

Cypress-Fairbanks Independent School District

Cypress Springs High School

2024-2025



Mission Statement

Cypress Springs High School equips students with the tools they need for academic, personal and social achievement.

Vision

Cypress Springs High School prepares students for a lifetime of success by establishing a curriculum that exceeds state standards, and provides extracurricular programs to develop students mentally, physically and socially, while partnering with parents and the community.

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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: Utilize small groups and blended learning strategies to increase differentiation through data tracking and informal assessments.</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: Department chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will intentionally design lesson to be student centered. These lessons will include strategies to promote student discourse and rigor amongst SPED and EB populations</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: Department chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Utilize small groups, blended learning strategies, and lesson planning to increase informal assessments scores through real world science connections.</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: Department chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Provide coaching for teachers to address the depth of rigor required for students to achieve mastery on their EOC. The USH team will plan lessons and create assessments that incorporate higher level vocabulary and require students to make cognitive leaps.</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: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Bringing Out the Best, PBIS lessons, Student Council, fine arts programs, UIL athletics</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
	 Some Progress	 Some Progress	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>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
	 Some Progress	 Some Progress	 Some Progress

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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.</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
	 Some Progress	 Some Progress	 Some Progress
<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>			

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. (Campus-level targets to help the district meet this goal are attached.)

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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CTE: The campus will provide financial support to assist students with paying for industry certifications.</p> <p>Strategy's Expected Result/Impact: Exceed the previous participation numbers from the previous year. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation.</p> <p>Staff Responsible for Monitoring: Principal, DI, College and Career Advisor, AAS, Department Chair, Appraiser</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CTE: Students will take a mock exam and score 80% or higher prior to sitting for the exam.</p> <p>Strategy's Expected Result/Impact: Higher number of prepared students sitting for the exam. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation.</p> <p>Staff Responsible for Monitoring: Principal, DI, College and Career Advisor, AAS, Department Chair, Appraiser</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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. (Campus-level targets to help the district meet this goal are attached.)

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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hire and train more teachers to support our dual credit programs.</p> <p>Strategy's Expected Result/Impact: Increased number of students participating in dual credit. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation.</p> <p>Staff Responsible for Monitoring: Principal, DI, College and Career Advisor, AAS, Department Chair</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<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. (Campus-level targets to help the district meet this goal are attached.)

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote and highlight the benefits of our fine arts and extra-curricular programs while continuing to recruit participants.</p> <p>Strategy's Expected Result/Impact: Increased number of students participating in fine arts and extra-curricular programs. More students involved in the positive campus culture leads to higher high school graduation rates.</p> <p>Staff Responsible for Monitoring: Principal; DI; College and Career Advisor: AAS, Club Sponsors, Coaches</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will utilize data (academic and attendance) to address students in need of interventions. Strategy's Expected Result/Impact: We expect for a higher graduation rate (1%) with the consistent communication with student, parents, and all stakeholders. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, DI, College and Career Advisor, AAS, Staff</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will develop a plan of action to address truancy and attendance via student/parent contracts, phone calls, student conferences, and home visits. Strategy's Expected Result/Impact: Increase in student attendance and higher graduation rate(1%). Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, DI, College and Career Advisor, AAS, Staff</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff members will actively supervise students in the hallways and classrooms to create a safe environment for students and redirect when necessary. Staff members will also actively supervise students who remain for after school activities and ride the late buses. Entry and Exit points are limited throughout the campus during the instructional day. Students moving to and from the portable buildings will utilize a designated entry and exit door. Students with late arrival and early release will park in the front of the building and enter and exit the front of the building</p> <p>Strategy's Expected Result/Impact: Student and teacher engagement will increase and student disruptions will decrease, resulting in a focused and engaging learning environment where students and staff feel safe and secure. The campus will successfully complete all drills.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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, Teachers, Staff</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 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 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: Some progress made toward meeting Objective

