

Cypress-Fairbanks Independent School District

Cypress Ridge High School

2024-2025



Mission Statement

As we seek to provide a framework for the future, we build on a foundation consisting of a strong academic focus, a belief in human potential, and respect for each individual. Committed to our quest - success for all, we will endeavor to transform the learners in the world of today into the successful leaders in the world of tomorrow.

Vision

Cypress Ridge uses HRT (High Expectations, Resiliency, and Tough Empathy) to produces graduates with PRIDE.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to dig into EOC data in order to determine areas of need via root, cause analysis. Still waiting on data to see if more adjustments are needed.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts- English I: We will focus on known strategies that work toward differentiation to push students' comfort and knowledge using released STAAR passages, data, and images to build stamina.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Team Leader, Department Chair, Academic Achievement Specialist, Director of Instructor, Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English Language Arts- English II: We will ensure differentiation occurs during planning and hold each other accountable.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Team Leader, Department Chair, Academic Achievement Specialist, Director of Instruction, Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: English Language Arts- Writing: As a team, we will use collaboration, released images, and the STAAR rubric to streamline writing and expectations.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Team Leader, Department Chair, Academic Achievement Specialist, Director of Instruction, Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: We will plan for retrieval practice throughout our unit topics to make connections and help build students retention and knowledge.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Team Leader, Department Chair/CIC, Director of Instruction, Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: We will use real world examples to engage students in Biology content. We will implement relatable CERs (Claim, Evidence, Reasoning) to anchor phenomena to everyday life.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Team Leader, Science Department Chair/CIC, Director of Instruction, Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Social Studies: We will increase provide more opportunities for student discourse using academic vocabulary</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Team Leader, Department Chair, Academic Achievement Specialist, Director of Instruction, Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Some Progress	 Considerable

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Examples including: Bringing Out the Best lessons, after school clubs, Veterans' Day celebration, Talent Show, Mr. Ram, and Leadworthy.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Club Sponsors</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: At risk Students: At-risk and special education students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Team Leaders, Department Chairs/CICs, Director of Instruction, Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: State Compensatory Education (SCE): Throughout the current school year, we will use the supplementary SCE funds to hire a Math Curriculum Instructional Coach to help reduce the disparity in performance on STAAR Algebra 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.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with the current paradigm. Support CCMR with Title I funds, a CCMR Data dig and admin support as well.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CTE Approved Industry Certifications:</p> <ul style="list-style-type: none"> - We will execute CTE/CCMR data digs to analyze earned certificates and develop an action plan. - We will use Title I funds to cover the cost of all industry certifications. - We will meet with the admin team to discuss scheduling so that students are set up to complete 3 CTE courses in a program of study. <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 2%.</p> <p>Staff Responsible for Monitoring: Department Chair, CTE Teachers, AAS, Director of Instruction, CTE Counselor</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 2: District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to fund both items with Title I next year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Enrollment in Advanced Placement/Dual Credit courses:</p> <ul style="list-style-type: none"> - We will use Title I funds to cover the cost of Advanced Placement exams for all students enrolled in AP classes. - We will use title I funds to cover the cost of all Dual Credit tuition. <p>Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2%.</p> <p>Staff Responsible for Monitoring: College and Career Specialist, Director of Instruction, Dual Credit Counselor, Lead Counselor</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<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: District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 3: District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2% each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with the current plan. We are still awaiting numbers to determine if the 2% goal has been met.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student enrollment in extra-curricular activities: We will look at ways to promote school spirit through pep rallies, spirit days, and other concerts/events. We will also work with the coaches and fine arts directors to recruit new membership at the middle school level and partner with the middle schools for spirit nights, joint concerts, and other opportunities.</p> <p>Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2%</p> <p>Staff Responsible for Monitoring: Athletics coaches, Fine Arts Directors, Counselors, Principal, Assistant Principal, Club Sponsors</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with the push for more student discourse in classrooms but offer targeted professional development to give teachers the strategies they need.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Graduation Rate: Increase graduation rates across the board but especially in our Emergent Bilingual and Special Ed populations as both of these populations dipped below 90% this past year. Identify, assess and implement best practices to ensure strong first time instruction aligned with the needs of respective groups.</p> <p>Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1%</p> <p>Staff Responsible for Monitoring: Assistant Principals, Student Advocate, Counselors, Attendance Officer, Attendance Committee</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Dropout Prevention: We will use Title I funds to hire a student Advocate position to conduct home visits, track chronically absent students, and work with our students at risk of dropping out.</p> <p>Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1%.</p> <p>Staff Responsible for Monitoring: Student Advocate, Assistant Principal, AAS, Associate Principal</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue scheduling drills each month.

