Cypress-Fairbanks Independent School District

Cypress Ranch High School

2024-2025

Mission Statement

Cypress Ranch is committed to a safe learning environment that teaches respect for self and others while encouraging creativity and perseverance.

Vision

To prepare students for a lifetime of learning, productivity, and service as innovative, responsible, compassionate citizens.

Goals

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: While we did make gains in several areas, next year we should continue to work to make gains in all areas in meets and masters.

Strategy 1 Details	Formative Reviews		

Strategy 1: English Language Arts:
English I- We will use "Sign Posts" to help students grow in their understanding of fiction and nonfiction text structures.
English II- We will work on reading as a writer to increase critical thinking and help students to have a deeper understanding of both structure and author's purpose.
 	
Writing:
English I- We will continue to add depth to commentary in writing to help strengthen ECR/SCR.
English II- We will use No Red Ink to group students based on key areas of growth.
    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: English Teachers, CIC
	Formative		

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

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: We will be purposeful in spiraling prior topics in an effort to build a stronger foundation and connect multiple algebraic topics.
    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: Math teachers, CIC
	Formative		

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

Strategy 3 Details	Formative Reviews

Strategy 3: Science: We will use available data to group students based on TEKS comprehension to push each group to higher levels of mastery.	Formative

Strategy 3: Science: We will use available data to group students based on TEKS comprehension to push each group to higher levels of 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: Principal

Nov	Feb	May
Some Progress	Considerable	Considerable

Strategy 4 Details	Formative Reviews

Strategy 4: Social Studies: We will use wrap around techniques/spiraling to help students to interact with each of the four major themes- political, social, economic, and geographic.

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

Nov	Feb	May
Some Progress	Considerable	Considerable

Strategy 5 Details	Formative Reviews

Strategy 5: 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.

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

Nov	Feb	May
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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to work with teachers to grow the number of students taking certification tests.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will work with students and parents to increase the number of students participating in certification testing. Additionally, our CTE teachers will work with students to prepare and practice for their certificate exam opportunities.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The number of students who earn an industry certification will increase by 2%. **Staff Responsible for Monitoring:** All CTE teachers, CTE counselors	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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in K level classes will promote Advanced Placement and Dual Credit options throughout the school year and encourage enrollment.	**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:** Teachers, Couselors, Director of Instruction	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 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We will host our Keeping the Options Open event to inform students about their extracurriculuar options. Additionally, our Fine Arts directors and athletic coaches will visit our feeder middle schools to increase enrollment.	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:** Teachers, counselors, director of instruction	Considerable	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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use our senior watchlist to identify and monitor students in need of additional support. Students will be paired with mentors to help encourage them along the path to graduation.	Formative		
Strategy's Expected Result/Impact: Our graduation rate will increase by 1% **Staff Responsible for Monitoring:** Teachers, counselors, assistant principals	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		
Strategy 2: We will conduct homevisits to students who have dropped out of high school. We will work to support them and inform them on their options towards a diploma.	Formative		
Strategy's Expected Result/Impact: Our students will return to school and have a defined path to graduation **Staff Responsible for Monitoring:** AAS, counselors, assistant principals, director of instruction, associate principal, principal	**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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: In addition to increasing monitoring in morning, we will also restrict the number of entry points and increase focus on student ID badges.
    Strategy's Expected Result/Impact: Increased monitoring will result in a safer, healthier learning environment.
    Staff Responsible for Monitoring: All Staff
	Formative		

	Nov	Feb	May
	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.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Assistant Principal over safety
	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: Significant 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**
	Considerable	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	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

Summative Evaluation: Significant 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 use Bringing out the Best (BOTB) to reinforce appropriate behavior and will advertise Tipline as a method for reporting unsafe actions.
    Strategy's Expected Result/Impact: Violent incidents will be 0%
    Staff Responsible for Monitoring: Assistant Principals, Associate Principal
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished
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 utilize restorative practices in conjunction with Code of Conduct when making discipline decisions.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Assistant Principals, Associate Principal
	Formative		

	Nov	**Feb**	**May**
	Considerable	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	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 .5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will continue to use a variety of incentives to acknowledge teachers and paraprofessionals with perfect attendance each marking period.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Director of Instruction, Principal	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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development: We will provide on campus staff development in a variety of areas including: Technology (Schoology), supporting English Language Learners, Classroom Management etc.
 	