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. We will continue to utilize PBIS and the PROWL matrix to teach expected student behaviors. These lessons are taught at the beginning of each semester and are reinforced each time a student is out of compliance. PROWL stands for Pride, Respect, Ownership, Willingness, and Leadership..</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal</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. Increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc.)</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Associate, Assistant Principals, BI</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 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:</p> <ol style="list-style-type: none"> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Celebrations for attendance will take place through department and group activities.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on the surveyed needs of our staff. These growth opportunities will be provided on campus as well as at the district level. On campus PD will be presented by our campus instructional team, as well as teachers who are considered "Master Teachers" in the area of development. Some areas of focus will be: Blended Learning, GT training, ESL Strategies, and more.</p> <p>Strategy's Expected Result/Impact: 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: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
<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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Cypress Springs will exercise varied communication approaches (such as School Messenger, marquee, Remind 101, written information sent home in English/Spanish, Twitter, Facebook, etc.) so that parents remain informed of current events, support and informational opportunities, important dates, and deadlines (such as CPOC, Boosters, VIPS, Open House, Grade Level Parent Meetings, College and Career campus and district events, monthly newsletters, On-line calendar, reporting period dates, grades, etc.)</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary, Associate, DI, Counselors, Teachers, College & Career Specialist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Addendums

Campus Cypress Springs

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	84%	86%	88%	90%	92%
Meets or Above	54%	57%	60%	63%	66%
Masters Grade Level	18%	21%	24%	27%	30%

2024-25	Target Check
84%	Met District Strategic Target
58%	Met District Strategic Target
23%	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 Springs	HS3	All	543	72%	76%	66%	31%	38%	33%	9%	12%	14%
HS	Algebra I	Cypress Springs	HS3	Hispanic	244	70%	75%	69%	27%	35%	33%	5%	9%	16%
HS	Algebra I	Cypress Springs	HS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Cypress Springs	HS3	Asian	19	80%	84%	95%	53%	58%	63%	*	32%	37%
HS	Algebra I	Cypress Springs	HS3	African Am.	240	72%	75%	59%	29%	35%	29%	8%	10%	10%
HS	Algebra I	Cypress Springs	HS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Cypress Springs	HS3	White	22	83%	86%	83%	53%	64%	38%	23%	27%	*
HS	Algebra I	Cypress Springs	HS3	Two or More	15	82%	87%	71%	47%	53%	43%	29%	33%	*
HS	Algebra I	Cypress Springs	HS3	Eco. Dis.	419	70%	75%	64%	28%	35%	32%	7%	10%	14%
HS	Algebra I	Cypress Springs	HS3	EB	117	67%	70%	56%	18%	25%	23%	4%	7%	7%
HS	Algebra I	Cypress Springs	HS3	At-Risk	420	70%	75%	63%	24%	32%	27%	5%	9%	10%
HS	Algebra I	Cypress Springs	HS3	SPED	82	50%	60%	55%	*	30%	17%	*	16%	*
HS	Biology	Cypress Springs	HS3	All	730	91%	92%	87%	51%	56%	52%	14%	18%	11%
HS	Biology	Cypress Springs	HS3	Hispanic	327	90%	92%	88%	50%	53%	55%	11%	14%	9%
HS	Biology	Cypress Springs	HS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
HS	Biology	Cypress Springs	HS3	Asian	37	98%	97%	100%	79%	81%	81%	38%	41%	22%
HS	Biology	Cypress Springs	HS3	African Am.	295	90%	91%	83%	42%	53%	41%	12%	14%	9%
HS	Biology	Cypress Springs	HS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cypress Springs	HS3	White	43	94%	95%	91%	75%	77%	75%	29%	37%	27%
HS	Biology	Cypress Springs	HS3	Two or More	23	96%	96%	90%	57%	61%	62%	*	43%	*
HS	Biology	Cypress Springs	HS3	Eco. Dis.	520	90%	91%	85%	46%	50%	47%	11%	13%	9%
HS	Biology	Cypress Springs	HS3	EB	125	81%	82%	73%	26%	28%	27%	*	5%	*
HS	Biology	Cypress Springs	HS3	At-Risk	492	88%	89%	84%	42%	44%	41%	10%	11%	6%
HS	Biology	Cypress Springs	HS3	SPED	85	78%	80%	68%	*	40%	19%	*	24%	*
HS	English I	Cypress Springs	HS3	All	712	67%	75%	66%	53%	57%	51%	18%	25%	13%
HS	English I	Cypress Springs	HS3	Hispanic	318	64%	73%	68%	48%	54%	53%	13%	22%	11%
HS	English I	Cypress Springs	HS3	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cypress Springs	HS3	Asian	35	82%	89%	94%	80%	86%	77%	48%	54%	34%
HS	English I	Cypress Springs	HS3	African Am.	285	66%	73%	58%	50%	54%	43%	16%	20%	9%
HS	English I	Cypress Springs	HS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cypress Springs	HS3	White	44	82%	89%	83%	75%	77%	77%	35%	41%	23%
HS	English I	Cypress Springs	HS3	Two or More	26	71%	77%	79%	46%	50%	58%	*	38%	25%
HS	English I	Cypress Springs	HS3	Eco. Dis.	510	63%	70%	62%	46%	50%	47%	14%	16%	10%
HS	English I	Cypress Springs	HS3	EB	117	34%	50%	37%	18%	25%	20%	*	21%	*
HS	English I	Cypress Springs	HS3	At-Risk	490	60%	65%	58%	42%	45%	41%	11%	15%	6%
HS	English I	Cypress Springs	HS3	SPED	83	23%	30%	26%	9%	15%	14%	*	7%	*
HS	English II	Cypress Springs	HS3	All	697	76%	80%	70%	60%	65%	52%	6%	19%	8%
HS	English II	Cypress Springs	HS3	Hispanic	327	75%	78%	65%	56%	61%	48%	4%	13%	5%
HS	English II	Cypress Springs	HS3	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
HS	English II	Cypress Springs	HS3	Asian	47	98%	100%	91%	93%	96%	87%	15%	34%	26%

