Cypress-Fairbanks Independent School District

Cypress Creek High School

2024-2025

Mission Statement

Equip students today to impact tomorrow

Vision

Shaping the future, one mind at a time.

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: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: Teachers will continue to work toward meeting and exceeding the STAAR performance targets by building academic language and transferable skills, building relationships with and among students, differentiating lessons for all learners, and addressing learned helplessness and skills gaps through building student confidence.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Director of Instruction, CICs, AASes, English Department Chair, English I & II Team Leaders, In-lass Support (Sped) English Teachers	Some Progress	Some Progress	Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will continue to work toward meeting and exceeding the STAAR performance targets by focusing on individualized student needs, building math comprehension skills, and incorporating direct teaching of test-taking strategies to build confidence and motivation in our Algebra I students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Director of Instruction, CICs, AASes, Math Department Chair, Algebra I Team Leader, In-lass Support (Sped) Algebra I Teachers	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews

Strategy 3: Science: Teachers will continue to work toward meeting and exceeding the STAAR performance targets by implementation of Science and Engineering practices through all content units such as the use of phenomena to engage students in asking questions, and defining problems based on observations.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Director of Instruction, CICs, AASes, Science Department Chair, Biology Team Leader, In-Class Support (Sped) Biology Teachers	Some Progress	Considerable	Accomplished

Strategy 4 Details	Formative Reviews

Strategy 4: Social Studies: We will continue to work toward meeting and exceeding the STAAR performance targets by increasing differentiation through a variety of engagement strategies to increase student motivation and interest in U.S. History.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Director of Instruction, CICs, AASes, Social Studies Department Chair, U.S. History Team Leader, In-Class Support (Sped) U.S. History Teachers	Some Progress	Some Progress	Considerable

Strategy 5 Details	Formative Reviews

Strategy 5: 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, DI, AAS	Considerable	Considerable	Considerable

Strategy 6 Details	Formative Reviews

Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Bringing Out the Best, PBIS lessons, Student Council, fine arts programs, UIL athletics	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	Accomplished	Accomplished	Accomplished

Strategy 7 Details	Formative Reviews

	Formative		
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.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will encourage students in CTE courses to earn eligible IBC and track their progress.	**Formative**		
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	**Nov**	**Feb**	**May**
	Some Progress	Some Progress	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Cy Creek CTE teachers and administrators will more frequently and effectively communicate with parents and community members about their program and the certification process.	**Formative**		
Strategy's Expected Result/Impact: With an increase in knowledge and understanding, parents and the community can help the student to be successful in their certification process. **Staff Responsible for Monitoring:** Director of Instruction **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**May**
		Some Progress	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

   Next Year's Recommendation: District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will encourage students to enroll in dual-credit and advanced placement courses and monitor their progress.	**Formative**		
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	**Nov**	**Feb**	**May**
	Some Progress	Some Progress	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Effective and timely communication will go to the campus and community explaining the AP/DC process, purpose, benefits, and FAQ's so that students feel more comfortable and confident in the enrollment process.	**Formative**		
Strategy's Expected Result/Impact: An increase in enrollment of AP/DC classes **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	**Nov**	**Feb**	**May**
	Considerable	Accomplished	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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We will encourage students to participate in Fine Arts and athletic programs.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	✖	✖	✖
	Discontinue	Discontinue	Discontinue
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Campus club sponsors will increase awareness of their clubs, organizations, and extra curriculars.	**Formative**		
Strategy's Expected Result/Impact: An increase in student recruitment.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Some Progress	Some Progress	Some Progress

○ 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

    Next Year's Recommendation: District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will support seniors at risk of not graduating on time by creating individualized support plans.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Considerable	Accomplished	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: To decrease dropout rates, campus administration and staff will work to ensure interventions are occurring in an effective and timely manner so that all students are able to be academically successful.	**Formative**		
Strategy's Expected Result/Impact: Decreased dropout rates **Staff Responsible for Monitoring:** principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov**	**Feb**	**May**
	Some Progress	Accomplished	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: To increase the graduation rate, the campus administration will work closely with our feeder campuses to ensure incoming students are knowledgeable when picking their four-year plan.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased graduation rates **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments		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: Met Objective

