Cypress-Fairbanks Independent School District

Cypress Lakes High School

2023-2024

Mission Statement

The mission of Cypress Lakes High School is to empower innovative, critical thinkers who VALUE diversity, ASPIRE to post-secondary readiness, LEAD with integrity, OWN their actions, and RESPOND to the changing demands of a globally competitive society.

Vision

LEAD: Learn, Empower, Achieve, Dream

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SCHOOL PROFILE

Cypress Lakes High School is a campus in Katy, Texas. Cypress Lakes opened its doors in 2008. Cypress Lakes is projected to serve 3,100 students in grades 9-12 during the 2023-2024 school year, which is an decrease of 100 students from the previous year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Cypress Lakes' needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Parent and Family Community Involvement

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 10, 2023 and again on September 26, 2023 to develop and finalize the CNA. The meetings were held in the library at 3:00 pm.

At the first meeting on May 10, 2023, principal Lanette Bellamy started the meeting with the welcome and introductions. The committee talked about campus celebrations. The purpose of CPOC was discussed along with 2023 - 2024 goals. THe committe was give the definition of Title I, and the campus profile was shared. The following data was reviewed: Student Achievement, School Culture and Climate, Staff Quality, Recruitment, and Retention, and Parent and Family Community Involvement.

At the second meeting on September 26, 2023, the CPOC committee started with the welcome and introductions: Members went round robin style, introduced themselves, their position and answered one of the four questions provided. Next there was

a campus data review. EOC Scores from Spring 2022 to Spring 2023 were discussed. The root cause analysis process was explained. some of the SPOC members shared their experience in the root cause analysis. The committee reviewed the campus safe and healthy learning goal and the family and community engagement goal. Feedback was given pertaining to each goal. The parent survey information was shared

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically our students are not performing high in meets and masters categories in Algebra I, but are proficient in the approaches category. Through the root cause analysis process, we identified differentiated instruction is not emphasized.

Our second identified priority problem is in the area of student achievement, specifically students struggle with language and resource support in English I. Through the root cause analysis process, we identified the need to focus on academic vocabulary and dictionary usage.

Our third identified priority problem is in the area of parent and community involvement, specifically our parents are not aware of all events and opportunities to interact with the school. Through the root cause analysis process, we identified the need for consistent communication.

Student Achievement

Student Achievement Strengths

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

English I:

- SPED is at or above in both approaches and meets
- African American students are at above or closely meets our target in approaches/meets
- White students - our actual is 1% over our target for meets

English II:

- SPED and White students met target for Approaches and meets.
- Overall comparison with cluster is very close in percentage.

Algebra I:

- We were with the cluster for meets
- 1% better than the cluster in approaches
- Approaches: SpEd did better than our target
- Meets EB did better than target and matched district.
- Hispanic and white population did better than cluster for approaches

Biology

- In line with cluster for approaches
- Our ED and hispanic students outperformed the general population for approaches
- For African American students, they are falling in line with the Clusters for Meets
- ED is above cluster for Approaches

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: We performed below our cluster in Approaches and Meets for Emergent Bilinguals. **Root Cause:** English Language Arts: Students are scared to speak. Students need the vocabulary to speak. Create routines for speaking (repetitive exposure to academic language). Students need to be paired with non-EB students

in classroom discussion. Expose students to academic language that will be used on testing. Show students that it's okay to mess up; they have to try the language to learn the language.

Problem Statement 2: Math: Our students are not performing high in meets and masters categories.   **Root Cause:** Math: The Algebra is not utilizing data to align first-time instruction that Diff. Tier 1, 2, and 3 in daily classwork that encourages critical thinking a contributing factor?

Problem Statement 3: Science: Our African American students performed below the cluster in the meets and maters.   **Root Cause:** Science: Our lack of focus on question types and spiraling/retrieval practice,

Problem Statement 4: Social Studies: Did not meet target in all areas for the masters category.   **Root Cause:** Social Studies: Lack of differentiation between on-level and K/AP/DC.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged students are not identified and enrolled in advanced/dual credit courses proportional to our campus demographics.   **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to provide economically disadvantaged students with information related to the value of advanced/dual credit courses and provide them with ways to build support structures at home.

Problem Statement 6: CTE Approved Industry Certifications: Increased participation and proper tracking of certifications is needed for accountability purposes.   **Root Cause:** CTE Approved Industry Certifications: We need to work to ensure students stay committed to their program area and ultimately earn a certificate.