    Strategy's Expected Result/Impact: We will see evidence of strategies presented in professional development during classroom instruction.
    Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coaches
	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 2%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: In addition to communicating via our social media accounts , we will use "Ranch Reminders" to keep families informed. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 2%. **Staff Responsible for Monitoring:** Lead Counselor, Director of Instruction, Assistant Principals, Associate Principal, Principal	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable
	No Progress	Accomplished	Continue/Modify	Discontinue

CPOC

Committee Role	Name	Position
Principal	Michael Maness	Principal
Teacher #1	Brittney Livesay	Teacher #1
Teacher #2	Barbara Kubiak	Teacher #2
Teacher #3	Tawnya Mann	Teacher #3
Teacher #4	Jenny Cunningham	Teacher #4
Teacher #5	Ryan Hennessey	Teacher #5
Teacher #6	Jon McIntyre	Teacher #6
Teacher #7	John Lopez	Teacher #7
Teacher #8	Erin Best	Teacher #8
Other School Leader (Nonteaching Professional) #1	Deanna Parker	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Beth Douglass	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Shahana Wallace	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Kathy Vecchio	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Kelley Hughes	Administrator (LEA) #1
Parent #1	Lisa Scoble	Parent #1
Parent #2	Georgiet Brewer	Parent #2
Community Member #1	Jenny Childs	Community Member #1
Community Member #2	Carla Woolridge	Community Member #2
Community Member #3	Darci Harrison	Community Member #3
Business Representative #1	Ginny Theriot	Business Representative #1
Business Representative #2	Rob Theriot	Business Representative #2

Addendums

Campus	Cypress Ranch

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	98%	100%	100%	100%	100%
Meets or Above	88%	91%	90%	90%	90%
Masters Grade Level	41%	44%	47%	50%	53%

2024-25	Target Check
98%	Met District Strategic Target
88%	Met District Strategic Target
53%	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 Target	2024 Meets or Above	2025 Meets Target	2025 Meets Target	2024 Masters Grade Level	2025 Masters Target	2025 Masters Target
					#	%	%	%	%	%	%	%	%	%
HS	Algebra I	Cypress Ranch	HS1	All	329	92%	96%	90%	59%	71%	64%	30%	41%	35%
HS	Algebra I	Cypress Ranch	HS1	Hispanic	121	90%	95%	88%	54%	65%	63%	27%	37%	31%
HS	Algebra I	Cypress Ranch	HS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Cypress Ranch	HS1	Asian	40	100%	100%	95%	81%	85%	74%	64%	75%	58%
HS	Algebra I	Cypress Ranch	HS1	African Am.	81	91%	95%	87%	51%	65%	53%	22%	32%	27%
HS	Algebra I	Cypress Ranch	HS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Algebra I	Cypress Ranch	HS1	White	69	93%	96%	97%	64%	75%	77%	28%	38%	44%
HS	Algebra I	Cypress Ranch	HS1	Two or More	16	88%	94%	87%	76%	88%	53%	35%	44%	*
HS	Algebra I	Cypress Ranch	HS1	Eco. Dis.	133	93%	95%	86%	55%	65%	64%	25%	35%	32%
HS	Algebra I	Cypress Ranch	HS1	EB	66	96%	98%	91%	53%	65%	66%	27%	37%	38%
HS	Algebra I	Cypress Ranch	HS1	At-Risk	202	90%	92%	88%	47%	65%	57%	22%	32%	26%
HS	Algebra I	Cypress Ranch	HS1	SPED	39	84%	86%	75%	42%	50%	35%	13%	23%	*
HS	Biology	Cypress Ranch	HS1	All	805	98%	100%	98%	88%	91%	89%	48%	58%	50%
HS	Biology	Cypress Ranch	HS1	Hispanic	221	97%	100%	98%	80%	82%	83%	32%	42%	31%
HS	Biology	Cypress Ranch	HS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cypress Ranch	HS1	Asian	203	99%	100%	100%	96%	98%	95%	70%	80%	75%
HS	Biology	Cypress Ranch	HS1	African Am.	138	97%	100%	97%	79%	81%	81%	32%	42%	33%
HS	Biology	Cypress Ranch	HS1	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cypress Ranch	HS1	White	207	100%	100%	100%	96%	98%	97%	52%	62%	59%
HS	Biology	Cypress Ranch	HS1	Two or More	32	100%	100%	97%	92%	94%	87%	62%	72%	58%
HS	Biology	Cypress Ranch	HS1	Eco. Dis.	225	97%	100%	98%	80%	82%	80%	34%	44%	33%
HS	Biology	Cypress Ranch	HS1	EB	70	97%	100%	96%	67%	75%	64%	19%	29%	16%
HS	Biology	Cypress Ranch	HS1	At-Risk	335	96%	100%	97%	76%	78%	79%	30%	40%	32%
HS	Biology	Cypress Ranch	HS1	SPED	38	87%	90%	88%	43%	65%	39%	*	34%	*
HS	English I	Cypress Ranch	HS1	All	790	92%	95%	92%	84%	87%	83%	41%	52%	43%
HS	English I	Cypress Ranch	HS1	Hispanic	210	84%	91%	87%	71%	76%	73%	27%	37%	31%
HS	English I	Cypress Ranch	HS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cypress Ranch	HS1	Asian	202	95%	97%	97%	90%	92%	91%	55%	65%	65%
HS	English I	Cypress Ranch	HS1	African Am.	137	90%	93%	89%	77%	79%	75%	34%	44%	30%
HS	English I	Cypress Ranch	HS1	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cypress Ranch	HS1	White	206	96%	98%	96%	94%	96%	93%	46%	56%	41%
HS	English I	Cypress Ranch	HS1	Two or More	31	95%	97%	90%	92%	94%	84%	51%	61%	42%
HS	English I	Cypress Ranch	HS1	Eco. Dis.	217	83%	85%	84%	70%	75%	67%	26%	36%	27%
HS	English I	Cypress Ranch	HS1	EB	68	59%	75%	67%	37%	75%	35%	6%	16%	6%
HS	English I	Cypress Ranch	HS1	At-Risk	326	82%	85%	85%	66%	75%	68%	24%	34%	28%
HS	English I	Cypress Ranch	HS1	SPED	39	59%	65%	55%	36%	50%	19%	*	26%	*
HS	English II	Cypress Ranch	HS1	All	806	94%	97%	93%	87%	90%	86%	18%	30%	23%
HS	English II	Cypress Ranch	HS1	Hispanic	216	91%	93%	87%	80%	82%	75%	11%	21%	14%
HS	English II	Cypress Ranch	HS1	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
HS	English II	Cypress Ranch	HS1	Asian	192	97%	100%	98%	94%	96%	96%	34%	44%	37%

