Cypress-Fairbanks Independent School District

Cypress Park High School

2024-2025

Mission Statement

Rise Up! Take Courage! Do It!

"THE PARK WAY"

Motto:

Your success now determines your next!

Honor Code:

As a member of the Cypress Park Community I will exemplify honesty and integrity in my academic and personal endeavors and encourage others to do the same.

Purpose Statement:

To equip students to think critically, make wise choices, excel academically and to have the courage to live with great purpose.

Vision

Cypress Park High School will serve the learning community by creating a culture of excellence that empowers all individuals to reach beyond their greatest potential. We will provide a safe and positive learning community based on mutual respect, scholarly achievement and service. Students will be challenged to dream big and work hard in order to meet the demands of our global society. Our goal is to lead, guide and support students to make responsible decisions that result in multiple options for career and college pathways.

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		

Strategy 1: English I and English II: We will intentionally plan with advanced level students in mind and scale down for on level students to increase rigor. Teachers will utilize reader-writer journals to give students low risk writing opportunities each week and will give individual feedback in small group conferences after writing assignments and DPMs.
 	
Teachers will discuss (with students) the objectives/skills they were tested on and provide time to review/adjust their answers/thought processes. Teachers will diversify source materials (e.g. using multimedia options) to build skills and make texts more accessible to students. In addition, we will utilize L1 & L2 and depth & complexity icons to help students think critically about and connect to texts.
    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**
	Considerable	Considerable	Some Progress

Strategy 2 Details	Formative Reviews		

Strategy 2: Algebra: Teachers will engage students in small groups to target areas of growth and reinforce higher level processes; Teachers will use data to provide opportunities for differentiated levels of practice & assessment to increase students' mastery.
    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, Math Teachers
	Formative		

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

Strategy 3 Details	Formative Reviews		
Strategy 3: Biology: We will be intentional about planning for collecting data in order to differentiate small groups as we focus on vocabulary, test taking strategies, and increasing our amount of students reaching meets and masters levels on the EOC. **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, Science Teachers	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Some Progress

Strategy 4 Details	Formative Reviews		
Strategy 4: US History: We will implement targeted instructional support and resources for economically disadvantaged students to address specific learning gaps, provide additional small group instruction to reinforce key concepts, and use student discourse to: o Organize student-led discussion groups and forums. o Train students in effective communication and advocacy skills o Facilitate dialogues between students and educational/community leaders. o Document and analyze key issues raised in student discussions. By focusing on these objectives, the goal aims to enhance the educational outcomes for economically disadvantaged students, ensuring they achieve higher standards of academic 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, Social Studies Teachers	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Some Progress

Strategy 5 Details	Formative Reviews		
Strategy 5: 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: Choir and other Performing and Visual Arts programs, Student Leadership, PBIS **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	Considerable

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.	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 and Title 1 Coach	Considerable	Considerable	Some Progress

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	Considerable	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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: CCMR: We will support students in Career and Technology (CTE) classes with resources and aligned coursework that matches the rigor of the corresponding college course or career to show post-secondary readiness.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Lead Counselor, CTE Counselor, AAS	Considerable	Considerable	Some Progress
○ 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: CCMR: We will support students in Advanced Placement (AP), Dual Credit (DC) classes with resources and aligned coursework that matches the rigor of the corresponding college course or career to show post-secondary readiness. **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:** Principal, Director of Instruction, Counselors, Dual Credit Team, AAS	**Formative**		
	Nov	**Feb**	**May**
	Considerable	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 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 Activities: Students will be provided the opportunity to participate in the fine arts and athletics programs, courses, and/or activities in order to provide all students with a well-rounded education.	**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:** Principal, Director of Instruction, Athletic Coordinator, Counselors	Some Progress	Considerable	Considerable
○ 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Graduation Rate: We will utilize the following programs to work toward having an exceptional graduation rate for our graduation class of 2025 and beyond: CFISD's Character Education, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support for at-risk students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, AAS, Counselors	Some Progress	Considerable	Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: CFISD's Character Education, PBIS, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Home Visits, and Community Youth Services Social Worker Support for at-risk students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, AAS, Counselors	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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will utilize the following strategies: Provide advisory lessons that focus on problem-solving skills, work with students individually on conflict resolution, provide positive reinforcement using PBIS resources, use restorative questioning strategies and reflective assignments to help students reflect on behaviors.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: The expected outcome is a decrease in student behaviors that cause classroom disruptions that interfere with an orderly school environment and result in students being removed from class by 5% by June 2025. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principals	Some Progress	Considerable	Some Progress

