Cypress-Fairbanks Independent School District

Cypress Lakes High School

2024-2025

Mission Statement

The mission of Cypress Lakes High School is to empower innovative, critical thinkers who VALUE diversity, ASPIRE to post-secondary readiness, LEAD with integrity, OWN their actions, and RESPOND to the changing demands of a globally competitive society.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success

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

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: English I and English II teachers will support Hispanic and African American students by focusing on increasing relevancy through crafting student-centered lessons through collaborative planning.	Formative		
	Nov	Feb	May
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. **Staff Responsible for Monitoring:** Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Algebra 1 teachers will support African American and Hispanic students by strategically designing lessons with relevance and engagement. Teachers will focus on creating lessons that captures students' interest.	Formative		
	Nov	Feb	May
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. **Staff Responsible for Monitoring:** Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: The Biology team will use instructional strategies to increase student discourse, including intentional planning of questions to ask students during lessons, ways to teach students how to talk to one another about science, and to how to encourage that discourse.
 	
    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.
    Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 4 Details	Formative Reviews		

Strategy 4: Social Studies: U.S. History teachers will support students by planning engaging and challenging lessons that include multiple checks for understanding to ensure student success.
 	
    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.
    Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 5 Details	Formative Reviews		

Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in a variety of enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education.
 	
    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.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 6 Details	Formative Reviews		

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.
 	
    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.
    Staff Responsible for Monitoring: Principal and Title 1 Coach
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 7 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will continue to enroll in consecutive CTE courses of studies and will complete industry-based certifications (IBC) with the support of Title 1 funding.	**Formative**		
Strategy's Expected Result/Impact: Students' four-year plan will show outlines for consecutive course enrollment. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors	**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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: The counseling team will continue to educate students and parents about the benefits of completing college-level courses in high school, while AP/DC teachers will continue to promote and encourage students to enroll in DC/AP courses.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Counselors, CTE Teachers	Some Progress	Considerable	Accomplished
◯ 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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Extra-curricular sponsors will promote their organizations and participate in Spartan Showcase, Open House, and Fall Festival	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. **Staff Responsible for Monitoring:** Counselors and Assistant Principals	Some Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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

Strategy 1 Details		Formative Reviews		
Strategy 1: Administration and teachers will work together to strengthen instructional engagement in the classroom.		**Formative**		
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Director of Instruction, Principal, Associate Principal		**Nov**	**Feb**	**May**
		Some Progress	Considerable	Considerable
Strategy 2 Details		Formative Reviews		
Strategy 2: Administration and teachers will work to build strong relationships with students to aide in dropout prevention.		**Formative**		
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Associate Principal, AAS		**Nov**	**Feb**	**May**
		Some Progress	Considerable	Considerable
◯ 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Campus leaders will train, mediate, and counsel students and teachers throughout the school year for conflict resolution and restorative discipline practices. Students, staff, and the community will be aware of Cy-Fair Tip line and understand how to use it. Campus processes are in place to ensure students wear ID badges, carry clear backpacks, and are on-time and present in class. The door alarms are monitored by the campus receptionist and the AP office. There is an administrator that consistently monitors the cameras.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increased active supervision by staff. Reduction of discipline referrals. **Staff Responsible for Monitoring:** Principal Associate Principal Assistant Principal Behavior Interventionist	Some Progress	Considerable	Accomplished

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

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

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

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. Our campus will continue to utilize PBIS, VALOR, in order to teach the expected student behaviors. These lessons are taught throughout the year and are reinforced each time a student is out of compliance. VALOR stands for Value, Aspire, Lead, Own, and Respond.
    Strategy's Expected Result/Impact: Violent Incidents will be 0%.
    Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principals
Behavior Interventionist
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		

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.
PBIS practices will continue. Student and parent conferences will be held in order to teach appropriate behaviors. Increased communication with parents. Peer mediation strategies.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Associate Principal
Assistant Principals
Behavior Interventionist
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Some Progress	Considerable	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 2%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: Teachers who have perfect attendance for each grading period will be acknowledged. Our administrative staff and department chairs actively monitor staff attendance by grading period.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.
    Staff Responsible for Monitoring: Principal
Principal's Secretary
Department Chairs
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable
⭕ No Progress 🟢 Accomplished ➡️ Continue/Modify ❌ Discontinue			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: 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 AAS team. Some areas of focus for this will be: Quantum Learning, GT training, ESL Strategies, Culturally Responsive Teaching practices, and more. **Strategy's Expected Result/Impact:** As a 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. **Staff Responsible for Monitoring:** Principal Associate Principal Director of Instruction	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished
○ No Progress	○ Accomplished	→ Continue/Modify	✖ Discontinue