Next Year's Recommendation: By the end of the current school year, 100% of the district's safety policies will be implemented.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: By utilizing a "HELP" communication tool, along with the reinforcements of clear backpacks, IDs, and no headphones/earbuds in the hallways, we will create an environment that is safe and conducive to learning. These limited interruptions will enhance first-time instruction in the classroom. **Strategy's Expected Result/Impact:** Students will be receiving instruction due to fewer students lingering in the hallways. Fewer non-compliance disruptions will occur. An increase in the quality and delivery of first-time instruction will be noted. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers	Formative		
	Nov	Feb	May
	Considerable	Considerable	Considerable

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:** Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers	Formative		
	Nov	Feb	May
	Accomplished	Accomplished	Accomplished

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

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	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers	No Progress	Some Progress	Some Progress
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	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers	No Progress	No Progress	No 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: Met Objective

    Next Year's Recommendation: 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.

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. Faculty and staff will actively participate in the following professional learning and training: -Book Studies and Staff Presentations with planning incorporated -Campus professional development focused on building relationships and understanding Emotional Poverty -Promotion of PBIS. -Emerging Bilingual Support -Special Education Lunch and Learns Additionally, specific faculty/staff will be trained on and will utilize Suite 360 and Everyday Speech programs in order to assist in reducing students' violent behaviors in school. Through these professional learning and training, our faculty and staff will gather different approaches to more effectively working with our students (i.e. SPED African American) to reduce the number of DAEP placements and increase the level and quality of first-time instruction.	**Formative**		
	Nov	**Feb**	**May**
	Accomplished	Accomplished	Accomplished
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals			

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. Teachers struggling with classroom management techniques that lead to student office referrals will be supported by Campus Instructional Coaches and Appraisers. Assistant principals will utilize the CFISD Code of Conduct, the districts suggested restorative interventions list, and the Cy Creek behavior continuum, developed by the Assistant Principals, to guide and support students who are struggling to adhere to the campus expectations.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, CICs	Some Progress	Some Progress	Some Progress

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	Some Progress	Some Progress

○ 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 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The administrative team will provide incentives, including consumable treats and other rewards for teachers and paraprofessionals who exemplify attendance practices.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction	**Nov**	**Feb**	**May**

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
    Teacher feedback/Survey

    Summative Evaluation: Met Objective

    Next Year's Recommendation: y the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development: Teachers will receive additional professional development in the following areas:
 	
Emotional Poverty
Supporting Emerging Bilinguals
Developing Personal Professional Goals and Goals for Student Growth.
    Strategy's Expected Result/Impact: Teachers will develop their instructional and relational capacity to effectively teach and build relationships with their students.
    Staff Responsible for Monitoring: Director of Instruction, CICs, Department Chairs, Team Leaders, Appraisal Team
	Formative		

	Nov	**Feb**	**May**
	Considerable	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: Communication with parents
Translated documents
Agendas for events with dates/times

Summative Evaluation: Met Objective

Next Year's Recommendation: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement:	**Formative**		
Through community outreach programs, including Cougar Camp (9th grade orientation), 10th-12th Orientation, bilingual parent meetings and events, Spanish Speaking Secretaries Translating Schedule to assist staff with contact, and the implementation of our Spanish Speaking Liaison, will see an increase of minority students' parents attending school-related activities. We will also use our new Cougar Links, parents and students are able access all Cy Creek information through a QR code.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Dir of Instruction	Some Progress	Some Progress	Considerable

