Cypress-Fairbanks Independent School District

Cypress Woods High School

2024-2025

Mission Statement

CFISD: LEAD: Learn, Empower, Achieve, Dream

Vision

Cypress Woods High School embraces a mindset of growth that nurtures responsible citizens,

insightful problem solvers, and global leaders who embody the POWER of 212*

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 I Reading: During the current school year, we will engage our students in reading by providing them with relevant texts, opportunities to respond to and discuss a variety of texts, and facilitating kinesthetic activities.	**Formative**		
	Nov	**Feb**	**May**
Reading techniques used in the classroom: - Provide students with rigorous companion pieces that are written by African American authors (K/H) - Habitually integrate intentional turn & talks with clear student expectations and sentence stems to use in response to reading for (L/K/H) - Chunk and facilitate state changes and movement into lessons in order to keep students engaged in content (L) **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:** Eng I teachers, CICs, AAS, DI	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews

	Formative		
Strategy 2: English I Writing: During the current school year, we will develop analytical writing skills by incorporating opportunities for written & spoken responses, chunking writing instruction, providing meaningful feedback and praise throughout the writing process, and scaffolding writing prompts.	**Nov**	**Feb**	**May**

Writing techniques used in the classroom:
- Deconstructing exemplars, teacher modeling and think-alouds
- Habitually integrate intentional turn & talks with clear student expectations and sentence stems to use during the writing process (L/K/H)
- Chunking writing instruction and integrating process check points
- Frequently praising students when providing feedback (always say something positive before providing feedback: "Great job at_____, now try...")
 	
    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: Eng I teachers, CICs, AAS, DI
 	
    ESF Levers:
    Lever 5: Effective Instruction
	Some Progress	Considerable	Accomplished

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: English II Reading Strategy: During the current school year, we will build the confidence of our African American students to engage with and analyze a variety of texts through the use of appropriate scaffolds, metacognitive strategies, and encouragement and praise.	**Nov**	**Feb**	**May**

Reading techniques used in the classroom:
- Chunking reading
- Reading lens and focused annotations
- Reviewing yesterday's reading at the start of each class period
- Providing students with the opportunity to intentionally turn & talk before everybody writes before responding to reading prompts
- Having students complete an anticipatory journal prior to reading
- Celebration of successes, incentives and rewards (3:1 ratio of praise to redirection)
- Building metacognitive skills
 	
    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 II teachers, CIC, Director of Instruction, AAS
	Some Progress	Considerable	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: English II Writing Strategy: During the current school year, we will build confidence in our African American student's abilities to develop analytical writing skills by incorporating pre-writing strategies to assist students in the writing process, scaffolding writing prompts and praising students. Writing techniques used in the classroom: - Isolate specific skills in writing by breaking it down (chunking) - Attack the prompt by defining and analyzing keywords, modeling think aloud strategies, and emphasizing the verbiage of test day phrasing - Utilize keywords from the prompt to turn the question into a statement (claim) - Provide sentence starters and stems to generate meaningful commentary - Practice with accessible prompts (1 part question, start simplified and work to more complex questions) - Celebrate successes; praise student writing frequently; always find a positive to point out when giving feedback **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 II teachers, CIC, Director of Instruction, AAS	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Math: During the current school year, we will build student processing skills by providing students with frequent opportunities to show their work and engage in student discourse with their peers. Techniques used in the classroom: - Showing work or writing out thinking process by hand on daily checking for understanding assignments, relevant applications, and summative assessments (unit tests) -Integrate campus look-fors that promote student processing and discourse opportunities, including: Wait Time, Turn & Talk, Everybody Writes, Cold Call **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:** Algebra I Teachers, CIC, Director of Instruction, AAS	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 6 Details	Formative Reviews

