

Cypress-Fairbanks Independent School District

Cy-Fair High School

2022-2023

Accountability Rating: B



Mission Statement

To create and to promote a safe, caring, loving environment
where every student is known, valued and respected.

It is our charge to reach every Bobcat and to challenge all students to their next level.

BFND.

Bobcat Fight Never Dies.



Vision



Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following student populations met or exceeded our campus targets for improvement in the Meets and Masters categories for state testing:

Algebra I EOC-

- Meets Grade Level Standard: African American & Economically Disadvantaged
- Masters Grade Level Standard: All, African American, Hispanic, White, & Economically Disadvantaged

English I EOC-

- Masters Grade Level Standard: Special Education

Biology I EOC-

- Meets Grade Level Standard: African American & Economically Disadvantaged
- Masters Grade Level Standard: Hispanic, White, Economically Disadvantaged, Special Education, & Emergent Bilingual

English II EOC-

- Meets Grade Level Standard: Special Education & Emergent Bilingual
- Masters Grade Level Standard: Special Education

US History EOC-

- Meets Grade Level Standard: African American & Emergent Bilingual
- Masters Grade Level Standard: African American

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: Most student groups did not move to the Meets or Masters performance level. **Root Cause:** English Language Arts: Students in Honors sections of English did not maintain Masters level performance or did not move from Meets to Masters level performance. Insufficient focus on individual improvement of writing skills.

Problem Statement 2: Social Studies: Most student groups did not move to the Meets or Masters performance level. **Root Cause:** Social Studies: Students in Honors sections of

US History did not maintain Masters level performance or did not move from Meets to Masters level performance. Need an increase of data reflection and collaboration in team planning for US History.

Problem Statement 3: Science: The number of students passing the Biology EOC at the Approaches performance level is below targeted goals by 4% across all student groups.

Root Cause: Science: Students are under performing in academic level Biology courses due to a lack of engagement. Need an increase of data reflection and collaboration in team planning for Biology.

Problem Statement 4: Math: Most student groups did not move to the Meets or Masters performance level. **Root Cause:** Math: During the 21-22 school year, Algebra focused on getting students to minimum performance standards and course completion. Need an increase of data reflection and focus on student engagement in team planning for Algebra.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The number of Economically Disadvantaged students in Advanced Placement/Dual Credit courses does not reflect the demographic data of our campus. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Efforts need to be made to communicate the benefits of enrolling and completing AP/DC level courses for postsecondary readiness. Campus Administration needs to work proactively to build community with families of Economically Disadvantaged student group.

Problem Statement 6: CTE Approved Industry Certifications: The number of industry certifications earned by Economically Disadvantaged students is disproportionate to the number of students in that subset. **Root Cause:** CTE Approved Industry Certifications: Focus on certifications offered to students with no fee. Work with Counseling Team to have students apply for financial aide for certification tests. Track program and certification completion progress.

Problem Statement 7: Graduation Rate: Graduation rates for Hispanic and Special Education populations is an average of 2% lower than other student groups. **Root Cause:** Graduation Rate: Create completion plans that focus on minimum graduation requirements for students struggling to stay enrolled through senior year. Campus Administration needs to work proactively to build community with families of struggling student groups.

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 Summary

School Culture and Climate Strengths

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

- Cy-Fair High School is celebrating it's 80th anniversary!
- Bobcat faculty, students, and community are celebrating 50 years of BFND!
- Staff were trained on the Pete Hall Reflective Cycle practice.
- Additional communication methods were added to partner with parents/guardians for student success.
- Teacher/student mentor program was reinstated.
- Student athletic and performing arts programs were successful and well attended, despite pandemic concerns.

Bobcat Fight Never Dies

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: During 21-22 school year, student attendance and accountability were low. **Root Cause:** School Culture and Climate: This school year Cy-Fair High School is focused on: Safety, Attendance, Academics, and Attitude.

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:

1. Cy-Fair High School continues to have a high staff retention rate. Staff members that leave do so due to promotion or other life events. The staff members at Cy-Fair High School have a wealth of experience.
2. The staff is fully invested in the students, the culture, and the success of Cy-Fair High School.
3. Cy-Fair High School is fully-staffed with highly-qualified teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher and Paraprofessional absences disrupt first-time instruction in the classroom. **Root Cause:** Teacher/Paraprofessional Attendance: Need to protect instructional time in the classroom by limiting the number of teacher and paraprofessional absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

Community engagement is the strength of our campus. As the original high school of the district, we are fortunate to have a rich tradition of very supportive community members, parents, and business partners.