Problem Statement 7: Graduation Rate: Some students are not able to graduate with in the expected 4 years.   **Root Cause:** Graduation Rate: We need to monitor daily student attendance to ensure student engagement and achievement in school leading to on-time graduation.

Problem Statement 8: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

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

<u>Student Attendance:</u>

- Create attendance committee.
- Continue to use PBIS sub-committees, strategies and implementation.
- Increased monitoring of our freshman class through the Freshman Academy has led to significant improvement in the number of students retained their 9th grade year.
- Increased emphasis on College and Career readiness as determined by Dual Credit enrollment, which has increased yearly.
- Increased emphasis on the College Academy program, enabling students to earn an Associates of Science degree.
- Increased after school involvement in after school tutoring and extracurricular participation in part due to the grant we received for an after school food program.

<u>Restorative Discipline:</u>
Strengths include:

- Use restorative circles
- Parent and student conferences to teach appropriate behaviors
- scanning and tracking students late to 1st period classes
- increased number of tardy sweeps

<u>Campus Safety:</u>
Staff and student safety continues to be our biggest priority, several steps have been taken to create a positive and safe culture on our campus:

- All students are required to wear ID badges
- All students are required to wear a clear backpack
- All students are required to wear a face mask
- All students are required to maintain social distance
- The number of entry points into the building have been limited
- A secure entryway has been constructed at the main entrance of our building

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students need support from the school community the positively effects academic success. **Root Cause:** Create an environment that will build a community of ownership by intentionally focusing on the importance of attendance, and academics.

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.

Along with 99% of Cypress Lakes teachers being certified and highly qualified in the content areas they teach, the following are also Staff Quality, Recruitment, and Retention Strengths:

- Able to offer Dual Credit courses in English III, English IV, US History, Government, Psychology, Sociology, College Algebra, Pre-Calculus, Calculus, Statistics, Biology, Chemistry, Environmental Science, Physics, Art History, and Spanish III/IV.
- Retain the majority of our teacher leadership inclusive of department chairs and team leaders.
- Provide a mentoring program for our new teachers through the New Teacher Mentor program where every first year teacher or teacher new to CFISD is paired with a veteran teacher.
- Provide on-going, on campus professional development in Curriculum and Instruction and Classroom Management through Wisdom Wednesdays and by offering a variety of on-campus professional development opportunities after school as well.
- Provide administration opportunities to receive HR training and attend Job Fairs to focus on quality recruitment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: At times, teacher/paraprofessional absences exceed the number of substitutes who pick up staff absences. **Root Cause:** Teacher/Paraprofessional Attendance: At times, teacher/paraprofessional absences exceed the number of substitutes who pick up staff absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

The parent and community involvement at Cypress Lakes High School has several strengths. We strive to keep the lines of communication open with our parents and our community. We do this through such avenues as the ones listed below:
Spartan Showcase
At-Risk Parent Meetings
CPOC Meetings
Face-to-Face Visits
School Messenger Emails
School Messenger Call outs
Home Access Center (HAC)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and community involvement is low for at campus academic events.   **Root Cause:** We need to vary an improve communication with our community concerning the on campus events occurring on campus through a variety of platforms.

Goals

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: Teach root words and the skill of breaking down a word's meaning using the root word in conjunction with context clues. Have more accessibility to dictionaries and more dictionary practice.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table.	Nov	Feb	May
Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers	50%	50%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Utilize data to align first time instruction that Diff. Tier 1, 2, and 3 in daily classwork that encourages critical thinking.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table.	Nov	Feb	May
Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers	50%	50%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Focus on question types on summative assessments and spiraling/retrieval practice during lessons.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table.	Nov	Feb	May
Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers	50%	50%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Prioritize Differentiate curriculum in K, AP, and Dual Credit classrooms.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table.	Nov	Feb	May
Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers	50%	50%	85%

Strategy 5 Details	Formative Reviews		
Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Teachers and counselors will develop relationships with students in order to encourage them to take advanced courses. Our College Academy Counselor will encourage our economically disadvantaged students to remain in the College Academy. We will target our high achieving economically disadvantaged students using ASPIRE and PSAT scores.	Formative		
	Nov	Feb	May
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. **Staff Responsible for Monitoring:** Principal Associate Principal Lead Counselor CTE Counselor College & Career Specialist Director of Instruction CTE Department Chairs AAS	50%	50%	85%

