# Cypress-Fairbanks Independent School District

# Cy-Fair High School

# 2023-2024

**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

EVERY

# Table of Contents

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

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

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

**English I EOC-**

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

**Algebra I EOC-**

- Meets Grade Level Standard: Special Education

**Biology I EOC-**

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

**English II EOC-**

- Meets Grade Level Standard: Special Education, At-Risk, & Emergent Bilingual
- Masters Grade Level Standard: African American, Hispanic, & Emergent Bilingual  Special Education

**US History EOC-**

- Meets Grade Level Standard: All, Hispanic, Economically Disadvantaged, & At Risk
- Masters Grade Level Standard: Emergent Bilingual, & Special Education

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** 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 2:** 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 3:** 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 4:** 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 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 aid 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 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 Summary**

**School Culture and Climate Strengths**

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

# 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.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance:   **Root Cause:** Teacher/Paraprofessional Attendance:

# Parent and Community Engagement

**Parent and Community Engagement Strengths**

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

# 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:Teachers will conduct writing conferences with students after each essay writing assignment. | Formative | | |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** CIC, DI, AAS | Nov | Feb | May |
| | 40% | 55% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Math: Improve purposeful planning in all Math classes to increase the rigor and engagement in all levels of classes. | Formative | | |
| All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** CIC, DI, AAS | 40% | 50% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Science: Improve purposeful planning in all Science classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating more vocabulary review/activities. | Formative | | |
| | Nov | Feb | May |
| All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Purposeful focus on academic vocabulary. Utilizing Classkick, Gimkit, and manipulatives.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** CIC, DI, AAS | 40% | 50% | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Social Studies: Improve purposeful planning in all Social Studies classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating more vocabulary review/activities.<br><br>All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement.<br><br> Continuing to increase critical thinking into the every day activities. Increasing tests and quizzes stimuli to prepare them for the EOC - reducing number of questions, but increasing rigor. Use bridge time to help.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** CIC, DI, AAS | Formative | | |
| | Nov | Feb | May |
| | 40% | 50% | |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Use Bobcats Helping Bobcats funds to offset costs for Eco Dis Students taking AP exams. Promote the Lonestar program that provides scholarships to students for free Dual Credit courses.<br>**Strategy's Expected Result/Impact:** Increase Eco Dis student enrollment in Dual Credit and Advanced Placement Courses.<br>**Staff Responsible for Monitoring:** CCMS, DI, Lead Counselor | Formative | | |
| | Nov | Feb | May |
| | 35% | 50% | |

| Strategy 6 Details | Formative Reviews | | |
|---|---|---|---|
| **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.<br>**Strategy's Expected Result/Impact:** The number of students earning an industry certification will increase by 5%.<br>**Staff Responsible for Monitoring:** CIC, District Coach, DI | Formative | | |
| | Nov | Feb | May |
| | 55% | 70% | |

| Strategy 7 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 7:** Graduation Rate: 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. Our campus Senior Success Specialist will work with this targeted group of seniors to assist them in meeting necessary deadlines/milestones to graduate.<br>**Strategy's Expected Result/Impact:** All: 90% or higher or increase of .10%<br>African American:  90% or higher or increase of .10%<br>Hispanic: 90% or higher or increase of .10%<br>White:  90% or higher or increase of .10%<br>Economically Disadvantaged: 90% or higher or increase of .10%<br>**Staff Responsible for Monitoring:** AASs, SSS, DI, Counselors | Formative | | |
| | Nov | Feb | May |
| | 50% | 70% | |

| Strategy 8 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 8:** Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: 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 | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** The dropout rate will decrease to 1.5% or lower.<br>**Staff Responsible for Monitoring:** Associate Principal, DI, Lead Counselor | 60% | 80% | |

| Strategy 9 Details | Formative Reviews | | |
|---|---|---|---|
| **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. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** DI, DCs, TLs | 50% | 65% | |

