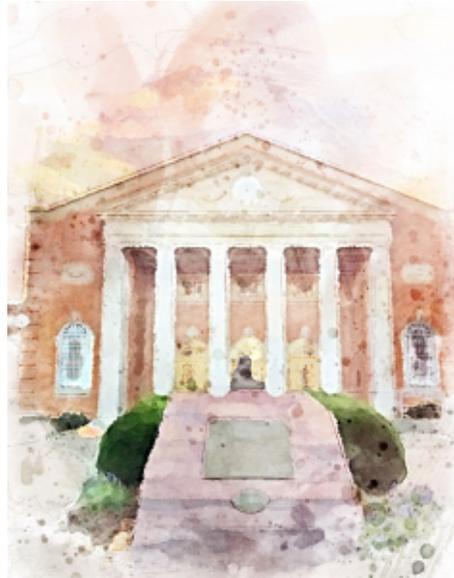


# Cypress-Fairbanks Independent School District

## Cy-Fair High School

**2024-2025**

**Accountability Rating: B**



# Mission Statement

To create and to promote a safe, caring, loving environment  
where every student is known, valued and respected.

It is our charge to reach every Bobcat and to challenge all students to their next level.

## **BFND.**

Bobcat Fight Never Dies.

## **Vision**

Our campus focus for the 24-25 School Year is lean into the tenacity of the Bobcat Fight Never Dies spirit. That we as professionals and students can rise above any challenge.

# 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		
<p><b>Strategy 1:</b> English Language Arts: Teachers will conduct writing conferences with students after each essay writing assignment.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CIC, DI, AAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math: Improve purposeful planning in all Math classes to increase the rigor and engagement in all levels of classes.</p> <p>All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CIC, DI, AAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress		

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Improve purposeful planning in all Science classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating more vocabulary review/activities.</p> <p>All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Purposeful focus on academic vocabulary. Utilizing Classkick, Gimkit, and manipulatives.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CIC, DI, AAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress		
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: Improve purposeful planning in all Social Studies classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating more vocabulary review/activities.</p> <p>All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement.</p> <p>Continuing to increase critical thinking into the everyday activities. Increasing tests and quizzes stimuli to prepare them for the EOC - reducing number of questions, but increasing rigor. Use Bridge Time to help.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CIC, DI, AAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress		
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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		
<p><b>Strategy 1:</b> By utilizing our campus CTE Scholarship fund to aid students in paying for their certification exams.  <b>Strategy's Expected Result/Impact:</b> Increase the number of students taking their certification exams by 2% each year.  <b>Staff Responsible for Monitoring:</b> DI &amp; Lead Counselor</p>	Formative		
	Nov	Feb	May
	 Some Progress		
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**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		
<p><b>Strategy 1:</b> By utilizing At-Risk funds to pay for facilities on weekends to give practice AP exams.  <b>Strategy's Expected Result/Impact:</b> Increase AP test readiness and improve scores.  <b>Staff Responsible for Monitoring:</b> DI &amp; AAS</p>	Formative		
	Nov	Feb	May
	 Some Progress		
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**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		
<p><b>Strategy 1:</b> We will partner with our feeder middle schools to build interest and grow Fine Arts and athletic programs.  <b>Strategy's Expected Result/Impact:</b> Increase enrollment and participation in Fine Arts and athletic programs by 2% each year.  <b>Staff Responsible for Monitoring:</b> DI, Principal, Head Directors, &amp; AD</p>	Formative		
	Nov	Feb	May
	 Some Progress		
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

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		
<p><b>Strategy 1:</b> We will utilize our Finish Line program to focus on the success of at-risk seniors.  <b>Strategy's Expected Result/Impact:</b> Increase graduation rate by 1% each year.  <b>Staff Responsible for Monitoring:</b> DI &amp; Lead Counselor</p>	Formative		
	Nov	Feb	May
	 Considerable		
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus Safety: Daily exterior door checks, controlled access points, increased visibility of teachers and administrators, and utilization of Cy-Fair Tip-Line.</p> <p><b>Strategy's Expected Result/Impact:</b> Cy-Fair will be a safe and secure learning environment for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 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 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		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** Discipline reports

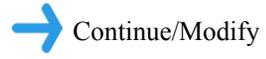
Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will utilize Safety resources and CFPD.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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. Implementation of PBIS strategies, Behavior Continuum training for staff, Bringing Out the Best Program, and peer mediation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal(s), Campus Bullying Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 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 improve by 3% when compared to the previous school year attendance rate.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: The Cy-Fair Administration will meet the needs of teachers in order to decrease absenteeism. 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 Bobcat Brag, Most Valuable Bobcat, and frequent classroom visits with feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will improve by 3% when compared to the previous school year attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

