

# Cypress-Fairbanks Independent School District

## Cypress Lakes High School

2022-2023



# 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

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

#### MASTERS CATEGORY:

- In Biology, our ALL, Hisp, African Am, Eco. Dis., LEP and Eco Dis. groups scored higher than the cluster average.
- In English I, our Eco Dis, and SPED groups scored equal to the cluster averages.
- In English II, our African Am, Eco Dis and SPED groups scored higher than the cluster averages.
- In US History, our White and LEP groups scored higher than the cluster average.

#### MEETS CATEGORY:

- In Algebra I, our LEP group scored higher than the cluster average.
- In US History, our White group scored higher than the cluster average.
- In English I, our SPED group scored equal to the cluster average.
- In English II, our SPED scored higher than our target, district and cluster average.
- In Biology, our All group scored equal to our cluster average. Our His., Eco Dis. and LEP scored higher than the cluster average.

#### APPROACHES CATEGORY:

- In Biology, our LEP group scored higher than the cluster and district average.  
In English II, our SPED group scored higher than the cluster and district averages.  
In US History, our White group scored higher than the cluster average.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English Language Arts: In English I and English II, our White, Hispanic and All averages were below our Cluster average in the Approaches, Meets and Masters categories. **Root Cause:** English Language Arts: We need to build back student engagement, confidence and teacher/students relationships that were lost last year due to COVID-19.

**Problem Statement 2:** Math: In Algebra I, our All, Hispanic, African Am., White, Eco. Dis. and SPED groups scored below our Cluster average in the Approaches, Meets and Masters categories. **Root Cause:** Math: We need to build back student engagement, confidence and teacher/students relationships that were lost last year due to COVID-19.

**Problem Statement 3:** Science: In Biology, our White students scored below our cluster average in the Approaches, Meets and Masters categories. **Root Cause:** Science: We need to build back student engagement, confidence and teacher/students relationships that were lost last year due to COVID-19.

**Problem Statement 4:** Social Studies: In U.S. History, our All, Hispanic, African Am., Eco Dis and SPED groups scored lower than our cluster average in Approaches, Meets and Masters categories. **Root Cause:** Social Studies: We need to build back student engagement, confidence and teacher/students relationships that were lost last year due to COVID-19.

**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 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

# School Culture and Climate

## School Culture and Climate Strengths

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

### Student Attendance:

- 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.

### Restorative Discipline:

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

### Campus Safety:

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:** School Culture and Climate: School Culture and Climate: Due to a needed emphasis on keeping our school safe and secure for all staff members and students, processes and procedures must be developed, discussed and implemented. **Root Cause:** School Culture and Climate: School Culture and Climate: A continued emphasis on training staff and students about safety and security measures, along with emergency operating procedures.

# 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: Campus administration needs to encourage routine attendance, taking absences only when they cannot be avoided.

# 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

Advanced Placement Meetings

At-Risk Parent Meetings

CPOC Meetings

Face-to-Face Visits

School Messenger Emails

School Messenger Call outs

Home Access Center (HAC)

Athletic Parent Meetings

Twitter

Booster Club involvement

Fine Arts community participation

Community participation in the Superintendent's Fun Run and the Northwest Harris County Heartwalk, in addition to other philanthropic projects, increase yearly.

## Problem Statements Identifying Parent and Community Engagement Needs




**Problem Statement 1:** Parent and Community Engagement: A gap remains in parents and community engagement. **Root Cause:** Parent and Community Engagement: We need to make parents and community members fully aware of opportunities to be involved on campus.

# Goals







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










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







**Evaluation Data Sources:** End of Course Assessments: Algebra I, Biology, English I, English II, U.S. History











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> English Language Arts: With the use of reading data analysis, teachers will design books- of-choice units within the mini-lesson model. Teachers will also provide accelerated Instruction after school and on Saturdays for students that were not successful or did not take the English I and II EOC during the 2022-23 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Ongoing Professional Development opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> English I Teachers            English II Teachers            English I Team Leader            English II Team Leader            English DC            English CIC            Director of Instruction            DIHT            Principal</p>	Formative		
	Nov	Feb	May
			