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:** Before/After School Program: Cy-Fair HS Blitz - Prepare students for EOCs. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Meet or exceed goals as outlined on the CIP data tables. | **Nov** | **Feb** | **May** |
|     **Staff Responsible for Monitoring:** Principal, DI, AASs | 30% | 35% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Extended Instructional Time (Closing the Gaps): Supplies will be purchased to address student learning loss as a result of COVID-19. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Meet or exceed goals as outlined on the CIP data tables. | **Nov** | **Feb** | **May** |
|     **Staff Responsible for Monitoring:** Principal | 60% | 85% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Professional Staffing: Core Content Area Interventionist in Reading and Math will be hired to work with students to improve their academic performance. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Meet or exceed goals as outlined on the CIP data tables. | **Nov** | **Feb** | **May** |
|     **Staff Responsible for Monitoring:** Principal | 60% | 60% | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Professional Development: Staff will read the Ruby Payne book called, Emotional Poverty and do a book study. Ruby Payne will present a six hour presentation on Emotional Poverty. The cost of the presentation will be halved with Cy-Fair High School. The campus will use this training to address the social and emotional needs of students throughout the year. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
|     **Strategy's Expected Result/Impact:** We will decrease the number of days students spend in DMC, DAH and DAEP by giving students and staff alternative ways to handle emotional situations and ways of processing through it. We want to decrease the number of days in DMC, SAH and DAEP by 10%.<br>    **Staff Responsible for Monitoring:** Principal | 50% | 60% | |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Emergent Bilingual Student Support: Purchase of Summit K12 to aid EB students to support their learning of the English Language. | Formative | | |
| **Strategy's Expected Result/Impact:** EB students will be successful in their courses and on their EOC exams. **Staff Responsible for Monitoring:** Principal | **Nov** | **Feb** | **May** |
| | 50% | 75% | |

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 | 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 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:** Conduct Emergency Safety Drills:  Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. | Formative | | |
|     **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled | Nov | Feb | May |
| deadlines.<br>    **Staff Responsible for Monitoring:** Principal | 50% | 100% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Campus Safety: Daily exterior door checks, controlled access points, increased visibility of teachers and administrators, and utilization of Cy-Fair Tip-Line. | Formative | | |
|     **Strategy's Expected Result/Impact:** Cy-Fair will be a safe and secure learning environment for students and staff. | Nov | Feb | May |
|     **Staff Responsible for Monitoring:** Principal | 50% | 75% | |

| 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<br>**Staff Responsible for Monitoring:** Principal | **Nov** | **Feb** | **May** |
| | 70% | 80% | |

| 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<br>**Staff Responsible for Monitoring:** Principal | **Nov** | **Feb** | **May** |
| | 50% | 80% | |

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 utilize Safety resources and CFPD. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
|     **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>    **Staff Responsible for Monitoring:** Principal | 50% | 70% | |

| 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.  Implementation of PBIS strategies, Behavior Continuum training for staff, Bringing Out the Best Program, and peer mediation. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
|     **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>    **Staff Responsible for Monitoring:** Principal | 40% | 70% | |

| | | | |
|---|---|---|---|
| 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 improve by 3% when compared to the previous school year attendance rate.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teacher/Paraprofessional Attendance:  The Cy-Fair Administration will meet the needs of teachers in order to decrease absenteeism. We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP,  recognition, and celebration of excellence through Bobcat Brag, Most Valuable Bobcat, frequent classroom visits with feedback, and a strong campus effort to unite staff members through our Bobcat Cup (campus culture building year long event), which offers monthly staff social events.<br><br>    **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will improve by 3% when compared to the previous school year attendance rate.<br>    **Staff Responsible for Monitoring:** Principal | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 60% | 75% | |

| | | | |
|---|---|---|---|
| 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: Cy-Fair Admin team will provide/host relevant professional development opportunities for teachers and paraprofessionals. The following training opportunities will be provided: Coaching Cycles with a Campus Instructional Coaches, introductory training for campus look-for strategies in August, training on working with students in Emotional Poverty from Dr. Ruby Payne, Tag-A-Teacher Peer Learning opportunities, SIBME reflection opportunities, and continued training on the offered technology: Classkick, Gimkit, Delta Math, Schoology, and Performance Matters. Cy-Fair Admin have also created a Professional Library, on campus, that provides teachers with opportunities for independent book study, team book studies, and varying classroom activities for checkout. <br><br>**Strategy's Expected Result/Impact:** Teachers will feel confident in their ability to implement the 23-24 Classroom Look-Fors. Teachers will feel supported with their access to relevant and meaningful professional development. <br><br>**Staff Responsible for Monitoring:** Principal | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 60% | 75% | |

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 5%.