**Goal 5:** District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job-targeted professional development based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning  
Walk-throughs  
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Cy-Fair Admin team will provide/host relevant professional development opportunities for teachers and paraprofessionals. The following training opportunities will be provided: Coaching Cycles with a Campus Instructional Coaches, introductory training for campus look-for strategies in August, Tag-A-Teacher Peer Learning opportunities, SIBME reflection opportunities, and continued training on the offered technology: Classkick, Gimkit, Schoology, and Performance Matters. Cy-Fair Admin have also created a Professional Library, on campus, that provides teachers with opportunities for independent book study, team book studies, and varying classroom activities for checkout.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel confident in their ability to implement the 24-25 Classroom Look-Fors. Teachers will feel supported with their access to relevant and meaningful professional development.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Considerable		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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 VIPS Partners  
 Parent Sign-Ins for meetings & campus events  
 Canva Data- Bobcat Blast Engagement Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Utilizing various forms of communication and sending communication in both English and Spanish (and offering additional languages when able). We will communicate with our parents using Schoolmessenger sending texts, email, and calls. We will increase communication by additionally using Canva to send monthly newsletters to parents and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> School Administration, VIPS</p>	Formative		
	Nov	Feb	May
	 Some Progress		
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

# CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Ana Martin	Principal (there is only one principal)
Teacher #1	Kevin Corken	Teacher #1
Teacher #2	Patricia Chapela	Teacher #2
Teacher #3	Dagoberto Duran	Teacher #3
Teacher #4	Hannah Dore	Teacher #4
Teacher #5	Katie Folwell	Teacher #5
Teacher #6	Laurie Emery	Teacher #6
Teacher #7	James Jackson	Teacher #7
Teacher #8	Katherine Sample	Teacher #8
Other School Leader (Nonteaching Professional) #1	Emily DeNease	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Tim McCreight	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Gail Montano	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Donna Gilliam	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Jennifer O'Brian	Administrator (LEA) #1
Parent #1	Joseph Owens	Parent #1
Parent #2	Angie Goings	Parent #2
Community Member #1	Roberta Lechliden	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Danielle Solis	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

# Addendums

Campus Cy-Fair

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	92%	94%	96%	98%	100%
Meets or Above	73%	76%	79%	82%	85%
Masters Grade Level	32%	35%	38%	41%	44%

