

# **Cypress-Fairbanks Independent School District**

## **Cypress Ranch High School**

**2023-2024**



# 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.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

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 to achieve success on the exams.

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

**English I-** 91% of students earned approaches or higher. In several sub populations, we achieved a higher passing rate than our targets.

**English II-** 94% of students earned approaches or higher. 75% of our special education students passed the EOC. We achieved this high level of success (across all students) with a new platform and new questions.

**Algebra I-** 89% of students earned approaches or higher. Students scored equally as well- we did not see a sub population that scored significantly different than other groups. Significant growth with our Emergent Bilingual students.

**Biology-** 99% of students earned approaches or higher. We also noted that we surpassed our target for approaches and our special populations made significant gains in the masters category.

**US History-** 99% of students earned approaches or higher. We also saw growth at every performance level.

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

91 National Merit Recognized Students

20 National Merit Commended Students

4 National Merit Semifinalists

More than 500 students are enrolled in at least one Dual Credit class in the 2023-2024 school year. We anticipate a continued growth in our Dual Credit enrollment as we continue to grow our College Academy.

We administered over 1,200 AP tests which resulted in 105 students being designated AP Scholars. 52 Students were designated as AP with Honors and 86 with AP Scholars with Distinction.

Academic/Athletic/Extracurricular Accolades

<b>PALS</b>	<b>Clocked over 2,500 hours of mentoring at various elementary schools, a middle school, and in the Cypress Ranch Life Skills classes. The students also recorded 900 of community service</b>
<b>Football</b>	2nd place district finish. Play-Off qualified. 93% passing rate for the academic year. 48% AB Honor roll
<b>Early Learning Program</b>	2 students received an Educational Aide Certification and 9 students signed a letter of intent to work in CFISD upon completion of their post-secondary studies education
<b>Practicum in Health Science</b>	The 22-23 Pharmacy Technician class had a 100% pass rate on their certification exam
<b>Future Business Leaders of America (Digital Video Production Team)</b>	Placed 2nd at Nationals
<b>Girls Golf</b>	Made it to the regional tournament
<b>TSA</b>	National: 2nd place in Software Development
	State: TSA State President, TSA Advisor of the year on the State of Texas, TSA High School Division 5 State Champion
	1st place in State for Manufacturing Prototype, 2nd place in State for Transportation Modeling, 63 Top 3 finishes at 2023 State
	Regional Competition 2023: 64 first places, 45 second places, 9 third places, first ever sweepstakes award (given to schools with best overall performances)
<b>Boys Cross Country</b>	2022 Cross Country State Qualifier
<b>Girls Basketball</b>	Regional semi finalist (finished top 16 in the state)
<b>Choir</b>	45 medals for superior solos and 31 medals for superior ensembles at UIL Solo and Ensemble Contest
	3 members of the Texas All State Choirs
	All four of our performing choirs received "Sweepstakes", the highest rating, at UIL concert and Sight-Reading Assessment
	Chamber Choir performed as the Honor Choir at the American Classic Madrigal Festival
<b>Academic UIL Literary Criticism</b>	Received the Wild Card and advanced to the Regional competition in Waco
	Two Regional Gold key winners and four honorable mentions for Scholastic Arts and Writing Awards

<b>PALS</b>	<b>Clocked over 2,500 hours of mentoring at various elementary schools, a middle school, and in the Cypress Ranch Life Skills classes. The students also recorded 900 of community service</b>
<b>Speech &amp; Debate</b>	73 finals places during the regular season
	13 qualifiers to Texas Forensics Association state tournament
	4 semi finalists at TFA state
	6 qualifiers to the National Speech and Debate Association national tournament
	1 nationals semi finalist in Congressional Debate ranking top 60 out of over 500 competitors nationally
	2 graduated seniors competing at the college level at Wharton and UT
<b>Theatre</b>	51 students competed at Texas Thespians
	42 students received Superior rankings which advanced them to Nationals, allowing them to compete at the International Thespian Festival
	Production of Into the Woods received 18 Tommy Tune nominations which is a new school record
	Thomas Boyce III's Narrative Film UNTITLED brought home The Silver placing 2nd in the State of UIL State Young Filmmakers Contest! And, he brought home The Gold with UNTITLED as The Nobility Project Winner for the 5A and 6A UIL Films
	UIL One Act Play -- Macbeth advanced to Bi-District, Area and Region Alternate

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English Language Arts: English I- Students were less adept in selecting appropriate evidence to support a main idea. English II- Students struggled in their understanding of poetry. **Root Cause:** English Language Arts: English I- We need to expose students to more non-fiction selections. English II- We need to expose students to more poetry to help familiarize them with this style of literature.

**Problem Statement 2:** Math: Students struggled with problems that were more difficult or that required more reading. **Root Cause:** Math: We need to expose students to difficult and wordy problems often in order to build their confidence and stamina.