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 and 100% of students will know the expectations for an actual emergency/crisis. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principals	Some Progress	Considerable	Some Progress

◯ 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.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Some Progress	Considerable	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	Considerable	Some Progress

○ 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will promote the use of Restorative and Relational Practices in addressing student behaviors to reduce and/or prevent behaviors from becoming violent by: (1) Providing continual training for teachers on Restorative Practices for classroom use; (2) Providing Code of Conduct talks to students that inform students of campus expectations and rules, and that emphasizes the responsibility to report violations either to counselor, assistant principal or through the Tip line; and (3) Identify high risk areas and provide appropriate supervision and monitoring. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	No Progress	Some Progress	

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. We will promote the use of Restorative Practices in addressing student behavior by: (1) Providing continual training for teachers on restorative practices for classroom use; (2) Providing opportunities for staff to observe restorative processes in action; (3) Providing opportunities for staff to give input and feedback on restorative processes. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	

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. **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	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

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 5%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: We will provide increased support by encouraging teachers and para-educators to increase their attendance and by engaging the following strategies: (1) Providing opportunities for fellowship (such as PBIS activities, Appreciation Lunches, Chili Cook-Off, etc.); (2) Writing positive notes throughout the year to encourage teachers and para-educators; (3) Providing an incentive to encourage attendance in the spring semester.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.
    Staff Responsible for Monitoring: Principal, Director of Instruction, Department Chairs and Team Leaders
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Some Progress
○ 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: Teachers will be provided with professional development in Instructional Practices including Questioning/Checking for Understanding, Small Groups, Blended Learning, Model Classroom Project, and Jensen strategies training as in years past. The Campus Instructional Coaches and Director of Instruction Helping Teacher will provide monthly PLC opportunities as well as a Walk the Park opportunity that follows. Job embedded opportunities to observe colleagues utilizing Blended Learning, MCP and high engagement strategies will be provided throughout the year.
 	
     Strategy's Expected Result/Impact: Blended Learning, Model Classroom and ICLE Rigor/Relevance will result in higher quality first time instruction with a result of a higher level of critical thinking yielding higher results on state testing.
     Staff Responsible for Monitoring: Principal, Director of Instruction, Campus Instructional Coaches, Director of Instruction Helping Teacher
	Formative		

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will provide multiple forms of communication to advertise and inform parents of the varied opportunities available to them to partner with the school for their students' success through The Pulse (weekly Google site newsletter), School Messenger, Schoology, Remind, and social media.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Department Chairs			
	Considerable	Considerable	Considerable

No Progress   Accomplished   →Continue/Modify   ✕ Discontinue

CPOC

Committee Role	Name	Position
Principal	Mike Contreras	Principal (there is only one principal)
Teacher #1	Jasmine Haas	Teacher #1
Teacher #2	Amy Delpha-Brashear	Teacher #2
Teacher #3	Mina Shafik	Teacher #3
Teacher #4	Louis Iselin	Teacher #4
Teacher #5	Cynthia Fichtel	Teacher #5
Teacher #6	Lana Tristan	Teacher #6
Teacher #7	Ashley Due	Teacher #7
Teacher #8	Jason Sell	Teacher #8
Teacher #9	Amy West	Teacher #9
Teacher #10	Ravene Mitchell	Teacher #10
Teacher #11	Yamilet Arroyo-Batiz	Teacher #11
Teacher #12	Sarah Biggs	Teacher #12
Teacher #13	Chris Winkler	Teacher #13
Paraprofessional #1	Leonor Cruz	Paraprofessional #1
Paraprofessional #2	Viviana Barrera	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Crystal Romanelli	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Darius Bryant	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Amethyst Thorman	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Jessica De Long	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional)	Kelsey Sexton	Other School Leader (Nonteaching Professional) #5
Other School Leader (Nonteaching Professional)	Shamarra Riles	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional)	Lisa Beyer	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional)	Stacie Davis	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional)	Elaine Draudt	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional)	Erica Welter	Other School Leader (Nonteaching Professional)
Administrator (LEA) #1	Kay Pechacek	Administrator (LEA) #1

