

# Cypress-Fairbanks Independent School District

## Cypress Lakes High School

2023-2024



# Mission Statement

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

## Vision

LEAD: Learn, Empower, Achieve, Dream

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

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

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

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

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

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

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

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

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

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

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

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

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

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

# Student Achievement

## Student Achievement Strengths

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

English I:

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

English II:

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

Algebra I:

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

## Biology

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

## Problem Statements Identifying Student Achievement Needs

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

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

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

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

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

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

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

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

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

# School Culture and Climate

## School Culture and Climate Strengths

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

### Student Attendance:

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

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

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

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

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

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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



# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

The parent and community involvement at Cypress Lakes High School has several strengths. We strive to keep the lines of communication open with our parents and our community. We do this through such avenues as the ones listed below:

- Spartan Showcase
- At-Risk Parent Meetings
- CPOC Meetings
- Face-to-Face Visits
- School Messenger Emails
- School Messenger Call outs
- Home Access Center (HAC)

## Problem Statements Identifying Parent and Community Engagement Needs




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




# Goals




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







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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: English Language Arts:</b> Teach root words and the skill of breaking down a word's meaning using the root word in conjunction with context clues. Have more accessibility to dictionaries and more dictionary practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Utilize data to align first time instruction that Diff. Tier 1, 2, and 3 in daily classwork that encourages critical thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Focus on question types on summative assessments and spiraling/retrieval practice during lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</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: Prioritize Differentiate curriculum in K, AP, and Dual Credit classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</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: 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Lead Counselor CTE Counselor College &amp; Career Specialist Director of Instruction CTE Department Chairs AAS</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: CTE teachers will increase participation and performance in earning industry certifications across all areas with specific focus on accountability certification areas.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students earning an industry certification will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Director of Instruction Lead Counselor CTE Department Chairs AAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			







Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: Graduation Rate:</b> 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  AAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8: Dropout Prevention:</b> 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  AAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time:</b> 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>
			

Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Student Leadership, PBIS</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</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p><b>Strategy's Expected Result/Impact:</b> Salaries and Benefits/Substitute Pay: Class size reduction for Content areas to improve academic achievement.</p> <p>Extra Duty Pay: Compensate teachers for after school accelerated Instruction.</p> <p>Temporary Worker: Hire an ELA and Math temporary worker to push into Algebra and English classes for academic support.</p> <p>Student Scholarships: Pay student course and certification class fees for academic success.</p> <p>Consultants Staff development/substitute pay: Uses SIBME coach the coach trainings to support first time instruction.</p> <p>Contract Services/Substitute Pay: Register for conferences that support academic success.</p> <p>PAFE: Supply resources to parents to support learning at home.</p> <p>Supplies(Instructional, consumable, non consumable, PAFE and snacks): Purchase materials for the classroom and materials for parents to support student learning.</p> <p>Buses: Provide transportation for required academic field trips.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Title 1 Coach</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		
<p><b>Strategy 1:</b> Before/After School Program: After school tutoring will be offered to students to improve their academic performance.  <b>Strategy's Expected Result/Impact:</b> By the end of the current school year, students who attended tutoring will increase EOC STAAR passing rates by 5%.  <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> Professional Staffing: Class Size Reduction Teacher in Algebra I will be hired to work with students to improve their academic performance.  <b>Strategy's Expected Result/Impact:</b> By the end of the current school year, Algebra I students will increase EOC STAAR passing rates by 5%.  <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 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 by adding additional support in classroom with temporary workers and needed supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table</p> <p><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 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







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 current school year, student attendance will be at 95% or higher.

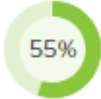





**Evaluation Data Sources:** Student attendance records

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






**Evaluation Data Sources:** Discipline reports

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. 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 0%.</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>
			
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. 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> Students will be equipped with self-management strategies.</p> <p><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>
			
 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 current 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 current school year, 100% of teachers will receive job targeted professional development based on identified needs.






