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.

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

PALS	**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**
Football	2nd place district finish. Play-Off qualified. 93% passing rate for the academic year. 48% AB Honor roll
Early Learning Program	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
Practicum in Health Science	The 22-23 Pharmacy Technician class had a 100% pass rate on their certification exam
Future Business Leaders of America	
(Digital Video Production Team)	Placed 2nd at Nationals
Girls Golf	Made it to the regional tournament
TSA	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)
Boys Cross Country	2022 Cross Country State Qualifier
Girls Basketball	Regional semi finalist (finished top 16 in the state)
Choir	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
Academic UIL Literary Criticism	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

PALS	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
Speech & Debate	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
Theatre	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.

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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 stayed 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 est 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.
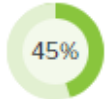
Goals

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

Strategy 1 Details	Formative Reviews		

Strategy 1: English Language Arts:
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.
   Strategy's Expected Result/Impact: Students will improve their understanding of English Language Arts and meet or exceed targets.
   Staff Responsible for Monitoring: English Teachers, CIC
	Formative		

	Nov	Feb	May
	25%	55%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: We will teach students to persevere through difficult problems by deciphering the problem and using strategies to attack the problem.
   Strategy's Expected Result/Impact: Students will improve their understanding of Algebra and meet or exceed targets.
   Staff Responsible for Monitoring: Math teachers, CIC
	Formative		

	Nov	Feb	May
	50%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will strengthen the labs related to biological process of plants in an effort to move students from understanding to application/analysis. **Strategy's Expected Result/Impact:** Students will improve their understanding of Biology and meet or exceed targets.	Formative		
	Nov	Feb	May
	25%	60%	

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. **Strategy's Expected Result/Impact:** Students will improve their understanding of US History and meet or exceed targets.	Formative		
	Nov	Feb	May
	30%	55%	

Strategy 5 Details	Formative Reviews		

Strategy 5: 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.
 	
    Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 5%.
 	
    Staff Responsible for Monitoring: Academic Achievement Specialist, Counselors, Director of Instruction
	Formative		

	Nov	Feb	May
	25%	45%	

Strategy 6 Details	Formative Reviews		

Strategy 6: 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.
 	
    Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 5%.
 	
    Staff Responsible for Monitoring: CTE Teachers, CTE Department Chair, CTE Counselor, Director of Instruction
	Formative		

	Nov	Feb	May
	30%	50%	

Strategy 7 Details	Formative Reviews		

Strategy 7: Graduation Rate: Our Senior Watch list will help us to monitor seniors who are at risk of not graduating due to grades, attendance, etc.
 	
    Strategy's Expected Result/Impact: Increase our graduation rate across all sub pops by at least .1%
 	
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, DI, Counselors
	Formative		

	Nov	Feb	May
	35%	55%	

Strategy 8 Details	Formative Reviews		

Strategy 8: 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.
 	
    Strategy's Expected Result/Impact: The dropout out rate will remain at or below 1.5%
 	
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, DI, Counselors
	Formative		

	Nov	Feb	May
	30%	45%	

Strategy 9 Details	Formative Reviews

	Formative		

Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.
 	
        Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
        Staff Responsible for Monitoring: Team Leaders, Department Chair, Campus Instructional Coaches, Director of Instruction
	Nov	**Feb**	**May**

	50%	70%	

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

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

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

   Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Staffing: Class Size Reduction Teacher in Algebra I will be hired to work with students to improve their academic performance.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal	40%	55%	
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Extended Learning Time (Closing the Gap): We will use Quizzizz to improve student learning.	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets on CIP data table. **Staff Responsible for Monitoring:** Campus Instructional Coaches, Department Chairs, Director of Instruction	Nov	Feb	May
	30%	60%	

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

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	50%	

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

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

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

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

Strategy 1 Details		Formative Reviews		

Strategy 1: 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.
    Strategy's Expected Result/Impact: Increased monitoring will result in a safer, healthier learning environment.
    Staff Responsible for Monitoring: All Staff
		Formative		

		Nov	**Feb**	**May**
		55%	70%	
Strategy 2 Details		**Formative Reviews**		

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

		Nov	**Feb**	**May**
		50%	70%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

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

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	30%	60%	

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

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

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

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use Bringing out the Best (BOTB) to reinforce appropriate behavior and will advertise Tipline as a method for reporting unsafe actions.
    Strategy's Expected Result/Impact: Violent incidents will be 0%
    Staff Responsible for Monitoring: Assistant Principals, Associate Principal
	Formative		