The community supports Cy-Fair High School in the following areas:

- CPOC
- GT Liaison
- VIPS
- Booster Clubs for Athletic, CTE, and Fine Art Organizations
- Extracurricular Attendance
- Athletic Event Attendance

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: VIPS participation has declined. **Root Cause:** Parent and Community Engagement: We need to increase visibility, accessibility, and communication of our VIPS program.










Goals





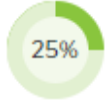









Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

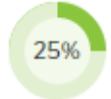






Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: Teachers will conduct writing conferences with students after each essay writing assignment. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Improve purposeful planning in all Math classes to increase the rigor and engagement in all levels of classes. All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Improve purposeful planning in all Science classes to increase the rigor and engagement in all levels of classes. All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Improve purposeful planning in all Social Studies classes to increase the rigor and engagement in all levels of classes.</p> <p>All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Create a monitoring system for student performance in advanced level classes including course passing rates, unit tests, and DPM data. Use Campus Instructional Coaches to support targeted areas based on this data, in an effort to keep more students in advanced courses throughout the school year.</p> <p>Strategy's Expected Result/Impact: The number of economically disadvantaged students earning credit in advanced courses/dual credit courses will increase by 5%.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CTE Approved Industry Certifications: Create a monitoring system for teacher progress on industry certifications in CTE classes throughout the school year with built-in progress checks for teachers to insure that daily instruction is supporting students as they work towards the goal of earning an industry certification.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 5%.</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Graduation Rate: Create a system where Academic Achievement Specialists monitor student attendance trends. The AAS will meet monthly with APs and Counselors to identify students with chronic absenteeism to develop a plan for student success and prevent potential dropouts.</p> <p>Strategy's Expected Result/Impact: All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10%</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: Teacher/ Student Mentor Program, Community Mentor Program, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support, and Student Scholarships for CFISD Summer School for at-risk students</p> <p>Strategy's Expected Result/Impact: The dropout rate will decrease to 1.5% or lower.</p>	Formative		
	Nov	Feb	May
			














Strategy 9 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: ESSER III: Throughout the 2022-23 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: By May 2023, 100% of students who participate in our after-school tutoring program will pass the corresponding End-of-Course test(s). Staff Responsible for Monitoring: Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class size reduction teacher (English) Strategy's Expected Result/Impact: For the 2022-23 school year, overall class sizes in English I classes will be lowered by 10% Staff Responsible for Monitoring: Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Improve the delivery of instruction and/or address student needs Strategy's Expected Result/Impact: Teachers will use ClassKick and Gimkit to improve engagement and close learning gaps. Staff Responsible for Monitoring: Director of Instruction	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Delta Math purchase for all math courses Strategy's Expected Result/Impact: Provide individual and real-time feedback to math students. Intended to improve Algebra EOC scores.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: At-Risk Tutoring Strategy's Expected Result/Impact: Close learning gaps created by COVID-19 for at-risk students	Formative		
	Nov	Feb	May
			
 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








Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Safety: Daily exterior door checks, controlled access points, increased visibility of teachers and administrators, and utilization of Cy-Fair Tip-Line.</p> <p>Strategy's Expected Result/Impact: Cy-Fair will be a safe and secure learning environment for students and staff.</p>	Formative		
	Nov	Feb	May
			
 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 96% or higher.

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Working with the Attendance Officer, Registrar Team, and Achievement Team, Cy-Fair students will be encouraged to attend school.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			








Goal 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 decrease by 5% when compared to 2021-2022 Discipline Data.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Implementation of PBIS strategies, Behavior Continuum training for staff, Bringing Out the Best Program, and peer mediation.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease by 1.5% each Marking Period.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Utilizing PBIS and restorative discipline practices and our focus on Attendance, Academics, and Attitude.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10% when compared to 2021-2022 Discipline Data.</p> <p>Staff Responsible for Monitoring: Associate Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Assistant Principals will consider mitigating factors when suspendable offenses occur. Suspension will be used as a last resort.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 15% compared to 2021-2022 Discipline Data.</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Through relationship strategies, implementation of PBIS, Drug Prevention Program RISE, student mentoring, and mental health support. Cy-Fair High School will decrease the number of African American students assigned to a DAEP.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 20% compared to 2021-2022 Discipline Data.</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Utilizing Safety resources and CFPD Strategy's Expected Result/Impact: Violent incidents will continue to be 0%	Formative		
	Nov	Feb	May
			