**Problem Statement 3:** Science: Students scored the lowest in the biological process of plants category. **Root Cause:** Science: We need to focus on fungi and plant processes and revisit this often to help students deepen their understanding.

**Problem Statement 4:** Social Studies: We saw a decrease in the meets and masters scores. **Root Cause:** Social Studies: We need to provide students with strategies to help them learn social studies academic language.

**Problem Statement 5:** 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 6:** 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 7:** 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 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

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 introduced "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. You are CR. We are CR.

And when we work together, we are unstoppable.

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. We now begin each staff meeting by sharing 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.

91% of our staff believe that staff appreciation is built into the school culture. This was an eleven point increase from last year. We believe that this is due to the addition of a "Staff Member of the Week" and "Mustangs of the Month". Staff Member of the week allows us to nominate colleagues who have gone out of their way to support others. All of the "shout outs" are shared and one staff member is crowned the staff member of the week. Mustang of the Month allows teachers to recognize students with personalized messages on the back of a Cypress Ranch yard sign.

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. 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:** Expectations for students are not always clear. **Root Cause:** We need to be clear in setting expectations, especially with freshman, as they are coming to us from multiple middle schools.

## 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 have increased. When a teacher or paraprofessional is absent there is a decrease in the quality of instruction. **Root Cause:** Teacher/Paraprofessional Attendance: We need to do a better job of making teachers and paraprofessionals feel valued and appreciated for the work that they do.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

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:** Parents are sometimes unaware of meetings, information, or other opportunities that are available. **Root Cause:** 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 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		
<p><b>Strategy 1: English Language Arts:</b>                      English I- We will teach students to use nonfiction sign posts to help them dissect the selection.                      English II- We will help students strengthen their understanding of the mechanics of poetry as well as how to find the author's message, main idea, and supporting evidence.  <b>Strategy's Expected Result/Impact:</b> Students will improve their understanding of English Language Arts and meet or exceed targets.  <b>Staff Responsible for Monitoring:</b> English Teachers, CIC</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> We will teach students to persevere through difficult problems by deciphering the problem and using strategies to attack the problem.  <b>Strategy's Expected Result/Impact:</b> Students will improve their understanding of Algebra and meet or exceed targets.  <b>Staff Responsible for Monitoring:</b> Math teachers, CIC</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> We will strengthen the labs related to biological process of plants in an effort to move students from understanding to application/analysis.  <b>Strategy's Expected Result/Impact:</b> Students will improve their understanding of Biology and meet or exceed targets.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: In addition to pre teaching academic vocabulary, we will use varied activities such as anchor charts and card sorts to connect key vocab to its respective time period, movement, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their understanding of US History and meet or exceed targets.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We will create a "Portrait of a Dual Credit Student" to help as we work with students and parents to understand how advanced level courses may benefit them.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Achievement Specialist, Counselors, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> CTE Approved Industry Certifications: We will educate students on the benefits of pursuing certifications and utilizing resources at our disposal to help build student's confidence in being able to earn the certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students earning an industry certification will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers, CTE Department Chair, CTE Counselor, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Graduation Rate: Our Senior Watch list will help us to monitor seniors who are at risk of not graduating due to grades, attendance, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase our graduation rate across all sub pops by at least .1%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals, DI, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Dropout Prevention: We will monitor our dropout list regularly and contact families offering support until a solution that leads the the student's success can be created.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout out rate will remain at or below 1.5%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals, DI, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Department Chair, Campus Instructional Coaches, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional Staffing: Class Size Reduction Teacher in Algebra I will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the current school year, 90% of Algebra I students will demonstrate mastery of algebra concepts as evidenced by STAAR EOC scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Learning Time (Closing the Gap): We will use Quizzizz to improve student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on CIP data table.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches, Department Chairs, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 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:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: In addition to increasing monitoring in morning, we will also restrict the number of entry points and increase focus on student ID badges.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased monitoring will result in a safer, healthier learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over safety</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use Bringing out the Best (BOTB) to reinforce appropriate behavior and will advertise Tipline as a method for reporting unsafe actions.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Associate Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will utilize restorative practices in conjunction with Code of Conduct when making discipline decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Associate Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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 1:** Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by .5%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> 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 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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> We will see evidence of strategies presented in professional development during classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> 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 current 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><b>Strategy 1:</b> Parent and Family Engagement: In addition to communicating via our social media accounts , we will use "Ranch Reminders" to keep families informed.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Counselor, Director of Instruction, Assistant Principals, Associate Principal, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