	Nov	**Feb**	**May**
	40%	60%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will utilize restorative practices in conjunction with Code of Conduct when making discipline decisions.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Assistant Principals, Associate Principal
	Formative		

	Nov	**Feb**	**May**
	40%	65%	

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by .5%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will continue to use a variety of incentives to acknowledge teachers and paraprofessionals with perfect attendance each marking period.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Director of Instruction, Principal		50%	60%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: We will provide on campus staff development in a variety of areas including: Technology (Schoology), supporting English Language Learners, Classroom Management etc.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We will see evidence of strategies presented in professional development during classroom instruction. **Staff Responsible for Monitoring:** Director of Instruction, Campus Instructional Coaches	35%	65%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: In addition to communicating via our social media accounts , we will use "Ranch Reminders" to keep families informed.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. **Staff Responsible for Monitoring:** Lead Counselor, Director of Instruction, Assistant Principals, Associate Principal, Principal	50%	65%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

2023-2024 CPOC

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

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	Tested 2023 #	2023: Approaches #	2023: Approaches %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets #	2023: Meets %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters #	2023: Masters %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
HS	Cypress Ranch	Algebra I	HS 1	All	409	363	89%	91%	2%	190	46%	48%	2%	69	17%	30%	13%
HS	Cypress Ranch	Algebra I	HS 1	Hispanic	143	124	87%	89%	2%	63	44%	46%	2%	23	16%	30%	14%
HS	Cypress Ranch	Algebra I	HS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	Algebra I	HS 1	Asian	37	36	97%	99%	2%	24	65%	67%	2%	13	35%	37%	2%
HS	Cypress Ranch	Algebra I	HS 1	African Am.	106	91	86%	88%	2%	38	36%	40%	4%	12	11%	30%	19%
HS	Cypress Ranch	Algebra I	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	Algebra I	HS 1	White	99	91	92%	94%	2%	55	56%	58%	2%	16	16%	30%	14%
HS	Cypress Ranch	Algebra I	HS 1	Two or More	21	18	86%	88%	2%	9	43%	45%	2%	*	*	*	*
HS	Cypress Ranch	Algebra I	HS 1	Eco. Dis.	166	146	88%	90%	2%	66	40%	42%	2%	21	13%	30%	17%
HS	Cypress Ranch	Algebra I	HS 1	Emergent Bilingual	35	31	89%	91%	2%	19	54%	56%	2%	9	26%	30%	4%
HS	Cypress Ranch	Algebra I	HS 1	At-Risk	245	207	84%	86%	2%	84	34%	40%	6%	26	11%	30%	19%
HS	Cypress Ranch	Algebra I	HS 1	SPED	48	38	79%	81%	2%	12	25%	40%	15%	*	*	*	*
HS	Cypress Ranch	Biology	HS 1	All	947	934	99%	100%	1%	796	84%	86%	2%	399	42%	44%	2%
HS	Cypress Ranch	Biology	HS 1	Hispanic	271	268	99%	100%	1%	213	79%	81%	2%	88	32%	34%	2%
HS	Cypress Ranch	Biology	HS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	Biology	HS 1	Asian	168	167	99%	100%	1%	157	93%	95%	2%	113	67%	69%	2%
HS	Cypress Ranch	Biology	HS 1	African Am.	189	184	97%	99%	2%	146	77%	79%	2%	41	22%	30%	8%
HS	Cypress Ranch	Biology	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	Biology	HS 1	White	276	273	99%	100%	1%	244	88%	90%	2%	141	51%	53%	2%
HS	Cypress Ranch	Biology	HS 1	Two or More	40	39	98%	100%	2%	34	85%	87%	2%	15	38%	40%	2%
HS	Cypress Ranch	Biology	HS 1	Eco. Dis.	283	276	98%	100%	2%	207	73%	75%	2%	71	25%	30%	5%
HS	Cypress Ranch	Biology	HS 1	Emergent Bilingual	49	47	96%	98%	2%	22	45%	47%	2%	5	10%	30%	20%
HS	Cypress Ranch	Biology	HS 1	At-Risk	356	345	97%	99%	2%	231	65%	67%	2%	61	17%	30%	13%
HS	Cypress Ranch	Biology	HS 1	SPED	47	42	89%	91%	2%	18	38%	40%	2%	5	11%	30%	19%
HS	Cypress Ranch	English I	HS 1	All	965	881	91%	93%	2%	815	84%	86%	2%	340	35%	37%	2%
HS	Cypress Ranch	English I	HS 1	Hispanic	281	246	88%	90%	2%	213	76%	78%	2%	78	28%	30%	2%
HS	Cypress Ranch	English I	HS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	English I	HS 1	Asian	175	166	95%	97%	2%	161	92%	94%	2%	91	52%	54%	2%
HS	Cypress Ranch	English I	HS 1	African Am.	189	166	88%	90%	2%	151	80%	82%	2%	43	23%	30%	7%
HS	Cypress Ranch	English I	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	English I	HS 1	White	276	262	95%	97%	2%	252	91%	93%	2%	115	42%	44%	2%
HS	Cypress Ranch	English I	HS 1	Two or More	41	38	93%	95%	2%	36	88%	90%	2%	13	32%	34%	2%
HS	Cypress Ranch	English I	HS 1	Eco. Dis.	289	247	85%	87%	2%	209	72%	74%	2%	62	21%	30%	9%
HS	Cypress Ranch	English I	HS 1	Emergent Bilingual	62	37	60%	80%	20%	27	44%	46%	2%	*	*	*	*
HS	Cypress Ranch	English I	HS 1	At-Risk	380	305	80%	82%	2%	246	65%	67%	2%	37	10%	30%	20%
HS	Cypress Ranch	English I	HS 1	SPED	51	29	57%	80%	23%	17	33%	40%	7%	*	*	*	*
HS	Cypress Ranch	English II	HS 1	All	900	849	94%	96%	2%	762	85%	87%	2%	215	24%	30%	6%
HS	Cypress Ranch	English II	HS 1	Hispanic	227	207	91%	93%	2%	175	77%	79%	2%	29	13%	30%	17%
HS	Cypress Ranch	English II	HS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	English II	HS 1	Asian	192	183	95%	97%	2%	172	90%	92%	2%	71	37%	39%	2%
HS	Cypress Ranch	English II	HS 1	African Am.	154	139	90%	92%	2%	119	77%	79%	2%	23	15%	30%	15%
HS	Cypress Ranch	English II	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	English II	HS 1	White	285	279	98%	100%	2%	259	91%	93%	2%	80	28%	30%	2%
HS	Cypress Ranch	English II	HS 1	Two or More	36	35	97%	99%	2%	33	92%	94%	2%	11	31%	33%	2%
HS	Cypress Ranch	English II	HS 1	Eco. Dis.	241	211	88%	90%	2%	170	71%	73%	2%	32	13%	30%	17%
HS	Cypress Ranch	English II	HS 1	Emergent Bilingual	50	27	54%	80%	26%	10	20%	40%	20%	*	*	*	*
HS	Cypress Ranch	English II	HS 1	At-Risk	275	226	82%	84%	2%	157	57%	59%	2%	16	6%	30%	24%