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> English Language Arts Writing: With ongoing professional development opportunities to enhance allows for student choice of topic and structure.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Ongoing Professional Development opportunities. Provide professional development days, facilitated by our English CIC, to hold writing pullouts to analyze student writing data.</p> <p><b>Staff Responsible for Monitoring:</b> English I Teachers English II Teachers English I Team Leader English II Team Leader English DC English CIC Director of Instruction DIHT Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Math: Through the continued implementation of blended learning, teachers will place an emphasis on the teacher-led sessions, as well as the increase of academic vocabulary activities. Teachers will also provide accelerated Instruction after school and on Saturdays for students that were not successful or did not take the Algebra I EOC during the 2022-23 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>With support from our District Math Coach, teachers will be supported as they plan for purposeful breakout/small group instruction in their classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Algebra I Teachers Algebra I Team Leader Math DC District Math Coach Math CIC Director of Instruction Principal</p> <p>Meet or exceed the targets on the attached CIP target table. With support from our District Math Coach, teachers will be supported as they plan for purposeful small group instruction in their classrooms. Problem</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Science: Teachers will plan for the targeted implementation of reading strategies and academic vocabulary activities to increase student achievement. Teachers will also provide accelerated Instruction after school and on Saturdays for students that were not successful or did not take the Biology EOC during the 2022-23 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>With consistent involvement from our District Science Coach, teachers will be supported during team planning. Work cross-curricular with our English CIC to provide reading and vocabulary strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Biology I Teachers            Biology I Team Leader            Science DC            District Science Coach            Director of Instruction            Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Social Studies: Social Studies: Teachers will plan for the increase of academic vocabulary activities, as well as the use of these vocabulary terms within a variety of writing opportunities. Teachers will also provide accelerated Instruction after school and on Saturdays for students that were not successful or did not take the U.S. History EOC during the 2022-23 school year.</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> Work cross-curricular with our English CIC to provide writing and vocabulary strategies.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</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 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Associate Principal            Lead Counselor            CTE Counselor            College &amp; Career Specialist            Director of Instruction            CTE Teachers            CATE DC            AAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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. CTE teachers will also continue to secure Cy-Hope scholarships for certification test fees for eligible students.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students earning an industry certification will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Director of Instruction Lead Counselor CTE Counselor CATE DC CATE Teachers AAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10%</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Director of Instruction Lead Counselor Counselors Assistant Principals AAS Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Dropout Prevention: Identify students at-risk of dropping out of school and meet with them individually to develop a success plan.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1.5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Director of Instruction Lead Counselor Counselors Assistant Principals AAS Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</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> Principal Associate Principal Director of Instruction Lead Counselor Counselors Assistant Principals AAS Teachers</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 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		
<b>Strategy 1:</b> Before/After School Program: tutoring <b>Strategy's Expected Result/Impact:</b> By June of 2023 will increase EOC STAAR passing rates by 5%. <b>Staff Responsible for Monitoring:</b> Director of Instruction	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Professional Staffing: Core content area interventionist <b>Strategy's Expected Result/Impact:</b> By December of 2022 will reduce re-testers by 50% , and by June 2023 we will increase EOC STAAR scores by 5%. <b>Staff Responsible for Monitoring:</b> Director of Instruction	<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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: 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</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> State Compensatory Education: Reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other students.  <b>Strategy's Expected Result/Impact:</b> Educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.  <b>Staff Responsible for Monitoring:</b> Principal</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 1: Student Safety:** By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased active supervision by staff. Reduction of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principal Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> 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> Entire Staff</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 2022-23 school year, student attendance will be at 94% or higher.

**Evaluation Data Sources:** Student attendance records










Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Teachers report to Administrators the names of students who have 3 or more absences in one week. Campus will conduct focus dropout recovery efforts including targeted phone calls and home visits to students identified as dropouts.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principals Behavior Interventionist Counselors AAS</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			













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

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

**Evaluation Data Sources:** Discipline reports








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: PBIS practices will continue. Student and parent conferences will be held in order to teach appropriate behaviors. Increased communication with parents. Peer mediation strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%. <b>Staff Responsible for Monitoring:</b> Associate Principal Assistant Principals Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: Campus Assistant Principals meet to re-evaluate consequences for discipline infractions. We are also implementing a reflective piece to help prevent the student's behavior from escalating.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 10%. <b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principals Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: PBIS will continue to be implemented. Restorative discipline practices will continue to be implemented. Administrative conferences will be held to discuss alternative consequences.</p> <p><b>Strategy's Expected Result/Impact:</b> Select ONE: Out of school suspensions will be reduced by 1%. <b>Staff Responsible for Monitoring:</b> Associate Principal Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Disciplinary Alternative Education Program (DAEP) Placements: Restorative discipline practices will continue to be implemented. Administrative conferences will be held to discuss alternative consequences.</p> <p><b>Strategy's Expected Result/Impact:</b> Select ONE: DAEP placements of African American students will be reduced by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Assistant Principal Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principals Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 2%.








