Cypress Ranch	Emergent Bilingual	58	35	60%	65%	54%	24	41%	43%	20%	1	2%	10%	*		
English II	Cypress Ranch	At-Risk	250	191	76%	80%	82%	152	61%	63%	57%	15	6%	10%	6%		
English II	Cypress Ranch	SPED	57	35	61%	65%	75%	29	51%	53%	45%	1	2%	10%	*		
US History	Cypress Ranch	All	1020	1006	99%	100%	99%	947	93%	95%	91%	786	77%	83%	64%		
US History	Cypress Ranch	Hispanic	306	300	98%	100%	99%	278	91%	93%	90%	214	70%	75%	57%		
US History	Cypress Ranch	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
US History	Cypress Ranch	Asian	196	193	98%	100%	99%	185	94%	96%	94%	170	87%	92%	85%		
US History	Cypress Ranch	African Am.	172	168	98%	100%	99%	151	88%	90%	82%	121	70%	75%	36%		
US History	Cypress Ranch	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
US History	Cypress Ranch	White	304	303	100%	100%	99%	293	96%	98%	93%	253	83%	88%	70%		
US History	Cypress Ranch	Two or More	36	36	100%	100%	100%	34	94%	96%	95%	23	64%	69%	77%		
US History	Cypress Ranch	Eco. Dis.	293	285	97%	100%	98%	253	86%	88%	82%	196	67%	72%	52%		
US History	Cypress Ranch	Emergent Bilingual	44	37	84%	90%	91%	24	55%	57%	54%	6	14%	30%	23%		
US History	Cypress Ranch	At-Risk	209	195	93%	95%	97%	150	72%	74%	71%	75	36%	41%	33%		
US History	Cypress Ranch	SPED	30	28	93%	95%	94%	18	60%	62%	62%	11	37%	42%	30%		

Cypress Ranch

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 88% to 96% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
88%	90%	92%	94%	96%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	76%	84%	90%		97%			74%	79%		82%	90%	74%
2021-22	2022-23	78%	86%	92%	NA	99%	NA	NA	76%	81%	NA	84%	92%	76%
2022-23	2023-24	80%	88%	94%	NA	100%	NA	NA	78%	83%	NA	86%	94%	78%
2023-24	2024-25	82%	90%	96%	NA	100%	NA	NA	80%	85%	NA	88%	96%	80%
2024-25	2025-26	84%	92%	98%	NA	100%	NA	NA	82%	87%	NA	90%	98%	82%

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 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 is not limited to 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

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Ensure that students frequently engage in independent, choice reading to improve fluency and stamina.
- Utilize reading and writing routines to teach and reinforce the TEKS by routinely modeling the thinking and doing of skills:
 - Demonstrate & facilitate readers' skills through chunking of text, annotation, and modeling of active thinking.
 - Demonstrate & facilitate the writing process through planning, drafting, revising, editing, publishing, and reflection.
 - Conduct regular reading and writing conferences to offer specific, actionable, individualized feedback to monitor progress and growth.
- Create collaborative opportunities for students to clarify, solidify, or deepen their thinking.
 - Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
 - Reduce teacher talk time and allow more time for student practice and application.
- Teach sentence fluency and grammar skills via sentence imitation methods such as those incorporated in *Patterns of Power* and Killgallons' Grammar Series. Encourage application of healthy sentence patterns in writing.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and determine CTG/AI instruction.
- Utilize appropriate scaffolds to meet the unique needs of all learners.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.
 - Promote digital literacy through judicious use of appropriate online resources.
 - Students should conduct research, experience digital and multi-media texts, and engage in digital assignments.

Note: All students should have a Google folder for their English classroom.

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 student 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 the graphing calculator 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.