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Use multiple methods to communicate with parents.	**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Accomplished
No Progress Accomplished → Continue/Modify ✗ Discontinue			

CPOC

Committee Role	Name	Position
Principal	Lanette Bellamy	Principal
Teacher #1	Soma Ghosh	Teacher
Teacher #2	Layla Montgomery	Teacher
Teacher #3	Traci Styers	Teacher
Teacher #4	Michael Molina	Teacher
Teacher #5	Philip Klespis	Teacher
Teacher #6	Sydney McDaniel	Teacher
Teacher #7	Brandy Bonnin	Teacher
Teacher #8	Aurora Dinstel	Teacher
Paraprofessional #1	Veronica DeLeon	Paraprofessional
Paraprofessional #2	Raegan Snokhous	Paraprofessional
Other School Leader #1	Bridgett Atler	Academic Achievement Specialist
Other School Leader #2	Runa Chatterjee	Academic Achievement Specialist
Other School Leader #3	Fran Williams	Director of instruction
Other School Leader #4	Sandra Paiz	Associate Principal
Administrator (LEA) #1	Angela Rhymes	Administrator (LEA) #1
Administrator (LEA) #2	Stacye White	Administrator (LEA) #2
Parent #1	Lillian Johnson	Parent
Parent #2	Sandy Neilsen	Parent
Community Member #1	Liliana Lopez	Community Member
Community Member #2	Irma Widrick	Community Member
Business Representative #1	LaChandra Carter	Business Representative
Business Representative #2	Klespis Loryn	Business Representative

Addendums

Campus	Cypress Lakes			

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	57%	60%	63%	66%	69%
Masters Grade Level	18%	21%	24%	27%	30%

2024-25	Target Check
86%	Met District Strategic Target
61%	Met District Strategic Target
22%	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 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
HS	Algebra I	Cypress Lakes	HS3	All	646	80%	84%	74%	40%	47%	42%	13%	16%	19%
HS	Algebra I	Cypress Lakes	HS3	Hispanic	382	82%	85%	76%	40%	45%	43%	14%	15%	20%
HS	Algebra I	Cypress Lakes	HS3	Am. Indian	6	*	100%	100%	*	83%	86%	*	67%	*
HS	Algebra I	Cypress Lakes	HS3	Asian	17	100%	100%	91%	*	88%	82%	*	76%	64%
HS	Algebra I	Cypress Lakes	HS3	African Am.	192	78%	81%	69%	39%	45%	36%	9%	10%	15%
HS	Algebra I	Cypress Lakes	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Algebra I	Cypress Lakes	HS3	White	33	73%	79%	73%	42%	45%	46%	*	21%	35%
HS	Algebra I	Cypress Lakes	HS3	Two or More	16	67%	69%	71%	47%	50%	53%	*	31%	*
HS	Algebra I	Cypress Lakes	HS3	Eco. Dis.	518	80%	82%	75%	41%	45%	43%	13%	15%	17%
HS	Algebra I	Cypress Lakes	HS3	EB	202	77%	80%	69%	35%	40%	36%	10%	15%	16%
HS	Algebra I	Cypress Lakes	HS3	At-Risk	541	79%	82%	72%	35%	40%	39%	10%	15%	16%
HS	Algebra I	Cypress Lakes	HS3	SPED	90	51%	61%	44%	17%	20%	20%	*	11%	*
HS	Biology	Cypress Lakes	HS3	All	843	92%	94%	87%	58%	62%	57%	16%	20%	14%
HS	Biology	Cypress Lakes	HS3	Hispanic	499	92%	94%	86%	57%	60%	58%	13%	17%	14%
HS	Biology	Cypress Lakes	HS3	Am. Indian	8	83%	100%	86%	*	75%	*	*	50%	*
HS	Biology	Cypress Lakes	HS3	Asian	36	98%	100%	94%	88%	89%	81%	50%	56%	34%
HS	Biology	Cypress Lakes	HS3	African Am.	231	90%	93%	87%	52%	60%	49%	11%	17%	9%
HS	Biology	Cypress Lakes	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Biology	Cypress Lakes	HS3	White	47	92%	94%	95%	69%	70%	75%	27%	30%	30%
HS	Biology	Cypress Lakes	HS3	Two or More	22	95%	100%	95%	60%	64%	63%	35%	41%	26%
HS	Biology	Cypress Lakes	HS3	Eco. Dis.	640	91%	94%	85%	56%	60%	53%	14%	15%	12%
HS	Biology	Cypress Lakes	HS3	EB	227	85%	90%	75%	32%	35%	35%	6%	10%	6%
HS	Biology	Cypress Lakes	HS3	At-Risk	659	89%	94%	84%	48%	50%	50%	10%	15%	9%
HS	Biology	Cypress Lakes	HS3	SPED	88	74%	80%	67%	22%	25%	24%	*	13%	*
HS	English I	Cypress Lakes	HS3	All	810	68%	72%	67%	54%	56%	50%	15%	20%	11%
HS	English I	Cypress Lakes	HS3	Hispanic	482	66%	70%	68%	53%	55%	51%	12%	16%	11%
HS	English I	Cypress Lakes	HS3	Am. Indian	8	*	100%	78%	*	75%	78%	*	50%	*
HS	English I	Cypress Lakes	HS3	Asian	36	92%	94%	85%	87%	89%	76%	61%	64%	21%
HS	English I	Cypress Lakes	HS3	African Am.	216	66%	70%	63%	47%	50%	42%	11%	15%	8%
HS	English I	Cypress Lakes	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	English I	Cypress Lakes	HS3	White	48	79%	79%	74%	66%	71%	63%	32%	35%	21%
HS	English I	Cypress Lakes	HS3	Two or More	20	57%	60%	65%	57%	60%	39%	22%	25%	*
HS	English I	Cypress Lakes	HS3	Eco. Dis.	612	66%	70%	65%	51%	55%	46%	13%	15%	9%
HS	English I	Cypress Lakes	HS3	EB	217	40%	45%	47%	25%	30%	26%	4%	5%	*
HS	English I	Cypress Lakes	HS3	At-Risk	636	59%	65%	62%	43%	45%	42%	9%	10%	6%
HS	English I	Cypress Lakes	HS3	SPED	89	26%	30%	28%	13%	15%	12%	*	11%	*
HS	English II	Cypress Lakes	HS3	All	832	77%	80%	74%	62%	65%	57%	7%	17%	7%
HS	English II	Cypress Lakes	HS3	Hispanic	491	76%	80%	72%	61%	65%	54%	7%	10%	4%
HS	English II	Cypress Lakes	HS3	Am. Indian	5	100%	100%	*	*	80%	*	*	60%	*