No Progress   Accomplished   Continue/Modify   Discontinue

CPOC

Committee Role	Name	Position
Principal	Martin L. Drayton	Principal (there is only one principal)
Teacher #1	Mark Mason	Physics Teacher
Teacher #2	Ashlee Todd	Math Teacher
Teacher #3	Tracey Blackman	CTE Teacher
Teacher #4	Bryan McDaniel	US History Teacher
Teacher #5	Chloe Shroff	Theatre Teacher
Teacher #6	Annette Roosa	Special Education Teacher
Teacher #7	Ashley Reeves	English Teacher
Teacher #8	Teresa Hughes	Math/Social Studies CIC
Paraprofessional #2	Lisa Lynch	Paraprofessional #2
Paraprofessional #1	Jeanette Goodpaster	Paraprofessional
Other School Leader (Nonteaching Professional) #1	Lisa Barcellona	DI Helping Teacher
Other School Leader (Nonteaching Professional) #2	Carderette Mary-Beth	Testing Coordinator
Other School Leader (Nonteaching Professional) #3	Frank Fraley	Associate Principal
Other School Leader (Nonteaching Professional) #4	Kay McDowell	Director of Instruction
Other School Leader (Nonteaching Professional)	Kathryn Esparza	English Teacher / CIC
Administrator (LEA) #1	Eric Hernandez	District Representative
Administrator (LEA) #2	Winona Lincoln	District Representative
Parent #1	Ar'Acely Adams	Parent #1
Parent #2	Courtney McKinney	Parent #2
Community Member #1	Sydney McDaniel	Community Member #1
Community Member #2	Kaci Murray	Community Member #2
Business Representative #2	Business Representative	Business Representative #2
Business Representative #1	Luis Alvarado	Office Depot - Willowbrook

Addendums

Campus	Cypress Creek

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	62%	65%	68%	71%	74%
Masters Grade Level	23%	26%	29%	32%	35%

2024-25	Target Check
90%	Met District Strategic Target
65%	Met District Strategic Target
26%	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 Creek	HS2	All	626	79%	86%	75%	39%	59%	40%	15%	21%	17%
HS	Algebra I	Cypress Creek	HS2	Hispanic	297	80%	87%	79%	43%	45%	40%	17%	20%	17%
HS	Algebra I	Cypress Creek	HS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Cypress Creek	HS2	Asian	31	95%	100%	93%	63%	68%	72%	*	55%	41%
HS	Algebra I	Cypress Creek	HS2	African Am.	204	77%	82%	70%	29%	80%	29%	12%	15%	10%
HS	Algebra I	Cypress Creek	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Cypress Creek	HS2	White	61	83%	90%	66%	47%	51%	52%	12%	20%	31%
HS	Algebra I	Cypress Creek	HS2	Two or More	31	69%	81%	70%	44%	52%	47%	*	39%	20%
HS	Algebra I	Cypress Creek	HS2	Eco. Dis.	453	78%	85%	74%	36%	45%	37%	14%	20%	16%
HS	Algebra I	Cypress Creek	HS2	EB	155	75%	80%	72%	38%	43%	37%	18%	20%	17%
HS	Algebra I	Cypress Creek	HS2	At-Risk	454	76%	80%	71%	31%	40%	32%	10%	20%	12%
HS	Algebra I	Cypress Creek	HS2	SPED	87	56%	60%	48%	21%	25%	14%	7%	15%	6%
HS	Biology	Cypress Creek	HS2	All	885	89%	91%	88%	55%	63%	55%	16%	22%	18%
HS	Biology	Cypress Creek	HS2	Hispanic	377	89%	91%	86%	50%	58%	48%	11%	20%	12%
HS	Biology	Cypress Creek	HS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cypress Creek	HS2	Asian	81	98%	98%	97%	88%	90%	82%	46%	51%	46%
HS	Biology	Cypress Creek	HS2	African Am.	249	81%	84%	82%	36%	46%	41%	6%	8%	7%
HS	Biology	Cypress Creek	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cypress Creek	HS2	White	132	96%	98%	94%	83%	87%	80%	28%	33%	37%
HS	Biology	Cypress Creek	HS2	Two or More	44	97%	98%	95%	72%	80%	62%	28%	32%	22%
HS	Biology	Cypress Creek	HS2	Eco. Dis.	573	85%	88%	85%	45%	60%	47%	11%	18%	13%
HS	Biology	Cypress Creek	HS2	EB	169	85%	87%	79%	33%	35%	23%	6%	12%	9%
HS	Biology	Cypress Creek	HS2	At-Risk	560	84%	87%	84%	39%	45%	40%	8%	12%	11%
HS	Biology	Cypress Creek	HS2	SPED	97	75%	78%	67%	27%	30%	20%	*	21%	7%
HS	English I	Cypress Creek	HS2	All	860	68%	87%	67%	57%	61%	53%	19%	23%	17%
HS	English I	Cypress Creek	HS2	Hispanic	374	64%	86%	62%	53%	55%	46%	14%	16%	10%
HS	English I	Cypress Creek	HS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cypress Creek	HS2	Asian	80	90%	93%	92%	85%	88%	84%	48%	63%	49%
HS	English I	Cypress Creek	HS2	African Am.	235	59%	86%	57%	45%	47%	39%	12%	14%	8%
HS	English I	Cypress Creek	HS2	Pac. Islander	1	*	100%	*	*	700%	*	*	100%	*
HS	English I	Cypress Creek	HS2	White	129	87%	90%	83%	74%	77%	75%	33%	36%	34%
HS	English I	Cypress Creek	HS2	Two or More	40	79%	83%	82%	71%	78%	71%	21%	28%	18%
HS	English I	Cypress Creek	HS2	Eco. Dis.	557	62%	63%	61%	49%	50%	44%	13%	14%	11%
HS	English I	Cypress Creek	HS2	EB	163	42%	45%	37%	28%	30%	18%	*	16%	*
HS	English I	Cypress Creek	HS2	At-Risk	544	55%	56%	56%	41%	42%	39%	8%	9%	8%
HS	English I	Cypress Creek	HS2	SPED	95	41%	43%	38%	26%	28%	23%	*	19%	*
HS	English II	Cypress Creek	HS2	All	781	78%	87%	71%	65%	66%	56%	11%	15%	8%
HS	English II	Cypress Creek	HS2	Hispanic	330	73%	86%	67%	58%	58%	51%	7%	10%	5%
HS	English II	Cypress Creek	HS2	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*