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> <p>Staff Responsible for Monitoring: Principal , Associate Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We made progress with our truant students but there is always room for improvement. We need to brainstorm more ways to emphasize attendance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Truancy Prevention Measures will be implemented for students with 6 or more absences or have been identified as chronic skippers. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will use Title I funds to hire a Student Advocate. This position will work with our students coded as dropouts as well as students that are chronically absent. They will conduct home visits and work closely with the campus Academic Achievement Specialist to identify students with attendance concerns. Strategy's Expected Result/Impact: 95% overall attendance rate and overall increase in campus passing rates. Staff Responsible for Monitoring: Assistant Principals, Student Advocate, Counselors, Associate Principal, Attendance Committee, Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with the current plan but make sure to create checkpoints to reevaluate and calibrate.

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Our campus will continue to utilize PBIS, Ram PRIDE, in order to teach the expected student behaviors. These lessons are taught explicitly at the beginning of each semester and are reinforced each time a student is out of compliance. PRIDE stands for Punctuality, Respect, Integrity, Determination, and Enthusiasm. We also will include behavior expectations in our Bringing Out the Best lessons taught school-wide each progress report.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.</p> <p>The assistant principals will utilize the CFISD Code of Conduct and the district's Restorative Interventions list as a reference when addressing student discipline. We will use culturally responsive practices as well as work to build relationships between the teacher, student, and parents in order to reduce the discipline issues in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: This is an area of need. We are looking for more ways to appreciate staff through birthday treats, Key awards, and spreading out treats throughout the year instead of just during teacher appreciation week.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff Acknowledgement provide PRIDE catchers to acknowledge various measures of extended efforts; highlight celebrations on social media, in campus meetings and on the campus webpage. Finally staff and student accomplishments will be highlighted each week in the Principal's Sunday Notes. Staff challenged to highlight 173 days of Awesome posted in the office hallway.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
<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 5: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: More targeted teacher PD with strategies is planned for next year as well as TL Check Ins and a leadership cohort.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our campus REACH team and department leaders. This year the major area of focus will be on Student Discourse with a focus on the We Do and Y'all Do portions of the gradual release lesson cycle. This focus will be supported through after school PD offerings, Team Leader Share sessions, Learning Walks, and book study opportunities.</p> <p>Strategy's Expected Result/Impact: As result of these professional development trainings teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus REACH team, Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We have made progress but could always benefit from more opportunities for parents to get involved.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Increase opportunities for parental involvement through the VIPs program. Invite parents to Open House, Awards and College Night. Conduct counselor talks; financial aid workshops; and Advanced Placement and Dual Credit after school Conferences. Hold additional parent engagement opportunities: Horizons Showcase, Ram Express and more.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

CPOC

Committee Role	Name	Position
Principal	Abelardo Lozano	Principal (there is only one principal)
Teacher #1	Lalaine Ferrer	Teacher #1
Teacher #2	Christine Talbert Beard	Teacher #2
Teacher #3	Anna Byrne	Teacher #3
Teacher #4	Erica Hidalgo	Teacher #4
Teacher #5	Tina Duong	Teacher #5
Teacher #6	Jenelle Wright	Teacher #6
Teacher #7	Caleb Sanderson	Teacher #7
Teacher #8	Michelle Perkins	Teacher #8
Paraprofessional #1	Jennifer Carmichael	Paraprofessional #1
Paraprofessional #2	Jissel Hernandez	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Lesley Ward	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Brandi Blomquist	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Cheryl Black	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Thomas Johnson	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Kenya Turner	Administrator (LEA) #1
Administrator (LEA) #2	Eric Hernandez	Administrator (LEA) #2
Parent #1	Martha Estrada	Parent #1
Parent #2	Kristin Shell	Parent #2
Community Member #1	Becky Marsh	Community Member #1
Community Member #2	Leanne Lauck	Community Member #2
Business Representative #1	Adil Berrada	Business Representative #1
Business Representative #2	Fred Stewart	Business Representative #2