Committee Role	Name	Position
Administrator (LEA) #2	Jamie Ricketts	Administrator (LEA) #2
Parent #1	Suzanne Rogers	Parent #1
Parent #2	Kellie Schomburg	Parent #2
Community Member #1	Joanna Wilson	Community Member #1
Community Member #2	Carolyn Mukoro-Akpere	Community Member #2
Business Representative #1	Stephanie Ferreira	Business Representative #1
Business Representative #2	Andres Luna	Business Representative #2

Addendums

Campus	Cypress Park

Strategic Plan Goal 1 Campus 5-year Targets

	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	86%	88%	90%	92%	94%
Meets or Above	59%	62%	65%	68%	71%
Masters Grade Level	20%	23%	26%	29%	32%

2024-25	Target Check
87%	Met District Strategic Target
62%	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 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 Park	HS3	All	592	82%	85%	71%	40%	43%	41%	18%	21%	20%
HS	Algebra I	Cypress Park	HS3	Hispanic	345	81%	84%	72%	37%	40%	40%	17%	19%	20%
HS	Algebra I	Cypress Park	HS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Cypress Park	HS3	Asian	23	100%	100%	73%	73%	76%	64%	50%	52%	45%
HS	Algebra I	Cypress Park	HS3	African Am.	183	79%	84%	68%	43%	46%	38%	17%	19%	17%
HS	Algebra I	Cypress Park	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Algebra I	Cypress Park	HS3	White	20	87%	90%	75%	35%	36%	55%	*	25%	*
HS	Algebra I	Cypress Park	HS3	Two or More	19	88%	89%	67%	31%	32%	38%	*	21%	*
HS	Algebra I	Cypress Park	HS3	Eco. Dis.	443	81%	83%	69%	39%	41%	39%	18%	19%	19%
HS	Algebra I	Cypress Park	HS3	EB	202	81%	83%	68%	30%	32%	41%	16%	17%	21%
HS	Algebra I	Cypress Park	HS3	At-Risk	466	79%	80%	68%	33%	36%	37%	14%	15%	16%
HS	Algebra I	Cypress Park	HS3	SPED	76	57%	58%	49%	15%	16%	24%	*	8%	*
HS	Biology	Cypress Park	HS3	All	831	92%	94%	93%	61%	64%	60%	16%	22%	19%
HS	Biology	Cypress Park	HS3	Hispanic	480	92%	94%	92%	57%	60%	61%	14%	18%	16%
HS	Biology	Cypress Park	HS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cypress Park	HS3	Asian	49	100%	100%	96%	87%	89%	74%	41%	45%	43%
HS	Biology	Cypress Park	HS3	African Am.	246	91%	93%	93%	61%	63%	56%	16%	20%	20%
HS	Biology	Cypress Park	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Biology	Cypress Park	HS3	White	32	97%	97%	97%	77%	80%	67%	23%	28%	27%
HS	Biology	Cypress Park	HS3	Two or More	23	88%	87%	95%	72%	74%	65%	*	65%	*
HS	Biology	Cypress Park	HS3	Eco. Dis.	600	91%	93%	92%	58%	60%	57%	15%	18%	17%
HS	Biology	Cypress Park	HS3	EB	240	83%	84%	87%	38%	40%	46%	5%	7%	7%
HS	Biology	Cypress Park	HS3	At-Risk	597	90%	92%	91%	52%	53%	53%	11%	14%	13%
HS	Biology	Cypress Park	HS3	SPED	83	77%	80%	80%	21%	23%	26%	*	12%	*
HS	English I	Cypress Park	HS3	All	799	69%	72%	66%	54%	57%	49%	14%	16%	13%
HS	English I	Cypress Park	HS3	Hispanic	461	66%	68%	66%	50%	52%	48%	12%	15%	12%
HS	English I	Cypress Park	HS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cypress Park	HS3	Asian	45	90%	93%	79%	80%	84%	64%	28%	29%	23%
HS	English I	Cypress Park	HS3	African Am.	239	71%	73%	62%	55%	58%	48%	13%	14%	14%
HS	English I	Cypress Park	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	English I	Cypress Park	HS3	White	30	79%	83%	73%	67%	73%	58%	21%	23%	18%
HS	English I	Cypress Park	HS3	Two or More	23	71%	74%	63%	58%	65%	50%	21%	22%	*
HS	English I	Cypress Park	HS3	Eco. Dis.	580	67%	69%	63%	51%	53%	46%	12%	13%	11%
HS	English I	Cypress Park	HS3	EB	224	45%	46%	46%	26%	27%	25%	2%	3%	3%
HS	English I	Cypress Park	HS3	At-Risk	582	62%	64%	60%	44%	45%	41%	8%	9%	8%
HS	English I	Cypress Park	HS3	SPED	78	23%	28%	32%	12%	15%	10%	*	10%	*
HS	English II	Cypress Park	HS3	All	826	78%	85%	76%	62%	68%	60%	6%	13%	7%
HS	English II	Cypress Park	HS3	Hispanic	465	77%	85%	73%	60%	66%	56%	6%	7%	6%
HS	English II	Cypress Park	HS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	English II	Cypress Park	HS3	Asian	51	100%	100%	95%	88%	90%	81%	*	78%	21%