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 Springs	HS3	African Am.	253	74%	78%	71%	57%	60%	48%	3%	16%	7%
HS	English II	Cypress Springs	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	English II	Cypress Springs	HS3	White	45	83%	84%	87%	76%	80%	70%	17%	36%	17%
HS	English II	Cypress Springs	HS3	Two or More	22	90%	91%	67%	76%	82%	50%	*	73%	*
HS	English II	Cypress Springs	HS3	Eco. Dis.	463	72%	78%	66%	54%	60%	45%	5%	14%	5%
HS	English II	Cypress Springs	HS3	EB	137	46%	50%	39%	23%	30%	19%	*	27%	*
HS	English II	Cypress Springs	HS3	At-Risk	489	60%	65%	59%	39%	45%	38%	1%	11%	5%
HS	English II	Cypress Springs	HS3	SPED	66	44%	50%	33%	23%	30%	19%	*	15%	*
HS	US History	Cypress Springs	HS3	All	700	95%	96%	94%	64%	70%	67%	33%	38%	34%
HS	US History	Cypress Springs	HS3	Hispanic	317	96%	97%	94%	65%	71%	67%	32%	38%	31%
HS	US History	Cypress Springs	HS3	Am. Indian	5	*	100%	*	*	80%	*	*	60%	*
HS	US History	Cypress Springs	HS3	Asian	49	100%	100%	98%	93%	94%	91%	70%	73%	61%
HS	US History	Cypress Springs	HS3	African Am.	261	91%	93%	94%	55%	61%	62%	24%	26%	30%
HS	US History	Cypress Springs	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	US History	Cypress Springs	HS3	White	51	96%	98%	96%	78%	80%	69%	47%	53%	44%
HS	US History	Cypress Springs	HS3	Two or More	17	100%	100%	88%	73%	76%	65%	50%	59%	29%
HS	US History	Cypress Springs	HS3	Eco. Dis.	472	93%	94%	93%	59%	61%	61%	27%	30%	30%
HS	US History	Cypress Springs	HS3	EB	90	86%	88%	84%	31%	33%	28%	12%	15%	8%
HS	US History	Cypress Springs	HS3	At-Risk	360	91%	92%	90%	45%	47%	52%	19%	20%	20%
HS	US History	Cypress Springs	HS3	SPED	53	71%	73%	85%	25%	27%	32%	10%	12%	*

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