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

Strategy 1 Details	Formative Reviews		
<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 a result of these professional development trainings, teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.</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 current 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;"> <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>			

# 2023-2024 CPOC

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

# Addendums

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

Level	Campus	EOC	2023 Cluster	Student Group	Testers	2023: Approaches		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#												
HS	Cypress Lakes	Algebra I	HS 3	All	609	467	77%	80%	3%	213	35%	42%	7%	62	10%	20%	10%
HS	Cypress Lakes	Algebra I	HS 3	Hispanic	338	265	78%	80%	2%	122	36%	42%	6%	35	10%	20%	10%
HS	Cypress Lakes	Algebra I	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Lakes	Algebra I	HS 3	Asian	12	11	92%	93%	1%	9	75%	76%	1%	6	50%	65%	15%
HS	Cypress Lakes	Algebra I	HS 3	African Am.	209	150	72%	80%	8%	60	29%	39%	10%	15	7%	20%	13%
HS	Cypress Lakes	Algebra I	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Lakes	Algebra I	HS 3	White	28	24	86%	91%	5%	15	54%	55%	1%	*	*	51%	*
HS	Cypress Lakes	Algebra I	HS 3	Two or More	16	13	81%	82%	1%	5	31%	32%	1%	*	*	32%	*
HS	Cypress Lakes	Algebra I	HS 3	Eco. Dis.	455	352	77%	80%	3%	161	35%	42%	7%	43	9%	20%	11%
HS	Cypress Lakes	Algebra I	HS 3	Emergent Bilingual	124	82	66%	70%	4%	37	30%	35%	5%	10	8%	20%	12%
HS	Cypress Lakes	Algebra I	HS 3	At-Risk	475	349	73%	77%	4%	135	28%	37%	9%	32	7%	20%	13%
HS	Cypress Lakes	Algebra I	HS 3	SPED	62	34	55%	56%	1%	7	11%	16%	5%	*	*	16%	*
HS	Cypress Lakes	Biology	HS 3	All	871	788	90%	91%	1%	487	56%	70%	14%	146	17%	25%	8%
HS	Cypress Lakes	Biology	HS 3	Hispanic	499	454	91%	92%	1%	288	58%	68%	10%	76	15%	25%	10%
HS	Cypress Lakes	Biology	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Lakes	Biology	HS 3	Asian	45	45	100%	100%	0%	41	91%	92%	1%	25	56%	70%	14%
HS	Cypress Lakes	Biology	HS 3	African Am.	251	219	87%	91%	4%	106	42%	52%	10%	22	9%	20%	11%
HS	Cypress Lakes	Biology	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Lakes	Biology	HS 3	White	48	43	90%	93%	3%	37	77%	80%	3%	19	40%	50%	10%
HS	Cypress Lakes	Biology	HS 3	Two or More	21	21	100%	100%	0%	11	52%	53%	1%	*	*	53%	*
HS	Cypress Lakes	Biology	HS 3	Eco. Dis.	636	582	92%	93%	1%	334	53%	63%	10%	94	15%	25%	10%
HS	Cypress Lakes	Biology	HS 3	Emergent Bilingual	152	117	77%	78%	1%	34	22%	32%	10%	5	3%	20%	17%
HS	Cypress Lakes	Biology	HS 3	At-Risk	595	525	88%	89%	1%	263	44%	55%	11%	51	9%	20%	11%
HS	Cypress Lakes	Biology	HS 3	SPED	68	52	76%	77%	1%	14	21%	24%	3%	*	*	20%	*
HS	Cypress Lakes	English I	HS 3	All	976	669	69%	73%	4%	484	50%	57%	7%	88	9%	20%	11%
HS	Cypress Lakes	English I	HS 3	Hispanic	566	388	69%	70%	1%	282	50%	55%	5%	41	7%	20%	13%
HS	Cypress Lakes	English I	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Lakes	English I	HS 3	Asian	50	44	88%	89%	1%	39	78%	80%	2%	18	36%	50%	14%
HS	Cypress Lakes	English I	HS 3	African Am.	272	169	62%	70%	8%	109	40%	50%	10%	17	6%	20%	14%
HS	Cypress Lakes	English I	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Lakes	English I	HS 3	White	52	42	81%	82%	1%	37	71%	72%	1%	9	17%	25%	8%
HS	Cypress Lakes	English I	HS 3	Two or More	28	20	71%	72%	1%	13	46%	47%	1%	*	*	47%	*
HS	Cypress Lakes	English I	HS 3	Eco. Dis.	726	477	66%	70%	4%	340	47%	55%	8%	59	8%	20%	12%
HS	Cypress Lakes	English I	HS 3	Emergent Bilingual	196	59	30%	34%	4%	21	11%	20%	9%	*	*	19%	*
HS	Cypress Lakes	English I	HS 3	At-Risk	708	429	61%	63%	2%	268	38%	45%	7%	18	3%	20%	17%
HS	Cypress Lakes	English I	HS 3	SPED	71	26	37%	38%	1%	13	18%	20%	2%	*	*	19%	*
HS	Cypress Lakes	English II	HS 3	All	901	652	72%	79%	7%	495	55%	65%	10%	43	5%	20%	15%
HS	Cypress Lakes	English II	HS 3	Hispanic	499	353	71%	79%	8%	260	52%	59%	7%	23	5%	20%	15%
HS	Cypress Lakes	English II	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Lakes	English II	HS 3	Asian	50	47	94%	95%	1%	41	82%	85%	3%	6	12%	25%	13%
HS	Cypress Lakes	English II	HS 3	African Am.	261	185	71%	72%	1%	138	53%	55%	2%	10	4%	20%	16%
HS	Cypress Lakes	English II	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Lakes	English II	HS 3	White	50	39	78%	82%	4%	34	68%	70%	2%	*	*	69%	*
HS	Cypress Lakes	English II	HS 3	Two or More	36	26	72%	73%	1%	20	56%	57%	1%	*	*	57%	*
HS	Cypress Lakes	English II	HS 3	Eco. Dis.	647	461	71%	77%	6%	346	53%	58%	5%	27	4%	20%	16%
HS	Cypress Lakes	English II	HS 3	Emergent Bilingual	159	53	33%	50%	17%	20	13%	20%	7%	*	*	26%	*
HS	Cypress Lakes	English II	HS 3	At-Risk	560	332	59%	66%	7%	201	36%	42%	6%	7	1%	20%	19%
HS	Cypress Lakes	English II	HS 3	SPED	64	25	39%	40%	1%	11	17%	20%	3%	*	*	18%	*
HS	Cypress Lakes	US History	HS 3	All	731	714	98%	99%	1%	542	74%	78%	4%	283	39%	78%	39%