	Formative		
Strategy 6: Biology: During the current school year, we will build confidence in our At-risk students through praise and encouragement as well as providing them with multiple opportunities to practice and internalize scientific vocabulary so that they feel successful in Biology.	**Nov**	**Feb**	**May**
Techniques used in the classroom to build confidence: - Intentionally encourage and praise At-risk students (look to do this with 2-3 at-risk students per class period daily) - Flip the ratio of praise to redirection to 3:1 - Say "Thank you" to students frequently - Give students immediate feedback on their work - Provide students with multiple opportunities to redo work so that they can feel successful Techniques used in the classroom to practice & internalizing scientific language: - Front load unit vocabulary by giving them a vocabulary page or concept map at the beginning of each unit that they can complete throughout the unit and reference - Have the entire class say the vocabulary word aloud when you introduce a new word (at least 1-3 times) - Create flashcards in Quizlet - Provide Intentional turn & talk opportunities that include clear expectations, sentence stems/starters and/or A & B partners to ensure that all students are able to participate; integrate cold call in order to ensure that quiet students will speak in class - Provide more open-ended questions with writing (everybody writes) and student discourse	Some Progress	Considerable	Considerable
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: Biology team, CICs, AAS, Appraiser, DI			

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: US History: During the current school year, we will provide scaffolded supports to students such as graphic organizers, modeling analysis of rigorous materials, as well as building in daily writing opportunities to promote student discourse.	**Nov**	**Feb**	**May**
Techniques used in the classroom: Sentence stems, think-alouds, one-pager vocabulary unit overviews, instructional strategies focused on student processing through discourse and writing (Turn & Talk, Everybody Writes), modeling annotation strategies	Considerable	Considerable	Considerable
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: USH teachers, CIC, Director of Instruction, AAS			

Strategy 8 Details	Formative Reviews		
Strategy 8: 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	Some Progress	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: CTE Approved Industry Certifications: CTE teachers will provide multiple opportunities for students to prepare and practice for certification exams and will set and clearly communicate study deadlines with students. Students will complete test reflections after taking a practice certification test to improve upon test taking strategies and study skills. Teachers will emphasize parent communication and student communication to ensure all stakeholders know the importance and process of preparing for and passing certification exams.	**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 Counselor, District CTE Campus Instructional Coach			
	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: As a campus, we will approach the strategy from various angles, such as: 1) Teachers will develop relationships with students to encourage them to take advanced courses 2) Our College Academy Advisor will encourage our students to remain in College Academy 3) Counselors will recommend students to take advanced courses when advisable 4) CCS will target high achieving students using PSAT 5) AAS will create slide to share with all students detailing the benefits of free/reduced lunch - through all English classes and on the television sets in the hallway **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:** CCS / AAS / DI	**Formative**		
	Nov	**Feb**	**May**
	Considerable	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: We will host Wildcat Express and Keeping the Options Open inviting our directors and coaches to attend for recruitment purposes.. Our Fine Arts directors and athletic coaches will visit the middle schools to increase enrollment. We will support our feeders via social media to build the bridge from middle to high school.	**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	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

Strategy 1 Details	Formative Reviews		
Strategy 1: Graduation Rate: As a campus, the following will be in place - teacher/student mentor program with embedded post-secondary goal setting, academic interventions, counselor support of post-secondary goals, College and Career Specialist support, Assistant Principal Support, AAS Support, CYS Support.	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, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS	Some Progress	Considerable	Accomplished
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Dropout Prevention: The following supports will be in place to aide in dropout prevention - Attendance Office support, Registrar office support, CYS support, AAS support, Counselor support, Assistant Principal Support, AAS and CYS will conduct home visits as needed, other options will be given to families/students as needed, Registrar/AAS will monitor dropout list regularly and contact families offering support until a solution is devised.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals, Attendance Office, CYS, AAS	Considerable	Considerable	Accomplished