Strategy 6 Details	Formative Reviews		
Strategy 6: CTE Approved Industry Certifications: CTE teachers will increase participation and performance in earning industry certifications across all areas with specific focus on accountability certification areas.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The number of students earning an industry certification will increase. **Staff Responsible for Monitoring:** Principal Associate Principal Director of Instruction Lead Counselor CTE Department Chairs AAS	30%	30%	75%

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Graduation Rate: In order to increase 4-year graduation rate, our staff will monitor attendance and exercise a targeted academic approach to increase academic success and attendance rates, specifically for PEIMS identified At-Risk students, with the belief that when students are academically successful and regularly present at school, they are more connected to the school setting, their personal goals for the future, and are more likely to graduate on time.	**Formative**		
	Nov	**Feb**	**May**
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% **Staff Responsible for Monitoring:** Principal Associate Principal Director of Instruction Lead Counselor AAS	50%	50%	90%

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Dropout Prevention: Identify students at-risk of dropping out of school and meet with them individually to develop a success plan.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** Principal Associate Principal Director of Instruction Lead Counselor AAS	50%	50%	80%

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal Associate Principal Director of Instruction Lead Counselor Counselors Assistant Principals AAS Teachers	70%	80%	100%

Strategy 10 Details	Formative Reviews		
Strategy 10: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Student Leadership, PBIS	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	55%	65%	95%

Strategy 11 Details	Formative Reviews		
Strategy 11: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Salaries and Benefits/Substitute Pay: Class size reduction for Content areas to improve academic achievement. Extra Duty Pay: Compensate teachers for after school accelerated Instruction. Temporary Worker: Hire an ELA and Math temporary worker to push into Algebra and English classes for academic support. Student Scholarships: Pay student course and certification class fees for academic success. Consultants Staff development/substitute pay: Uses SIBME coach the coach trainings to support first time instruction. Contract Services/Substitute Pay: Register for conferences that support academic success. PAFE: Supply resources to parents to support learning at home. Supplies(Instructional, consumable, non consumable, PAFE and snacks): Purchase materials for the classroom and materials for parents to support student learning. Buses: Provide transportation for required academic field trips. **Staff Responsible for Monitoring:** Principal and Title 1 Coach	70%	75%	85%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: After school tutoring will be offered to students to improve their academic performance.	Formative		
Strategy's Expected Result/Impact: By the end of the current school year, students who attended tutoring will increase EOC STAAR passing rates by 5%. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class Size Reduction Teacher in Algebra I will be hired to work with students to improve their academic performance.	Formative		
Strategy's Expected Result/Impact: By the end of the current school year, Algebra I students will increase EOC STAAR passing rates by 5%. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	60%		
0% No Progress 100% 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk by adding additional support in classroom with temporary workers and needed supplies. **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

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

   Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Re-implementation of PBIS (VALOR) strategy of active supervision. Assistant Principals will continue to implement restorative discipline strategies. Students, staff, and community will be aware of the CFISD Tipline and understand how to use it.	Formative		
Strategy's Expected Result/Impact: Increased active supervision by staff. Reduction of discipline referrals. **Staff Responsible for Monitoring:** Principal Associate Principal Assistant Principal Behavior Interventionist	Nov	Feb	May
	60%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Entire Staff	Nov	Feb	May
	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Our campus will continue to utilize PBIS, VALOR, in order to teach the expected student behaviors. These lessons are taught throughout the year and are reinforced each time a student is out of compliance. VALOR stands for Value, Aspire, Lead, Own, and Respond. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal Associate Principal Assistant Principals Behavior Interventionist	Formative		
	Nov	Feb	May
	55%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS practices will continue. Student and parent conferences will be held in order to teach appropriate behaviors. Increased communication with parents. Peer mediation strategies. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals Behavior Interventionist	Formative		
	Nov	Feb	May
	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers who have perfect attendance for each grading period will be acknowledged. Our administrative staff and department chairs actively monitor staff attendance by grading period.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Principal's Secretary Department Chairs	50%		