Addendums

Campus Cypress Ridge

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	85%	87%	89%	91%	93%
Meets or Above	58%	61%	64%	67%	70%
Masters Grade Level	20%	23%	26%	29%	32%

2024-25	Target Check
90%	Met District Strategic Target
65%	Met District Strategic Target
29%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches Target	2024 Meets or Above	2025 Meets Target	2025 Meets Target	2024 Masters Grade Level	2025 Masters Target	2025 Masters Target
					2025									
					#									
HS	Algebra I	Cypress Ridge	HS3	All	609	79%	86%	75%	36%	59%	39%	13%	23%	19%
HS	Algebra I	Cypress Ridge	HS3	Hispanic	415	80%	85%	75%	35%	58%	39%	13%	20%	17%
HS	Algebra I	Cypress Ridge	HS3	Am. Indian	7	*	100%	*	*	71%	*	*	43%	*
HS	Algebra I	Cypress Ridge	HS3	Asian	13	100%	98%	92%	80%	62%	67%	53%	56%	42%
HS	Algebra I	Cypress Ridge	HS3	African Am.	129	74%	85%	72%	34%	58%	30%	9%	20%	15%
HS	Algebra I	Cypress Ridge	HS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Cypress Ridge	HS3	White	26	70%	85%	92%	45%	58%	67%	*	38%	42%
HS	Algebra I	Cypress Ridge	HS3	Two or More	18	80%	89%	69%	*	78%	50%	*	67%	31%
HS	Algebra I	Cypress Ridge	HS3	Eco. Dis.	522	77%	85%	73%	35%	58%	37%	12%	20%	17%
HS	Algebra I	Cypress Ridge	HS3	EB	273	79%	85%	74%	30%	58%	34%	13%	20%	15%
HS	Algebra I	Cypress Ridge	HS3	At-Risk	512	76%	85%	74%	30%	58%	35%	9%	20%	15%
HS	Algebra I	Cypress Ridge	HS3	SPED	78	46%	85%	47%	16%	58%	22%	*	29%	9%
HS	Biology	Cypress Ridge	HS3	All	742	90%	92%	88%	54%	63%	50%	12%	23%	11%
HS	Biology	Cypress Ridge	HS3	Hispanic	493	89%	91%	89%	51%	60%	50%	9%	20%	8%
HS	Biology	Cypress Ridge	HS3	Am. Indian	7	100%	100%	*	*	71%	*	*	43%	*
HS	Biology	Cypress Ridge	HS3	Asian	40	98%	98%	90%	86%	90%	82%	49%	52%	44%
HS	Biology	Cypress Ridge	HS3	African Am.	146	89%	91%	86%	50%	60%	37%	6%	20%	8%
HS	Biology	Cypress Ridge	HS3	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cypress Ridge	HS3	White	37	93%	95%	100%	72%	76%	76%	30%	33%	32%
HS	Biology	Cypress Ridge	HS3	Two or More	17	78%	88%	88%	61%	65%	53%	33%	36%	*
HS	Biology	Cypress Ridge	HS3	Eco. Dis.	609	88%	91%	88%	50%	60%	47%	9%	20%	9%
HS	Biology	Cypress Ridge	HS3	EB	279	81%	85%	81%	34%	58%	32%	4%	20%	3%
HS	Biology	Cypress Ridge	HS3	At-Risk	586	87%	90%	87%	45%	60%	44%	8%	20%	7%
HS	Biology	Cypress Ridge	HS3	SPED	75	80%	85%	74%	18%	59%	24%	*	29%	*
HS	English I	Cypress Ridge	HS3	All	756	67%	86%	60%	52%	60%	43%	16%	23%	11%
HS	English I	Cypress Ridge	HS3	Hispanic	509	64%	85%	60%	49%	58%	42%	12%	20%	8%
HS	English I	Cypress Ridge	HS3	Am. Indian	7	*	100%	*	*	71%	*	*	43%	*
HS	English I	Cypress Ridge	HS3	Asian	40	88%	91%	88%	78%	81%	78%	45%	48%	44%
HS	English I	Cypress Ridge	HS3	African Am.	143	63%	85%	49%	45%	58%	33%	10%	20%	6%
HS	English I	Cypress Ridge	HS3	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cypress Ridge	HS3	White	40	82%	85%	87%	73%	76%	69%	31%	34%	33%
HS	English I	Cypress Ridge	HS3	Two or More	15	63%	87%	56%	56%	59%	39%	50%	53%	*
HS	English I	Cypress Ridge	HS3	Eco. Dis.	618	64%	85%	58%	48%	58%	39%	12%	20%	9%
HS	English I	Cypress Ridge	HS3	EB	287	39%	85%	41%	24%	58%	22%	4%	20%	*
HS	English I	Cypress Ridge	HS3	At-Risk	604	60%	85%	55%	43%	58%	37%	10%	20%	6%
HS	English I	Cypress Ridge	HS3	SPED	85	25%	85%	31%	15%	58%	13%	*	29%	*
HS	English II	Cypress Ridge	HS3	All	771	76%	86%	70%	61%	65%	53%	6%	29%	6%
HS	English II	Cypress Ridge	HS3	Hispanic	497	75%	85%	67%	58%	61%	51%	5%	20%	5%
HS	English II	Cypress Ridge	HS3	Am. Indian	5	71%	100%	71%	*	80%	*	*	60%	*
HS	English II	Cypress Ridge	HS3	Asian	53	97%	100%	87%	94%	97%	75%	33%	36%	25%