 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 improve by 5% when compared to 21-22 School Year attendance rate.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The Cy-Fair Administration will meet the needs of teachers in order to decrease absenteeism.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will improve by 5% when compared to 21-22 School Year attendance rate.</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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Cy-Fair Admin team will provide/host relevant professional development opportunities for teachers and paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Teachers will attend the required number of professional development hours.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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: Communication with VIPS Partners
Parent Sign-Ins for meetings & campus events

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Utilizing various forms of communication and sending communication in both English and Spanish (and offering additional languages when able).</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	add name	Principal
Classroom Teacher	add name	Teacher #1
Classroom Teacher	add name	Teacher #2
Classroom Teacher	add name	Teacher #3
Classroom Teacher	add name	Teacher #4
Classroom Teacher	add name	Teacher #5
Classroom Teacher	add name	Teacher #6
Classroom Teacher	add name	Teacher #7
Classroom Teacher	add name	Teacher #8
Non-classroom Professional	add name	Other School Leader #1
Non-classroom Professional	add name	Other School Leader #2
Non-classroom Professional	add name	Other School Leader #3
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	add name	Administrator (LEA) #1
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	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	Cy-Fair	White	291	270	93%	94%	96%	242	83%	88%	85%	40	14%	17%	18%
English II	Cy-Fair	Two or More	36	33	92%	93%	97%	30	83%	88%	83%	10	28%	31%	22%
English II	Cy-Fair	Eco. Dis.	379	291	77%	80%	82%	222	59%	64%	58%	21	6%	9%	8%
English II	Cy-Fair	Emergent Bilingual	68	35	51%	54%	43%	14	21%	26%	20%	0	0%	3%	*
English II	Cy-Fair	At-Risk	323	211	65%	68%	75%	134	41%	46%	45%	7	2%	5%	2%
English II	Cy-Fair	SPED	66	34	52%	55%	59%	17	26%	31%	35%	2	3%	6%	*
US History	Cy-Fair	All	779	744	96%	97%	99%	667	86%	90%	87%	501	64%	67%	60%
US History	Cy-Fair	Hispanic	289	266	92%	93%	99%	228	79%	84%	83%	160	55%	58%	52%
US History	Cy-Fair	Am. Indian	6	6	100%	100%	*	5	83%	87%	*	3	50%	53%	*
US History	Cy-Fair	Asian	72	72	100%	100%	100%	70	97%	98%	94%	60	83%	86%	71%
US History	Cy-Fair	African Am.	101	95	94%	95%	96%	80	79%	84%	76%	53	52%	55%	40%
US History	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cy-Fair	White	289	283	98%	99%	99%	265	92%	93%	93%	210	73%	76%	74%
US History	Cy-Fair	Two or More	21	21	100%	100%	100%	19	90%	91%	100%	15	71%	74%	67%
US History	Cy-Fair	Eco. Dis.	303	280	92%	93%	98%	232	77%	82%	78%	160	53%	56%	48%
US History	Cy-Fair	Emergent Bilingual	46	33	72%	75%	100%	21	46%	51%	47%	7	15%	18%	18%
US History	Cy-Fair	At-Risk	266	232	87%	90%	97%	172	65%	70%	69%	104	39%	42%	27%
US History	Cy-Fair	SPED	46	31	67%	70%	92%	13	28%	33%	51%	5	11%	14%	30%

Cy-Fair

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 80% to 88% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
80%	82%	84%	86%	88%

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%	73%	88%		89%			73%	66%		46%	83%	58%
2021-22	2022-23	67%	75%	90%	NA	91%	NA	NA	75%	68%	NA	48%	85%	60%
2022-23	2023-24	69%	77%	92%	NA	93%	NA	NA	77%	70%	NA	50%	87%	62%
2023-24	2024-25	71%	79%	94%	NA	95%	NA	NA	79%	72%	NA	52%	89%	64%
2024-25	2025-26	73%	81%	96%	NA	97%	NA	NA	81%	74%	NA	54%	91%	66%

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.