**Evaluation Data Sources:** Communication with VIPS Partners
Parent Sign-Ins for meetings & campus events
S'more Data- Bobcat Blast Engagement Data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **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). We will communicate with our parents using Schoolmessenger sending texts, email, and calls. We will increase communication by additionally using S'more to send monthly newsletters to parents and community.<br><br>    **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 3%.<br>    **Staff Responsible for Monitoring:** School Administration, VIPS | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 60% | 70% | |
| 0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue | | | |

# 2023-2024 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Other School Leader (Nonteaching Professional) #4 | Other School Leader (Nonteaching Professional) #4 | Other School Leader (Nonteaching Professional) #4 |
| Other School Leader (Nonteaching Professional) #3 | Other School Leader (Nonteaching Professional) #3 | Other School Leader (Nonteaching Professional) #3 |
| Business Representative #2 | Business Representative #2 | Business Representative #2 |
| Business Representative #1 | Business Representative #1 | Business Representative #1 |
| Community Member #2 | Community Member #2 | Community Member #2 |
| Community Member #1 | Community Member #1 | Community Member #1 |
| Parent #2 | Parent #2 | Parent #2 |
| Parent #1 | Parent #1 | Parent #1 |
| Administrator (LEA) #1 | Administrator (LEA) #1 | Administrator (LEA) #1 |
| Other School Leader (Nonteaching Professional) #2 | Other School Leader (Nonteaching Professional) #2 | Other School Leader (Nonteaching Professional) #2 |
| Other School Leader (Nonteaching Professional) #1 | Other School Leader (Nonteaching Professional) #1 | Other School Leader (Nonteaching Professional) #1 |
| Teacher #8 | Teacher #8 | Teacher #8 |
| Teacher #7 | Teacher #7 | Teacher #7 |
| Teacher #6 | Teacher #6 | Teacher #6 |
| Teacher #5 | Teacher #5 | Teacher #5 |
| Teacher #4 | Teacher #4 | Teacher #4 |
| Teacher #3 | Teacher #3 | Teacher #3 |
| Teacher #2 | Teacher #2 | Teacher #2 |
| Teacher #1 | Teacher #1 | Teacher #1 |
| Principal | Ana Martin | Principal |