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches Target	2024 Meets or Above	2025 Meets Target	2025 Meets Target	2024 Masters Grade Level	2025 Masters Target	2025 Masters Target
					2025									
					#									
HS	English II	Cypress Ridge	HS3	African Am.	155	69%	85%	65%	58%	61%	42%	*	41%	*
HS	English II	Cypress Ridge	HS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English II	Cypress Ridge	HS3	White	49	85%	88%	89%	73%	76%	81%	*	61%	21%
HS	English II	Cypress Ridge	HS3	Two or More	11	89%	92%	92%	67%	70%	69%	*	55%	*
HS	English II	Cypress Ridge	HS3	Eco. Dis.	607	74%	85%	68%	57%	60%	50%	4%	20%	5%
HS	English II	Cypress Ridge	HS3	EB	206	52%	85%	42%	27%	58%	20%	*	20%	*
HS	English II	Cypress Ridge	HS3	At-Risk	602	64%	85%	62%	44%	58%	43%	2%	20%	5%
HS	English II	Cypress Ridge	HS3	SPED	56	44%	86%	36%	23%	57%	17%	*	20%	*
HS	US History	Cypress Ridge	HS3	All	696	96%	99%	96%	74%	77%	71%	45%	48%	45%
HS	US History	Cypress Ridge	HS3	Hispanic	438	95%	99%	96%	72%	76%	72%	41%	45%	43%
HS	US History	Cypress Ridge	HS3	Am. Indian	8	*	100%	86%	*	75%	*	*	50%	*
HS	US History	Cypress Ridge	HS3	Asian	38	100%	100%	100%	98%	97%	92%	79%	82%	84%
HS	US History	Cypress Ridge	HS3	African Am.	151	94%	98%	92%	61%	66%	61%	31%	36%	32%
HS	US History	Cypress Ridge	HS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cypress Ridge	HS3	White	47	100%	100%	98%	94%	98%	82%	72%	74%	64%
HS	US History	Cypress Ridge	HS3	Two or More	13	100%	100%	100%	93%	100%	80%	71%	77%	50%
HS	US History	Cypress Ridge	HS3	Eco. Dis.	542	95%	98%	95%	70%	73%	69%	41%	44%	41%
HS	US History	Cypress Ridge	HS3	EB	148	86%	89%	90%	46%	58%	46%	19%	22%	19%
HS	US History	Cypress Ridge	HS3	At-Risk	430	93%	96%	94%	59%	62%	59%	29%	32%	32%
HS	US History	Cypress Ridge	HS3	SPED	45	85%	88%	83%	28%	58%	40%	13%	20%	23%

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 and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Model reading with anchor passages and 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 structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage the 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 engage in their learning actively and safely.
- 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 and collaborate with peers.
 - 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, FluidMath, 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.

Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 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