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 Creek	HS2	Asian	63	94%	94%	91%	91%	92%	83%	38%	40%	29%
HS	English II	Cypress Creek	HS2	African Am.	244	76%	86%	63%	59%	61%	42%	4%	7%	3%
HS	English II	Cypress Creek	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English II	Cypress Creek	HS2	White	120	88%	90%	86%	80%	80%	79%	19%	25%	15%
HS	English II	Cypress Creek	HS2	Two or More	20	81%	80%	90%	81%	80%	70%	*	40%	*
HS	English II	Cypress Creek	HS2	Eco. Dis.	504	74%	75%	66%	60%	60%	50%	7%	10%	5%
HS	English II	Cypress Creek	HS2	EB	138	44%	44%	44%	27%	28%	22%	*	14%	*
HS	English II	Cypress Creek	HS2	At-Risk	483	61%	62%	56%	44%	45%	36%	2%	5%	3%
HS	English II	Cypress Creek	HS2	SPED	87	29%	40%	45%	17%	23%	24%	*	11%	*
HS	US History	Cypress Creek	HS2	All	788	96%	97%	95%	73%	78%	71%	43%	50%	41%
HS	US History	Cypress Creek	HS2	Hispanic	331	96%	97%	94%	72%	76%	64%	38%	45%	33%
HS	US History	Cypress Creek	HS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cypress Creek	HS2	Asian	84	97%	98%	99%	89%	95%	88%	70%	79%	67%
HS	US History	Cypress Creek	HS2	African Am.	229	94%	96%	93%	60%	67%	65%	30%	35%	31%
HS	US History	Cypress Creek	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cypress Creek	HS2	White	125	99%	100%	99%	89%	93%	88%	60%	68%	63%
HS	US History	Cypress Creek	HS2	Two or More	17	100%	100%	100%	73%	76%	87%	58%	65%	67%
HS	US History	Cypress Creek	HS2	Eco. Dis.	477	95%	99%	95%	67%	70%	65%	36%	40%	35%
HS	US History	Cypress Creek	HS2	EB	100	86%	90%	84%	43%	44%	37%	20%	21%	13%
HS	US History	Cypress Creek	HS2	At-Risk	379	92%	98%	91%	54%	70%	56%	22%	27%	26%
HS	US History	Cypress Creek	HS2	SPED	60	86%	86%	90%	40%	41%	34%	*	22%	10%

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