0%	No Progress	100%	Accomplished	➡	Continue/Modify	✖	Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our AAS team. Some areas of focus for this will be: Quantum Learning, GT training, ESL Strategies, Culturally Responsive Teaching practices, and more.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of these professional development trainings, teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students. **Staff Responsible for Monitoring:** Principal Associate Principal Director of Instruction	55%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Use multiple methods to communicate with parents.	**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	60%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Ashley Clayburn	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Angela Rhymes	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Paraprofessional #1	Paraprofessional #1	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Business Representative #1	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Parent #1	Parent #1
Administrator (LEA) #2	Sandra Paiz	Administrator (LEA) #2
Administrator (LEA) #1	Fran Williams	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Courtney Farris	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Kathryn Zepeda	Other School Leader (Nonteaching Professional) #1
Teacher #8	Michael Miller	Teacher #8
Teacher #7	Brandy Bonnin	Teacher #7
Teacher #6	Muzammil Uddin	Teacher #6
Teacher #5	Polly Abdulwahab	Teacher #5
Teacher #4	Michael Molina	Teacher #4
Teacher #3	Sydney McDaniel	Teacher #3
Teacher #2	Brittani Juarez	Teacher #2
Teacher #1	Soma Ghosh	Teacher #1
Principal	Lanette Bellamy	Principal

Addendums

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

Content	Campus	2024 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				#	#	%	%	%	#	%	%	%	#	%	%	%
Algebra I	Cypress Lakes	HS 3	All	609	467	77%	80%	80%	213	35%	42%	40%	62	10%	20%	13%
Algebra I	Cypress Lakes	HS 3	Hispanic	338	265	78%	80%	82%	122	36%	42%	40%	35	10%	20%	14%
Algebra I	Cypress Lakes	HS 3	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Lakes	HS 3	Asian	12	11	92%	93%	100%	9	75%	76%	*	6	50%	65%	*
Algebra I	Cypress Lakes	HS 3	African Am.	209	150	72%	80%	78%	60	29%	39%	39%	15	7%	20%	9%
Algebra I	Cypress Lakes	HS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Lakes	HS 3	White	28	24	86%	91%	73%	15	54%	55%	42%	*	*	51%	*
Algebra I	Cypress Lakes	HS 3	Two or More	16	13	81%	82%	67%	5	31%	32%	47%	*	*	32%	*
Algebra I	Cypress Lakes	HS 3	Eco. Dis.	455	352	77%	80%	80%	161	35%	42%	41%	43	9%	20%	13%
Algebra I	Cypress Lakes	HS 3	Emergent Bilingual	124	82	66%	70%	77%	37	30%	35%	35%	10	8%	20%	10%
Algebra I	Cypress Lakes	HS 3	At-Risk	475	349	73%	77%	79%	135	28%	37%	35%	32	7%	20%	10%
Algebra I	Cypress Lakes	HS 3	SPED	62	34	55%	56%	51%	7	11%	16%	17%	*	*	16%	*
Biology	Cypress Lakes	HS 3	All	871	788	90%	91%	92%	487	56%	70%	58%	146	17%	25%	16%
Biology	Cypress Lakes	HS 3	Hispanic	499	454	91%	92%	92%	288	58%	68%	57%	76	15%	25%	13%
Biology	Cypress Lakes	HS 3	Am. Indian	5	*	*	*	83%	*	*	*	*	*	*	*	*
Biology	Cypress Lakes	HS 3	Asian	45	45	100%	100%	98%	41	91%	92%	88%	25	56%	70%	50%
Biology	Cypress Lakes	HS 3	African Am.	251	219	87%	91%	90%	106	42%	52%	52%	22	9%	20%	11%
Biology	Cypress Lakes	HS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Lakes	HS 3	White	48	43	90%	93%	92%	37	77%	80%	69%	19	40%	50%	27%
Biology	Cypress Lakes	HS 3	Two or More	21	21	100%	100%	95%	11	52%	53%	60%	*	*	53%	35%
Biology	Cypress Lakes	HS 3	Eco. Dis.	636	582	92%	93%	91%	334	53%	63%	56%	94	15%	25%	14%
Biology	Cypress Lakes	HS 3	Emergent Bilingual	152	117	77%	78%	85%	34	22%	32%	32%	5	3%	20%	6%
Biology	Cypress Lakes	HS 3	At-Risk	595	525	88%	89%	89%	263	44%	55%	48%	51	9%	20%	10%
Biology	Cypress Lakes	HS 3	SPED	68	52	76%	77%	74%	14	21%	24%	22%	*	*	20%	*
English I	Cypress Lakes	HS 3	All	976	669	69%	73%	68%	484	50%	57%	54%	88	9%	20%	15%
English I	Cypress Lakes	HS 3	Hispanic	566	388	69%	70%	66%	282	50%	55%	53%	41	7%	20%	12%
English I	Cypress Lakes	HS 3	Am. Indian	6	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Lakes	HS 3	Asian	50	44	88%	89%	92%	39	78%	80%	87%	18	36%	50%	61%
English I	Cypress Lakes	HS 3	African Am.	272	169	62%	70%	66%	109	40%	50%	47%	17	6%	20%	11%
English I	Cypress Lakes	HS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Lakes	HS 3	White	52	42	81%	82%	79%	37	71%	72%	66%	9	17%	25%	32%
English I	Cypress Lakes	HS 3	Two or More	28	20	71%	72%	57%	13	46%	47%	57%	*	*	47%	22%
English I	Cypress Lakes	HS 3	Eco. Dis.	726	477	66%	70%	66%	340	47%	55%	51%	59	8%	20%	13%
English I	Cypress Lakes	HS 3	Emergent Bilingual	196	59	30%	34%	40%	21	11%	20%	25%	*	*	19%	4%
English I	Cypress Lakes	HS 3	At-Risk	708	429	61%	63%	59%	268	38%	45%	43%	18	3%	20%	9%
English I	Cypress Lakes	HS 3	SPED	71	26	37%	38%	26%	13	18%	20%	13%	*	*	19%	*