No Progress   Accomplished   ➔ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Members of the Cypress Woods High School faculty and staff will actively supervise students in the classrooms, hallways, restrooms, and commons to create a safe environment for all students. Members of the Cypress Woods High School faculty and staff will also actively supervise those students who remain for after school activities.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students at Cypress Woods High school will feel safe on campus upon arrival, throughout the school day, and during after school activities as measured by the student survey conducted during the school year. **Staff Responsible for Monitoring:** -Campus Administration -Teachers -Staff -Campus Resources Officers	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
All Cypress Woods High School teachers and students will participate in the EOP safety drills (fire, shelter, lockout, lock-down, crisis, evacuation, metal detectors) throughout the year to learn campus expectations during these drills in preparation for an actual emergency/crisis. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** -Campus Safety Liaison: assigned Assistant Principal(s)	Some Progress	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	Considerable	Accomplished

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	Accomplished

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: Discipline reports
Tardy Calculator Data
Electronic Violation Data
Dress Code Violation Data

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. As a campus, we use CPI training, Behavior intervention strategies, conflict mediations, Wildcat Excellence, and Bringing Out the Best character lessons to help educate students and staff members on how to properly address conflict. By being proactive we should be able to reduce the incidents by 70% (Reference the 2021-22 CFISD Report on Violence and Violence Prevention) **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals Campus Resource Officers	**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. The assistant principals will utilize the CFISD Code of Conduct and Campus Discipline Continuum as primary references when addressing student discipline. One key strategy that will be used when addressing student discipline is supporting teachers in building relationships with their students and the parents of their students and the positive effect it will would have in reducing the discipline issues in the classroom. **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**
	Some Progress	Some Progress	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	Accomplished

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 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Instructional Shout-outs and our staff Intentional monthly awards, frequent classroom visits with feedback, and a strong campus effort to unite staff members through our Staff Unity initiative, which offers monthly staff social events. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** DI Principal CICs	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished
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
August Campus PD Week Look Fors Trainings
CTE SchoologyRequired Training

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Our PD mission is to create job-embedded PD options that teachers can choose from to align to their PPGs (Personal Professional Goals) and GSGs (Goals for Student Growth). Our CICs offer 11 personalized PD options throughout the school year, including: instructional coaching cycles, look-for credentials, book studies, accessing a digital library, peer observations, video reflection, data analysis, personalized team training, completing online Teach Like a Champion modules and completing a reflective journal. Additionally, teachers are encouraged to present PD to their peers on topics in which they are passionate, and we consistently communicate district PD offerings such as EB trainings and Quantum Learning sessions throughout the school year.	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished
Strategy's Expected Result/Impact: Teachers will feel confident in their ability to implement the campus instructional look-fors of: What to Do, Cold Call, Student Processing (Wait Time, Everybody Writes and Turn and Talk), and Checking for Understanding (Targeted Questioning, Affirmative Checking, and Closure). Teachers will also take advantage of the multiple on-campus opportunities to improve their craft and seek out district opportunities that are aligned to their goals. **Staff Responsible for Monitoring:** CIC Team DI **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction			

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: CyWoods Events
Facebook, Twitter, and Instagram activity/followers
Participation in VIP events

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will share information with parents using the app, Buffer, to communicate upcoming events. information, and student deadlines. Buffer links to Facebook, Instagram, and Twitter allowing parents to see information on three different social media platforms. Our VIPS will utilize our Marquee, and our school website. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 2%. **Staff Responsible for Monitoring:** Administration, VIP Leadership	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

CPOC

Committee Role	Name	Position
Principal	Lloyd Turner	Principal (there is only one principal)
Teacher #1	Laureen Ratliff	Teacher #1 - Biology
Teacher #2	Brittany Weinstein	Teacher #2 - English 1
Teacher #3	Chase Holland	Teacher #3 - English 2
Teacher #4	Christine Monk	Teacher #4 - USH
Teacher #5	Brittany Hunt	Teacher #5 - Algebra 1
Teacher #6	Laura Anderson	Teacher #6 - CATE
Teacher #7	Alex Dewey	Teacher #7 - Representative
Teacher #8	Carly Hester	Teacher #8 - Representative
Other School Leader (Nonteaching Professional) #1	Christina Hoover	Nonteaching Professional #1 AAS
Other School Leader (Nonteaching Professional) #2	Marissa Mitchell	Nonteaching Professional #2 AP
Other School Leader (Nonteaching Professional) #3	Lauren Prewitt Shane	Nonteaching Professional #3 CIC
Other School Leader (Nonteaching Professional) #4	Kelly Ellis	Nonteaching Professional #4 DI
Administrator (LEA) #1	Teresa Hull	Administrator (LEA) #1
Parent #1	Leslie Blevins	Parent #1
Parent #2	Stacey Summers	Parent #2
Community Member #1	Kim Fritz	Community Member #1
Community Member #2	Jordan Shane	Community Member #2
Business Representative #1	Amanda Blanke	Business Representative #1
Business Representative #2	Doug Harbrueger	Business Representative #2