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 Park	HS3	African Am.	242	77%	81%	76%	61%	62%	61%	6%	7%	5%
HS	English II	Cypress Park	HS3	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	English II	Cypress Park	HS3	White	44	93%	95%	89%	79%	89%	77%	12%	14%	14%
HS	English II	Cypress Park	HS3	Two or More	20	69%	75%	76%	63%	65%	62%	*	50%	*
HS	English II	Cypress Park	HS3	Eco. Dis.	561	77%	79%	73%	61%	63%	58%	5%	7%	6%
HS	English II	Cypress Park	HS3	EB	194	54%	55%	50%	24%	25%	27%	*	18%	*
HS	English II	Cypress Park	HS3	At-Risk	615	66%	70%	68%	44%	48%	49%	1%	2%	5%
HS	English II	Cypress Park	HS3	SPED	63	42%	43%	42%	18%	22%	23%	*	16%	*
HS	US History	Cypress Park	HS3	All	737	98%	99%	97%	72%	75%	74%	40%	43%	38%
HS	US History	Cypress Park	HS3	Hispanic	442	98%	99%	97%	70%	73%	72%	38%	40%	37%
HS	US History	Cypress Park	HS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cypress Park	HS3	Asian	39	100%	100%	100%	79%	79%	91%	63%	64%	74%
HS	US History	Cypress Park	HS3	African Am.	199	97%	98%	96%	71%	73%	74%	36%	38%	33%
HS	US History	Cypress Park	HS3	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cypress Park	HS3	White	38	97%	100%	100%	87%	89%	82%	54%	55%	53%
HS	US History	Cypress Park	HS3	Two or More	16	100%	100%	100%	94%	94%	67%	72%	75%	39%
HS	US History	Cypress Park	HS3	Eco. Dis.	524	97%	98%	97%	70%	72%	72%	38%	40%	35%
HS	US History	Cypress Park	HS3	EB	119	95%	96%	90%	50%	52%	42%	21%	23%	14%
HS	US History	Cypress Park	HS3	At-Risk	444	96%	97%	96%	57%	59%	62%	25%	27%	26%
HS	US History	Cypress Park	HS3	SPED	54	83%	85%	88%	34%	35%	38%	15%	16%	15%

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