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
HS	English II	Cypress Lakes	HS3	Asian	41	90%	93%	90%	84%	85%	80%	27%	29%	37%
HS	English II	Cypress Lakes	HS3	African Am.	221	72%	75%	72%	53%	55%	53%	*	27%	5%
HS	English II	Cypress Lakes	HS3	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	English II	Cypress Lakes	HS3	White	51	90%	92%	83%	80%	84%	75%	14%	16%	19%
HS	English II	Cypress Lakes	HS3	Two or More	21	77%	81%	74%	65%	71%	63%	*	38%	*
HS	English II	Cypress Lakes	HS3	Eco. Dis.	611	75%	80%	72%	58%	60%	54%	6%	10%	5%
HS	English II	Cypress Lakes	HS3	EB	174	47%	50%	50%	23%	25%	26%	*	13%	*
HS	English II	Cypress Lakes	HS3	At-Risk	625	64%	70%	65%	44%	50%	44%	2%	5%	4%
HS	English II	Cypress Lakes	HS3	SPED	72	38%	40%	41%	21%	25%	15%	*	14%	*
HS	US History	Cypress Lakes	HS3	All	800	96%	98%	95%	65%	70%	69%	31%	35%	38%
HS	US History	Cypress Lakes	HS3	Hispanic	450	95%	97%	96%	64%	69%	72%	28%	32%	39%
HS	US History	Cypress Lakes	HS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
HS	US History	Cypress Lakes	HS3	Asian	49	100%	100%	98%	93%	96%	94%	61%	65%	80%
HS	US History	Cypress Lakes	HS3	African Am.	224	94%	97%	92%	55%	62%	56%	23%	27%	23%
HS	US History	Cypress Lakes	HS3	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cypress Lakes	HS3	White	47	97%	100%	98%	86%	89%	79%	65%	70%	53%
HS	US History	Cypress Lakes	HS3	Two or More	24	100%	100%	100%	67%	71%	59%	30%	35%	36%
HS	US History	Cypress Lakes	HS3	Eco. Dis.	570	95%	97%	94%	62%	65%	67%	28%	30%	37%
HS	US History	Cypress Lakes	HS3	EB	120	90%	92%	91%	41%	45%	46%	10%	12%	27%
HS	US History	Cypress Lakes	HS3	At-Risk	452	93%	95%	92%	49%	50%	56%	17%	20%	28%
HS	US History	Cypress Lakes	HS3	SPED	74	82%	85%	79%	25%	30%	28%	8%	10%	11%

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