# Addendums

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

| Content | Campus | 2024 Cluster | Student Group | Tested 2023 | 2023: Approaches Grade Level | | 2024 Approaches Incremental Growth Target | 2024: Approaches Grade Level | 2023: Meets Grade Level | | 2024 Meets Incremental Growth Target | 2024: Meets Grade Level | 2023: Masters Grade Level | | 2024 Masters Incremental Growth Target | 2024: Masters Grade Level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | # | % | % | % | # | % | % | % | # | % | % | % |
| Algebra I | Cy-Fair | HS 2 | All | 504 | 410 | 81% | 90% | 79% | 177 | 35% | 50% | 39% | 58 | 12% | 25% | 15% |
| Algebra I | Cy-Fair | HS 2 | Hispanic | 227 | 181 | 80% | 85% | 75% | 76 | 33% | 35% | 32% | 25 | 11% | 15% | 11% |
| Algebra I | Cy-Fair | HS 2 | Am. Indian | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Algebra I | Cy-Fair | HS 2 | Asian | 13 | 13 | 100% | 100% | 100% | 10 | 77% | 80% | 78% | * | * | * | * |
| Algebra I | Cy-Fair | HS 2 | African Am. | 128 | 94 | 73% | 80% | 81% | 34 | 27% | 30% | 33% | 11 | 9% | 10% | 13% |
| Algebra I | Cy-Fair | HS 2 | Pac. Islander | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Algebra I | Cy-Fair | HS 2 | White | 119 | 105 | 88% | 90% | 89% | 49 | 41% | 50% | 59% | 16 | 13% | 15% | 28% |
| Algebra I | Cy-Fair | HS 2 | Two or More | 12 | 12 | 100% | 100% | 69% | * | * | 30% | 44% | * | * | * | * |
| Algebra I | Cy-Fair | HS 2 | Eco. Dis. | 299 | 238 | 80% | 85% | 77% | 96 | 32% | 35% | 34% | 28 | 9% | 10% | 11% |
| Algebra I | Cy-Fair | HS 2 | Emergent Bilingual | 67 | 47 | 70% | 75% | 71% | 13 | 19% | 25% | 28% | * | * | * | 11% |
| Algebra I | Cy-Fair | HS 2 | At-Risk | 341 | 258 | 76% | 80% | 73% | 78 | 23% | 25% | 29% | 17 | 5% | 8% | 10% |
| Algebra I | Cy-Fair | HS 2 | SPED | 72 | 52 | 72% | 80% | 62% | 17 | 24% | 25% | 19% | * | * | * | 7% |
| Biology | Cy-Fair | HS 2 | All | 866 | 830 | 96% | 98% | 95% | 636 | 73% | 78% | 73% | 295 | 34% | 38% | 35% |
| Biology | Cy-Fair | HS 2 | Hispanic | 342 | 326 | 95% | 96% | 94% | 228 | 67% | 70% | 63% | 86 | 25% | 25% | 21% |
| Biology | Cy-Fair | HS 2 | Am. Indian | 7 | 7 | 100% | 100% | * | 7 | 100% | 100% | * | * | * | * | * |
| Biology | Cy-Fair | HS 2 | Asian | 67 | 67 | 100% | 100% | 100% | 62 | 93% | 95% | 95% | 39 | 58% | 60% | 71% |
| Biology | Cy-Fair | HS 2 | African Am. | 149 | 132 | 89% | 92% | 90% | 76 | 51% | 56% | 54% | 23 | 15% | 20% | 13% |
| Biology | Cy-Fair | HS 2 | Pac. Islander | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Biology | Cy-Fair | HS 2 | White | 277 | 274 | 99% | 99% | 99% | 245 | 88% | 90% | 89% | 136 | 49% | 50% | 52% |
| Biology | Cy-Fair | HS 2 | Two or More | 23 | 23 | 100% | 100% | 95% | 17 | 74% | 75% | 76% | 8 | 35% | 37% | 47% |
| Biology | Cy-Fair | HS 2 | Eco. Dis. | 404 | 381 | 94% | 95% | 93% | 246 | 61% | 62% | 60% | 98 | 24% | 27% | 19% |
| Biology | Cy-Fair | HS 2 | Emergent Bilingual | 73 | 64 | 88% | 90% | 84% | 25 | 34% | 35% | 39% | * | * | * | 9% |
| Biology | Cy-Fair | HS 2 | At-Risk | 391 | 359 | 92% | 93% | 92% | 191 | 49% | 50% | 55% | 47 | 12% | 13% | 18% |
| Biology | Cy-Fair | HS 2 | SPED | 75 | 59 | 79% | 80% | 84% | 22 | 29% | 30% | 25% | 5 | 7% | 8% | * |
| English I | Cy-Fair | HS 2 | All | 925 | 781 | 84% | 90% | 81% | 650 | 70% | 80% | 71% | 189 | 20% | 25% | 28% |
| English I | Cy-Fair | HS 2 | Hispanic | 370 | 298 | 81% | 85% | 74% | 238 | 64% | 65% | 60% | 46 | 12% | 15% | 19% |
| English I | Cy-Fair | HS 2 | Am. Indian | 7 | 7 | 100% | 100% | * | 6 | 86% | 87% | * | * | * | * | * |
| English I | Cy-Fair | HS 2 | Asian | 66 | 62 | 94% | 95% | 94% | 59 | 89% | 90% | 94% | 35 | 53% | 55% | 56% |
| English I | Cy-Fair | HS 2 | African Am. | 172 | 118 | 69% | 70% | 71% | 82 | 48% | 50% | 55% | 9 | 5% | 7% | 8% |
| English I | Cy-Fair | HS 2 | Pac. Islander | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| English I | Cy-Fair | HS 2 | White | 284 | 273 | 96% | 87% | 92% | 244 | 86% | 90% | 88% | 88 | 31% | 35% | 43% |
| English I | Cy-Fair | HS 2 | Two or More | 25 | 22 | 88% | 90% | 87% | 20 | 80% | 82% | 72% | 9 | 36% | 37% | 44% |
| English I | Cy-Fair | HS 2 | Eco. Dis. | 453 | 347 | 77% | 78% | 73% | 260 | 57% | 60% | 58% | 50 | 11% | 12% | 16% |
| English I | Cy-Fair | HS 2 | Emergent Bilingual | 86 | 42 | 49% | 50% | 42% | 20 | 23% | 25% | 25% | * | * | * | 6% |
| English I | Cy-Fair | HS 2 | At-Risk | 452 | 322 | 71% | 75% | 65% | 211 | 47% | 50% | 52% | 21 | 5% | 7% | 13% |
| English I | Cy-Fair | HS 2 | SPED | 73 | 37 | 51% | 52% | 36% | 19 | 26% | 27% | 19% | * | * | * | * |
| English II | Cy-Fair | HS 2 | All | 867 | 758 | 87% | 90% | 87% | 614 | 71% | 80% | 75% | 126 | 15% | 20% | 13% |