Addendums

Campus	Cypress Woods			

Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	97%	99%	100%	100%	100%
Meets or Above	87%	90%	90%	90%	90%
Masters Grade Level	45%	48%	51%	54%	57%

2024-25	Target Check
97%	Met District Strategic Target
87%	Met District Strategic Target
48%	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 Woods	HS1	All	379	92%	96%	96%	74%	76%	78%	45%	46%	54%
HS	Algebra I	Cypress Woods	HS1	Hispanic	130	91%	96%	95%	73%	75%	72%	44%	45%	55%
HS	Algebra I	Cypress Woods	HS1	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Cypress Woods	HS1	Asian	31	95%	97%	100%	86%	87%	97%	64%	65%	76%
HS	Algebra I	Cypress Woods	HS1	African Am.	88	90%	97%	88%	67%	70%	65%	37%	38%	35%
HS	Algebra I	Cypress Woods	HS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Algebra I	Cypress Woods	HS1	White	116	94%	97%	100%	75%	77%	87%	48%	49%	60%
HS	Algebra I	Cypress Woods	HS1	Two or More	13	83%	92%	100%	79%	85%	80%	29%	31%	*
HS	Algebra I	Cypress Woods	HS1	Eco. Dis.	173	89%	90%	94%	70%	72%	69%	38%	40%	45%
HS	Algebra I	Cypress Woods	HS1	EB	61	85%	86%	94%	67%	70%	69%	45%	46%	48%
HS	Algebra I	Cypress Woods	HS1	At-Risk	227	89%	90%	93%	65%	67%	68%	32%	33%	40%
HS	Algebra I	Cypress Woods	HS1	SPED	64	66%	68%	81%	36%	40%	44%	12%	14%	19%
HS	Biology	Cypress Woods	HS1	All	867	99%	100%	99%	88%	90%	89%	50%	52%	53%
HS	Biology	Cypress Woods	HS1	Hispanic	245	99%	100%	98%	81%	84%	83%	36%	38%	43%
HS	Biology	Cypress Woods	HS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cypress Woods	HS1	Asian	120	99%	100%	99%	96%	98%	98%	75%	77%	72%
HS	Biology	Cypress Woods	HS1	African Am.	143	97%	100%	97%	79%	81%	79%	34%	36%	29%
HS	Biology	Cypress Woods	HS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cypress Woods	HS1	White	323	99%	100%	100%	93%	95%	95%	59%	61%	63%
HS	Biology	Cypress Woods	HS1	Two or More	33	100%	100%	100%	87%	91%	94%	42%	45%	58%
HS	Biology	Cypress Woods	HS1	Eco. Dis.	282	99%	100%	99%	77%	79%	78%	29%	31%	35%
HS	Biology	Cypress Woods	HS1	EB	76	98%	99%	95%	59%	62%	59%	11%	13%	14%
HS	Biology	Cypress Woods	HS1	At-Risk	336	98%	99%	97%	74%	76%	75%	26%	28%	29%
HS	Biology	Cypress Woods	HS1	SPED	73	91%	92%	87%	49%	53%	52%	13%	14%	11%
HS	English I	Cypress Woods	HS1	All	856	90%	93%	93%	82%	84%	83%	40%	42%	43%
HS	English I	Cypress Woods	HS1	Hispanic	239	86%	91%	91%	75%	80%	79%	25%	26%	30%
HS	English I	Cypress Woods	HS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cypress Woods	HS1	Asian	118	98%	99%	97%	95%	96%	92%	65%	66%	66%
HS	English I	Cypress Woods	HS1	African Am.	141	78%	82%	82%	66%	70%	65%	25%	27%	26%
HS	English I	Cypress Woods	HS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cypress Woods	HS1	White	322	95%	97%	97%	89%	90%	90%	49%	51%	50%
HS	English I	Cypress Woods	HS1	Two or More	33	82%	91%	94%	76%	79%	79%	33%	45%	47%
HS	English I	Cypress Woods	HS1	Eco. Dis.	274	81%	82%	83%	69%	72%	66%	22%	24%	24%
HS	English I	Cypress Woods	HS1	EB	70	56%	58%	70%	38%	40%	42%	*	20%	*
HS	English I	Cypress Woods	HS1	At-Risk	331	79%	80%	84%	64%	66%	64%	18%	20%	19%
HS	English I	Cypress Woods	HS1	SPED	73	50%	52%	56%	31%	33%	32%	*	21%	*
HS	English II	Cypress Woods	HS1	All	945	95%	96%	91%	87%	89%	82%	24%	26%	26%
HS	English II	Cypress Woods	HS1	Hispanic	277	94%	96%	90%	85%	89%	76%	16%	19%	16%
HS	English II	Cypress Woods	HS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	English II	Cypress Woods	HS1	Asian	113	94%	95%	97%	87%	88%	92%	43%	44%	52%