Committee Role	Name	Position
Business Representative	Rob Theriot	Business Representative
Parent	Aaron Brewer	Parent #3
Other School Leader (Nonteaching Professional) #4	Deanna Parker	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Katherine Cunningham	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Ginny Theriot	Business Representative #2
Business Representative #1	Marrena Anderson	Business Representative #1
Community Member #2	Chris Rogers	Community Member #2
Community Member #1	Jenny Childs	Community Member #1
Parent #2	Georgiet Brewer	Parent #2
Parent #1	Darci Harrison	Parent #1
Administrator (LEA) #1	Sharon Hogue	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Beth Douglass	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Alyssa Grillet	Other School Leader (Nonteaching Professional) #1
Teacher #8	Barbara Kubiak	Teacher #8
Teacher #7	Sandi Dunn	Teacher #7
Teacher #6	Kerry Elizondo	Teacher #6
Teacher #5	Devin Jolivette	Teacher #5
Teacher #4	Jenny Cunningham	Teacher #4
Teacher #3	Tawnya Mann	Teacher #3
Teacher #2	Angela Shahan	Teacher #2
Teacher #1	Jennifer McKnight	Teacher #1
Principal	Michael Maness	Principal

# Addendums

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

Content	Campus	2024 Cluster	Student Group	Tested		2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level	
				2023	#	#	%	%	2024: Approaches Grade Level	#	%	%	2024: Meets Grade Level	#	%	%	2024: Masters Grade Level
				#													
Algebra I	Cypress Ranch	HS 1	All	409	363	89%	91%	92%	190	46%	48%	59%	69	17%	30%	30%	
Algebra I	Cypress Ranch	HS 1	Hispanic	143	124	87%	89%	90%	63	44%	46%	54%	23	16%	30%	27%	
Algebra I	Cypress Ranch	HS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*	
Algebra I	Cypress Ranch	HS 1	Asian	37	36	97%	99%	100%	24	65%	67%	81%	13	35%	37%	64%	
Algebra I	Cypress Ranch	HS 1	African Am.	106	91	86%	88%	91%	38	36%	40%	51%	12	11%	30%	22%	
Algebra I	Cypress Ranch	HS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*	
Algebra I	Cypress Ranch	HS 1	White	99	91	92%	94%	93%	55	56%	58%	64%	16	16%	30%	28%	
Algebra I	Cypress Ranch	HS 1	Two or More	21	18	86%	88%	88%	9	43%	45%	76%	*	*	*	35%	
Algebra I	Cypress Ranch	HS 1	Eco. Dis.	166	146	88%	90%	93%	66	40%	42%	55%	21	13%	30%	25%	
Algebra I	Cypress Ranch	HS 1	Emergent Bilingual	35	31	89%	91%	96%	19	54%	56%	53%	9	26%	30%	27%	
Algebra I	Cypress Ranch	HS 1	At-Risk	245	207	84%	86%	90%	84	34%	40%	47%	26	11%	30%	22%	
Algebra I	Cypress Ranch	HS 1	SPED	48	38	79%	81%	84%	12	25%	40%	42%	*	*	*	13%	
Biology	Cypress Ranch	HS 1	All	947	934	99%	100%	98%	796	84%	86%	88%	399	42%	44%	48%	
Biology	Cypress Ranch	HS 1	Hispanic	271	268	99%	100%	97%	213	79%	81%	80%	88	32%	34%	32%	
Biology	Cypress Ranch	HS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*	
Biology	Cypress Ranch	HS 1	Asian	168	167	99%	100%	99%	157	93%	95%	96%	113	67%	69%	70%	
Biology	Cypress Ranch	HS 1	African Am.	189	184	97%	99%	97%	146	77%	79%	79%	41	22%	30%	32%	
Biology	Cypress Ranch	HS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*	
Biology	Cypress Ranch	HS 1	White	276	273	99%	100%	100%	244	88%	90%	96%	141	51%	53%	52%	
Biology	Cypress Ranch	HS 1	Two or More	40	39	98%	100%	100%	34	85%	87%	92%	15	38%	40%	62%	
Biology	Cypress Ranch	HS 1	Eco. Dis.	283	276	98%	100%	97%	207	73%	75%	80%	71	25%	30%	34%	
Biology	Cypress Ranch	HS 1	Emergent Bilingual	49	47	96%	98%	97%	22	45%	47%	67%	5	10%	30%	19%	
Biology	Cypress Ranch	HS 1	At-Risk	356	345	97%	99%	96%	231	65%	67%	76%	61	17%	30%	30%	
Biology	Cypress Ranch	HS 1	SPED	47	42	89%	91%	87%	18	38%	40%	43%	5	11%	30%	*	
English I	Cypress Ranch	HS 1	All	965	881	91%	93%	92%	815	84%	86%	84%	340	35%	37%	41%	
English I	Cypress Ranch	HS 1	Hispanic	281	246	88%	90%	84%	213	76%	78%	71%	78	28%	30%	27%	
English I	Cypress Ranch	HS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*	
English I	Cypress Ranch	HS 1	Asian	175	166	95%	97%	95%	161	92%	94%	90%	91	52%	54%	55%	
English I	Cypress Ranch	HS 1	African Am.	189	166	88%	90%	90%	151	80%	82%	77%	43	23%	30%	34%	
English I	Cypress Ranch	HS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*	
English I	Cypress Ranch	HS 1	White	276	262	95%	97%	96%	252	91%	93%	94%	115	42%	44%	46%	
English I	Cypress Ranch	HS 1	Two or More	41	38	93%	95%	95%	36	88%	90%	92%	13	32%	34%	51%	
English I	Cypress Ranch	HS 1	Eco. Dis.	289	247	85%	87%	83%	209	72%	74%	70%	62	21%	30%	26%	
English I	Cypress Ranch	HS 1	Emergent Bilingual	62	37	60%	80%	59%	27	44%	46%	37%	*	*	*	6%	
English I	Cypress Ranch	HS 1	At-Risk	380	305	80%	82%	82%	246	65%	67%	66%	37	10%	30%	24%	
English I	Cypress Ranch	HS 1	SPED	51	29	57%	80%	59%	17	33%	40%	36%	*	*	*	*	