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary Department Chairs</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

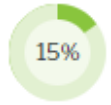






**Evaluation Data Sources:** Classroom implementation of professional learning  
Walk-throughs  
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> As result of these professional development training's teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Director of Instruction</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent and Family Engagement: Use multiple methods to communicate with parents. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# 2022-2023 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Lanette Bellamy	Principal
Classroom Teacher	Michael Molina	Math Department
Classroom Teacher	Brandy Bonnin	Fine Arts Department
Classroom Teacher	Brittani Juarez	English Department
Classroom Teacher	Shauna Eller	Math Department Chair
Classroom Teacher	Layla Montgomery	English Department Chair
Classroom Teacher	Jill Smith	Social Studies Department Chair
Classroom Teacher	Matthew Wells	Science Department Chair
Classroom Teacher	Traci Styers	Special Education Department Chair
Administrator	Sandra Paiz	Associate Principal
Non-classroom Professional	Rebecca Novotny	School Librarian
Non-classroom Professional	Fran Williams	Director of Instruction
Non-classroom Professional	Ashley Clayburn	District Level Professional
District-level Professional	Gregory Lozano	Assistant Director Professional Staffing
Parent	Danielle Arias	Parent #1
Parent	Kimberly Garrett	parent #2
Community Representative	Bruce McDowell	Community Resident #1
Community Representative	Nicholas Hightower	Community Resident #2
Business Representative	Adil Berrada	Business Representative #1
Business Representative	Ron Brotemarkle	Business Representative #2

# Addendums





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

Content	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
			2022	#	%			#	%			#	%			#	%
			#														
English II	Cypress Lakes	White	73	56	77%	82%	78%	45	62%	67%	68%	6	8%	13%	*		
English II	Cypress Lakes	Two or More	23	18	78%	83%	72%	16	70%	75%	56%	6	26%	31%	*		
English II	Cypress Lakes	Eco. Dis.	612	438	72%	77%	71%	323	53%	58%	53%	41	7%	12%	4%		
English II	Cypress Lakes	Emergent Bilingual	164	82	50%	55%	33%	34	21%	26%	13%	1	1%	6%	*		
English II	Cypress Lakes	At-Risk	550	336	61%	66%	59%	202	37%	42%	36%	14	3%	8%	1%		
English II	Cypress Lakes	SPED	85	21	25%	30%	39%	7	8%	13%	17%	0	0%	5%	*		
US History	Cypress Lakes	All	702	653	93%	95%	98%	515	73%	78%	74%	298	42%	48%	39%		
US History	Cypress Lakes	Hispanic	371	342	92%	97%	98%	278	75%	80%	73%	146	39%	44%	37%		
US History	Cypress Lakes	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
US History	Cypress Lakes	Asian	47	45	96%	100%	98%	43	91%	96%	84%	33	70%	75%	53%		
US History	Cypress Lakes	African Am.	203	188	93%	98%	97%	126	62%	67%	69%	69	34%	39%	33%		
US History	Cypress Lakes	Pac. Islander	6	6	100%	100%	*	6	100%	100%	*	3	50%	55%	*		
US History	Cypress Lakes	White	54	51	94%	99%	100%	43	80%	85%	91%	36	67%	72%	53%		
US History	Cypress Lakes	Two or More	20	20	100%	100%	94%	18	90%	95%	72%	10	50%	55%	50%		
US History	Cypress Lakes	Eco. Dis.	481	446	93%	98%	98%	341	71%	76%	72%	191	40%	45%	36%		
US History	Cypress Lakes	Emergent Bilingual	76	57	75%	80%	94%	29	38%	43%	48%	3	4%	9%	13%		
US History	Cypress Lakes	At-Risk	385	337	88%	93%	96%	225	58%	63%	61%	87	23%	28%	25%		
US History	Cypress Lakes	SPED	64	49	77%	82%	96%	24	38%	43%	44%	9	14%	19%	22%		

## Cypress Lakes

### College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 73% to 81% by June 2025.

#### Yearly Target Goals

2021	2022	2023	2024	2025
73%	75%	77%	79%	81%

#### Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	65%	72%	79%		85%		82%	86%	70%		59%	77%	55%
2021-22	2022-23	67%	74%	81%	NA	87%	NA	84%	88%	72%	NA	61%	79%	57%
2022-23	2023-24	69%	76%	83%	NA	89%	NA	86%	90%	74%	NA	63%	81%	59%
2023-24	2024-25	71%	78%	85%	NA	91%	NA	88%	92%	76%	NA	65%	83%	61%
2024-25	2025-26	73%	80%	87%	NA	93%	NA	90%	94%	78%	NA	67%	85%	63%

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

# High School Content Area Standard Expectations

## English Language Arts/Reading

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

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

## Mathematics

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

## Secondary Science

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;

- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

## Social Studies

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

## LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
  - use Chromebook devices to engage in face to face and/or digital communication.
  - locate and access information and resources stored in different platforms such as Schoology.
  - receive immediate, individualized feedback.
  - connect to speakers outside of the classroom.
  - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
  - increase opportunities for individuals participating in unrehearsed communication.