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 Woods	HS1	African Am.	123	94%	95%	82%	78%	80%	64%	13%	15%	12%
HS	English II	Cypress Woods	HS1	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
HS	English II	Cypress Woods	HS1	White	384	96%	97%	95%	91%	92%	89%	27%	28%	31%
HS	English II	Cypress Woods	HS1	Two or More	44	94%	95%	86%	82%	86%	76%	29%	32%	19%
HS	English II	Cypress Woods	HS1	Eco. Dis.	285	92%	93%	83%	80%	81%	64%	13%	14%	13%
HS	English II	Cypress Woods	HS1	EB	64	79%	80%	71%	49%	52%	42%	*	34%	*
HS	English II	Cypress Woods	HS1	At-Risk	398	80%	81%	79%	63%	65%	60%	6%	7%	12%
HS	English II	Cypress Woods	HS1	SPED	88	61%	63%	55%	39%	41%	27%	*	15%	*
HS	US History	Cypress Woods	HS1	All	872	99%	100%	99%	90%	91%	92%	72%	74%	70%
HS	US History	Cypress Woods	HS1	Hispanic	274	99%	100%	100%	88%	91%	89%	68%	70%	64%
HS	US History	Cypress Woods	HS1	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cypress Woods	HS1	Asian	106	99%	100%	97%	94%	95%	93%	85%	86%	81%
HS	US History	Cypress Woods	HS1	African Am.	105	99%	100%	98%	79%	81%	83%	55%	57%	47%
HS	US History	Cypress Woods	HS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	US History	Cypress Woods	HS1	White	357	99%	100%	99%	92%	93%	96%	76%	78%	79%
HS	US History	Cypress Woods	HS1	Two or More	29	100%	100%	97%	93%	93%	93%	76%	79%	62%
HS	US History	Cypress Woods	HS1	Eco. Dis.	241	100%	100%	98%	83%	84%	85%	62%	63%	56%
HS	US History	Cypress Woods	HS1	EB	34	96%	97%	93%	61%	63%	77%	25%	27%	33%
HS	US History	Cypress Woods	HS1	At-Risk	212	97%	98%	95%	69%	71%	78%	45%	47%	44%
HS	US History	Cypress Woods	HS1	SPED	55	91%	92%	83%	31%	33%	56%	17%	18%	28%

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.

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