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

Content	Campus	2024 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
English II	Cypress Lakes	HS 3	All	901	652	72%	79%	77%	495	55%	65%	62%	43	5%	20%	7%
English II	Cypress Lakes	HS 3	Hispanic	499	353	71%	79%	76%	260	52%	59%	61%	23	5%	20%	7%
English II	Cypress Lakes	HS 3	Am. Indian	5	*	*	*	100%	*	*	*	*	*	*	*	*
English II	Cypress Lakes	HS 3	Asian	50	47	94%	95%	90%	41	82%	85%	84%	6	12%	25%	27%
English II	Cypress Lakes	HS 3	African Am.	261	185	71%	72%	72%	138	53%	55%	53%	10	4%	20%	*
English II	Cypress Lakes	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Lakes	HS 3	White	50	39	78%	82%	90%	34	68%	70%	80%	*	*	69%	14%
English II	Cypress Lakes	HS 3	Two or More	36	26	72%	73%	77%	20	56%	57%	65%	*	*	57%	*
English II	Cypress Lakes	HS 3	Eco. Dis.	647	461	71%	77%	75%	346	53%	58%	58%	27	4%	20%	6%
English II	Cypress Lakes	HS 3	Emergent Bilingual	159	53	33%	50%	47%	20	13%	20%	23%	*	*	26%	*
English II	Cypress Lakes	HS 3	At-Risk	560	332	59%	66%	64%	201	36%	42%	44%	7	1%	20%	2%
English II	Cypress Lakes	HS 3	SPED	64	25	39%	40%	38%	11	17%	20%	21%	*	*	18%	*
US History	Cypress Lakes	HS 3	All	731	714	98%	99%	96%	542	74%	78%	65%	283	39%	78%	31%
US History	Cypress Lakes	HS 3	Hispanic	451	442	98%	99%	95%	329	73%	80%	64%	167	37%	50%	28%
US History	Cypress Lakes	HS 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Lakes	HS 3	Asian	45	44	98%	99%	100%	38	84%	85%	93%	24	53%	65%	61%
US History	Cypress Lakes	HS 3	African Am.	156	151	97%	98%	94%	107	69%	70%	55%	51	33%	50%	23%
US History	Cypress Lakes	HS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Lakes	HS 3	White	58	58	100%	100%	97%	53	91%	92%	86%	31	53%	65%	65%
US History	Cypress Lakes	HS 3	Two or More	18	17	94%	95%	100%	13	72%	73%	67%	9	50%	65%	30%
US History	Cypress Lakes	HS 3	Eco. Dis.	526	514	98%	99%	95%	379	72%	76%	62%	191	36%	50%	28%
US History	Cypress Lakes	HS 3	Emergent Bilingual	126	118	94%	95%	90%	61	48%	50%	41%	17	13%	25%	10%
US History	Cypress Lakes	HS 3	At-Risk	429	412	96%	97%	93%	262	61%	63%	49%	109	25%	35%	17%
US History	Cypress Lakes	HS 3	SPED	50	48	96%	97%	82%	22	44%	50%	25%	11	22%	35%	8%

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

English Language Arts/Reading

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

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

Secondary Science

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

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

LOTE

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

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