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

Content	Campus	2024 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				2023	#	%	%		#	%	%		#	%	%	
				#	#	%	%		#	%	%		#	%	%	
English II	Cypress Ranch	HS 1	All	900	849	94%	96%	94%	762	85%	87%	87%	215	24%	30%	18%
English II	Cypress Ranch	HS 1	Hispanic	227	207	91%	93%	91%	175	77%	79%	80%	29	13%	30%	11%
English II	Cypress Ranch	HS 1	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Ranch	HS 1	Asian	192	183	95%	97%	97%	172	90%	92%	94%	71	37%	39%	34%
English II	Cypress Ranch	HS 1	African Am.	154	139	90%	92%	93%	119	77%	79%	83%	23	15%	30%	7%
English II	Cypress Ranch	HS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Ranch	HS 1	White	285	279	98%	100%	97%	259	91%	93%	94%	80	28%	30%	23%
English II	Cypress Ranch	HS 1	Two or More	36	35	97%	99%	90%	33	92%	94%	83%	11	31%	33%	24%
English II	Cypress Ranch	HS 1	Eco. Dis.	241	211	88%	90%	88%	170	71%	73%	77%	32	13%	30%	11%
English II	Cypress Ranch	HS 1	Emergent Bilingual	50	27	54%	80%	63%	10	20%	40%	36%	*	*	*	*
English II	Cypress Ranch	HS 1	At-Risk	275	226	82%	84%	81%	157	57%	59%	64%	16	6%	30%	5%
English II	Cypress Ranch	HS 1	SPED	51	38	75%	80%	66%	23	45%	47%	32%	*	*	*	*
US History	Cypress Ranch	HS 1	All	821	813	99%	100%	99%	744	91%	93%	90%	522	64%	66%	65%
US History	Cypress Ranch	HS 1	Hispanic	223	221	99%	100%	99%	201	90%	92%	84%	128	57%	59%	49%
US History	Cypress Ranch	HS 1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Ranch	HS 1	Asian	155	153	99%	100%	99%	145	94%	96%	94%	131	85%	87%	77%
US History	Cypress Ranch	HS 1	African Am.	148	147	99%	100%	99%	122	82%	84%	86%	54	36%	38%	57%
US History	Cypress Ranch	HS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Ranch	HS 1	White	252	249	99%	100%	100%	235	93%	95%	93%	177	70%	72%	73%
US History	Cypress Ranch	HS 1	Two or More	39	39	100%	100%	97%	37	95%	97%	91%	30	77%	79%	69%
US History	Cypress Ranch	HS 1	Eco. Dis.	219	215	98%	100%	98%	179	82%	84%	80%	113	52%	54%	49%
US History	Cypress Ranch	HS 1	Emergent Bilingual	35	32	91%	93%	97%	19	54%	56%	56%	8	23%	30%	26%
US History	Cypress Ranch	HS 1	At-Risk	221	215	97%	99%	97%	158	71%	73%	70%	72	33%	35%	38%
US History	Cypress Ranch	HS 1	SPED	53	50	94%	96%	96%	33	62%	64%	67%	16	30%	32%	40%

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

## High School Content Area Standard Expectations

### English Language Arts/Reading

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

### Mathematics

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

## Secondary Science

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
  - encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
  - provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
  - allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
  - seek current level of student understanding and provide appropriate next steps for learning;
  - clearly define and communicate learning outcomes to students;
  - incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
  - allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
  - provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
  - locate and access information and resources stored in different platforms;
  - explore simulations;
  - collect and represent data using probeware and other digital tools;
  - analyze and interpret data using various digital tools;
  - communicate and share conclusions.

## Social Studies

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

## LOTE

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

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