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	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
					#	%	%	%	%	%	%	%	%	%
HS	English II	Cypress Ranch	HS1	African Am.	144	93%	95%	90%	83%	85%	80%	7%	17%	16%
HS	English II	Cypress Ranch	HS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	English II	Cypress Ranch	HS1	White	220	97%	100%	95%	94%	96%	91%	23%	33%	24%
HS	English II	Cypress Ranch	HS1	Two or More	31	90%	94%	100%	83%	84%	93%	24%	35%	37%
HS	English II	Cypress Ranch	HS1	Eco. Dis.	208	88%	90%	86%	77%	79%	78%	11%	21%	13%
HS	English II	Cypress Ranch	HS1	EB	58	63%	75%	67%	36%	75%	38%	*	66%	*
HS	English II	Cypress Ranch	HS1	At-Risk	345	81%	83%	83%	64%	75%	73%	5%	15%	16%
HS	English II	Cypress Ranch	HS1	SPED	51	66%	75%	64%	32%	50%	32%	*	25%	*
HS	US History	Cypress Ranch	HS1	All	944	99%	100%	99%	90%	92%	90%	65%	75%	66%
HS	US History	Cypress Ranch	HS1	Hispanic	266	99%	100%	99%	84%	88%	87%	49%	63%	56%
HS	US History	Cypress Ranch	HS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cypress Ranch	HS1	Asian	192	99%	100%	100%	94%	96%	95%	77%	87%	81%
HS	US History	Cypress Ranch	HS1	African Am.	178	99%	100%	99%	86%	88%	86%	57%	67%	57%
HS	US History	Cypress Ranch	HS1	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cypress Ranch	HS1	White	257	100%	100%	99%	93%	95%	92%	73%	83%	72%
HS	US History	Cypress Ranch	HS1	Two or More	47	97%	100%	98%	91%	93%	91%	69%	79%	68%
HS	US History	Cypress Ranch	HS1	Eco. Dis.	261	98%	100%	98%	80%	82%	84%	49%	59%	53%
HS	US History	Cypress Ranch	HS1	EB	42	97%	100%	93%	56%	75%	67%	26%	36%	17%
HS	US History	Cypress Ranch	HS1	At-Risk	283	97%	100%	98%	70%	75%	76%	38%	48%	42%
HS	US History	Cypress Ranch	HS1	SPED	49	96%	100%	92%	67%	85%	53%	40%	50%	24%

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