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

| Content | Campus | 2024 Cluster | Student Group | Tested 2023 | 2023: Approaches Grade Level | | 2024 Approaches Incremental Growth Target | 2024: Approaches Grade Level | 2023: Meets Grade Level | | 2024 Meets Incremental Growth Target | 2024: Meets Grade Level | 2023: Masters Grade Level | | 2024 Masters Incremental Growth Target | 2024: Masters Grade Level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | # | % | % | % | # | % | % | % | # | % | % | % |
| English II | Cy-Fair | HS 2 | Hispanic | 338 | 278 | 82% | 85% | 82% | 218 | 64% | 67% | 70% | 40 | 12% | 15% | 9% |
| English II | Cy-Fair | HS 2 | Am. Indian | 2 | * | * | * | 100% | * | * | * | 100% | * | * | * | * |
| English II | Cy-Fair | HS 2 | Asian | 64 | 62 | 97% | 98% | 97% | 54 | 84% | 85% | 90% | 22 | 34% | 36% | 24% |
| English II | Cy-Fair | HS 2 | African Am. | 158 | 123 | 78% | 80% | 76% | 80 | 51% | 53% | 55% | 8 | 5% | 7% | 5% |
| English II | Cy-Fair | HS 2 | Pac. Islander | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| English II | Cy-Fair | HS 2 | White | 268 | 257 | 96% | 97% | 96% | 229 | 85% | 87% | 88% | 48 | 18% | 20% | 18% |
| English II | Cy-Fair | HS 2 | Two or More | 36 | 35 | 97% | 98% | 96% | 30 | 83% | 85% | 88% | 8 | 22% | 22% | 25% |
| English II | Cy-Fair | HS 2 | Eco. Dis. | 403 | 330 | 82% | 85% | 82% | 232 | 58% | 60% | 66% | 32 | 8% | 9% | 7% |
| English II | Cy-Fair | HS 2 | Emergent Bilingual | 61 | 26 | 43% | 45% | 53% | 12 | 20% | 22% | 35% | * | * | * | * |
| English II | Cy-Fair | HS 2 | At-Risk | 383 | 289 | 75% | 78% | 69% | 171 | 45% | 47% | 49% | 9 | 2% | 5% | 4% |
| English II | Cy-Fair | HS 2 | SPED | 63 | 37 | 59% | 62% | 63% | 22 | 35% | 37% | 32% | * | * | * | * |
| US History | Cy-Fair | HS 2 | All | 764 | 754 | 99% | 99% | 99% | 665 | 87% | 90% | 84% | 459 | 60% | 65% | 58% |
| US History | Cy-Fair | HS 2 | Hispanic | 258 | 255 | 99% | 99% | 98% | 213 | 83% | 85% | 81% | 133 | 52% | 55% | 56% |
| US History | Cy-Fair | HS 2 | Am. Indian | 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| US History | Cy-Fair | HS 2 | Asian | 85 | 85 | 100% | 100% | 100% | 80 | 94% | 95% | 97% | 60 | 71% | 75% | 82% |
| US History | Cy-Fair | HS 2 | African Am. | 120 | 115 | 96% | 99% | 99% | 91 | 76% | 80% | 66% | 48 | 40% | 50% | 30% |
| US History | Cy-Fair | HS 2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| US History | Cy-Fair | HS 2 | White | 272 | 270 | 99% | 99% | 99% | 252 | 93% | 95% | 93% | 200 | 74% | 75% | 68% |
| US History | Cy-Fair | HS 2 | Two or More | 27 | 27 | 100% | 100% | 97% | 27 | 100% | 100% | 92% | 18 | 67% | 70% | 62% |
| US History | Cy-Fair | HS 2 | Eco. Dis. | 332 | 325 | 98% | 99% | 98% | 260 | 78% | 80% | 75% | 161 | 48% | 50% | 47% |
| US History | Cy-Fair | HS 2 | Emergent Bilingual | 45 | 45 | 100% | 100% | 91% | 21 | 47% | 50% | 51% | 8 | 18% | 20% | 26% |
| US History | Cy-Fair | HS 2 | At-Risk | 258 | 250 | 97% | 99% | 96% | 177 | 69% | 70% | 68% | 70 | 27% | 30% | 36% |
| US History | Cy-Fair | HS 2 | SPED | 53 | 49 | 92% | 95% | 89% | 27 | 51% | 55% | 44% | 16 | 30% | 32% | 16% |

# CYPRESS-FAIRBANKS ISD
## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

# High School Content Area
## Standard Expectations

**English Language Arts/Reading**

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

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

**Secondary Science**

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

**Social Studies**

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

**LOTE**

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

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