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	Tested 2023	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
					#	#	%	%	%	#	%	%	%	#	%	%	%
HS	Cypress Ranch	English II	HS 1	SPED	51	38	75%	80%	5%	23	45%	47%	2%	*	*	*	*
HS	Cypress Ranch	US History	HS 1	All	821	813	99%	100%	1%	744	91%	93%	2%	522	64%	66%	2%
HS	Cypress Ranch	US History	HS 1	Hispanic	223	221	99%	100%	1%	201	90%	92%	2%	128	57%	59%	2%
HS	Cypress Ranch	US History	HS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	US History	HS 1	Asian	155	153	99%	100%	1%	145	94%	96%	2%	131	85%	87%	2%
HS	Cypress Ranch	US History	HS 1	African Am.	148	147	99%	100%	1%	122	82%	84%	2%	54	36%	38%	2%
HS	Cypress Ranch	US History	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Ranch	US History	HS 1	White	252	249	99%	100%	1%	235	93%	95%	2%	177	70%	72%	2%
HS	Cypress Ranch	US History	HS 1	Two or More	39	39	100%	100%	0%	37	95%	97%	2%	30	77%	79%	2%
HS	Cypress Ranch	US History	HS 1	Eco. Dis.	219	215	98%	100%	2%	179	82%	84%	2%	113	52%	54%	2%
HS	Cypress Ranch	US History	HS 1	Emergent Bilingual	35	32	91%	93%	2%	19	54%	56%	2%	8	23%	30%	7%
HS	Cypress Ranch	US History	HS 1	At-Risk	221	215	97%	99%	2%	158	71%	73%	2%	72	33%	35%	2%
HS	Cypress Ranch	US History	HS 1	SPED	53	50	94%	96%	2%	33	62%	64%	2%	16	30%	32%	2%