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					2023	#	%	%		#	%	%		#	%	#		%
					#													
HS	Cypress Lakes	US History	HS 3	Hispanic	451	442	98%	99%	1%	329	73%	80%	7%	167	37%	50%	13%	
HS	Cypress Lakes	US History	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*	
HS	Cypress Lakes	US History	HS 3	Asian	45	44	98%	99%	1%	38	84%	85%	1%	24	53%	65%	12%	
HS	Cypress Lakes	US History	HS 3	African Am.	156	151	97%	98%	1%	107	69%	70%	1%	51	33%	50%	17%	
HS	Cypress Lakes	US History	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	
HS	Cypress Lakes	US History	HS 3	White	58	58	100%	100%	0%	53	91%	92%	1%	31	53%	65%	12%	
HS	Cypress Lakes	US History	HS 3	Two or More	18	17	94%	95%	1%	13	72%	73%	1%	9	50%	65%	15%	
HS	Cypress Lakes	US History	HS 3	Eco. Dis.	526	514	98%	99%	1%	379	72%	76%	4%	191	36%	50%	14%	
HS	Cypress Lakes	US History	HS 3	Emergent Bilingual	126	118	94%	95%	1%	61	48%	50%	2%	17	13%	25%	12%	
HS	Cypress Lakes	US History	HS 3	At-Risk	429	412	96%	97%	1%	262	61%	63%	2%	109	25%	35%	10%	
HS	Cypress Lakes	US History	HS 3	SPED	50	48	96%	97%	1%	22	44%	50%	6%	11	22%	35%	13%	