2024-25	Target Check
92%	Met District Strategic Target
75%	Met District Strategic Target
35%	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	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
					2025									
					#									
HS	Algebra I	Cy-Fair	HS2	All	453	79%	85%	68%	39%	45%	39%	15%	20%	19%
HS	Algebra I	Cy-Fair	HS2	Hispanic	222	75%	81%	67%	32%	36%	38%	11%	67%	19%
HS	Algebra I	Cy-Fair	HS2	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
HS	Algebra I	Cy-Fair	HS2	Asian	15	100%	100%	77%	78%	80%	46%	*	67%	*
HS	Algebra I	Cy-Fair	HS2	African Am.	100	81%	83%	59%	33%	40%	32%	13%	13%	14%
HS	Algebra I	Cy-Fair	HS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Algebra I	Cy-Fair	HS2	White	95	89%	92%	81%	59%	65%	52%	28%	31%	23%
HS	Algebra I	Cy-Fair	HS2	Two or More	17	69%	82%	65%	44%	47%	35%	*	35%	*
HS	Algebra I	Cy-Fair	HS2	Eco. Dis.	323	77%	80%	63%	34%	35%	34%	11%	13%	15%
HS	Algebra I	Cy-Fair	HS2	EB	107	71%	73%	59%	28%	30%	29%	11%	13%	12%
HS	Algebra I	Cy-Fair	HS2	At-Risk	331	73%	75%	63%	29%	30%	30%	10%	12%	12%
HS	Algebra I	Cy-Fair	HS2	SPED	79	62%	67%	48%	19%	20%	20%	7%	9%	*
HS	Biology	Cy-Fair	HS2	All	787	95%	98%	94%	73%	76%	69%	35%	37%	27%
HS	Biology	Cy-Fair	HS2	Hispanic	325	94%	98%	92%	63%	68%	61%	21%	24%	19%
HS	Biology	Cy-Fair	HS2	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Cy-Fair	HS2	Asian	63	100%	100%	98%	95%	95%	87%	71%	74%	48%
HS	Biology	Cy-Fair	HS2	African Am.	133	90%	95%	92%	54%	57%	47%	13%	15%	13%
HS	Biology	Cy-Fair	HS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Biology	Cy-Fair	HS2	White	232	99%	99%	98%	89%	91%	89%	52%	55%	40%
HS	Biology	Cy-Fair	HS2	Two or More	31	95%	94%	93%	76%	77%	74%	47%	50%	30%
HS	Biology	Cy-Fair	HS2	Eco. Dis.	448	93%	93%	91%	60%	62%	56%	19%	21%	15%
HS	Biology	Cy-Fair	HS2	EB	125	84%	85%	83%	39%	42%	33%	9%	10%	6%
HS	Biology	Cy-Fair	HS2	At-Risk	429	92%	92%	91%	55%	57%	52%	18%	20%	12%
HS	Biology	Cy-Fair	HS2	SPED	81	84%	85%	74%	25%	28%	24%	*	19%	*
HS	English I	Cy-Fair	HS2	All	761	81%	85%	76%	71%	75%	64%	28%	31%	22%
HS	English I	Cy-Fair	HS2	Hispanic	317	74%	78%	71%	60%	65%	53%	19%	22%	13%
HS	English I	Cy-Fair	HS2	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
HS	English I	Cy-Fair	HS2	Asian	61	94%	97%	90%	94%	97%	89%	56%	57%	52%
HS	English I	Cy-Fair	HS2	African Am.	124	71%	77%	58%	55%	62%	49%	8%	10%	9%
HS	English I	Cy-Fair	HS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	English I	Cy-Fair	HS2	White	227	92%	95%	91%	88%	90%	83%	43%	45%	37%
HS	English I	Cy-Fair	HS2	Two or More	29	87%	90%	83%	72%	76%	70%	44%	45%	27%
HS	English I	Cy-Fair	HS2	Eco. Dis.	430	73%	75%	66%	58%	60%	51%	16%	18%	12%
HS	English I	Cy-Fair	HS2	EB	121	42%	45%	47%	25%	27%	22%	6%	8%	*
HS	English I	Cy-Fair	HS2	At-Risk	420	65%	68%	63%	52%	55%	45%	13%	15%	8%
HS	English I	Cy-Fair	HS2	SPED	81	36%	40%	36%	19%	22%	17%	*	12%	*
HS	English II	Cy-Fair	HS2	All	840	87%	90%	81%	75%	78%	69%	13%	15%	16%
HS	English II	Cy-Fair	HS2	Hispanic	339	82%	88%	75%	70%	73%	59%	9%	12%	9%
HS	English II	Cy-Fair	HS2	Am. Indian	3	100%	100%	*	100%	100%	*	*	100%	*
HS	English II	Cy-Fair	HS2	Asian	76	97%	97%	96%	90%	92%	91%	24%	25%	41%

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count	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
					2025									
					#	%	%	%	%	%	%	%	%	
HS	English II	Cy-Fair	HS2	African Am.	154	76%	78%	73%	55%	60%	52%	5%	7%	4%
HS	English II	Cy-Fair	HS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	English II	Cy-Fair	HS2	White	235	96%	98%	93%	88%	90%	89%	18%	20%	24%
HS	English II	Cy-Fair	HS2	Two or More	33	96%	97%	81%	88%	91%	69%	25%	27%	25%
HS	English II	Cy-Fair	HS2	Eco. Dis.	448	82%	85%	73%	66%	68%	56%	7%	10%	8%
HS	English II	Cy-Fair	HS2	EB	98	53%	55%	43%	35%	37%	16%	*	13%	*
HS	English II	Cy-Fair	HS2	At-Risk	428	69%	72%	65%	49%	51%	46%	4%	7%	7%
HS	English II	Cy-Fair	HS2	SPED	78	63%	65%	36%	32%	35%	18%	*	23%	*
HS	US History	Cy-Fair	HS2	All	820	99%	99%	98%	84%	90%	81%	58%	65%	53%
HS	US History	Cy-Fair	HS2	Hispanic	321	98%	99%	96%	81%	88%	73%	56%	61%	42%
HS	US History	Cy-Fair	HS2	Am. Indian	8	*	100%	100%	*	75%	100%	*	50%	*
HS	US History	Cy-Fair	HS2	Asian	71	100%	100%	99%	97%	99%	94%	82%	85%	78%
HS	US History	Cy-Fair	HS2	African Am.	126	99%	99%	97%	66%	79%	69%	30%	44%	34%
HS	US History	Cy-Fair	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	US History	Cy-Fair	HS2	White	261	99%	99%	100%	93%	95%	93%	68%	73%	66%
HS	US History	Cy-Fair	HS2	Two or More	32	97%	97%	97%	92%	94%	87%	62%	78%	70%
HS	US History	Cy-Fair	HS2	Eco. Dis.	388	98%	98%	96%	75%	80%	75%	47%	50%	42%
HS	US History	Cy-Fair	HS2	EB	72	91%	92%	88%	51%	52%	51%	26%	30%	13%
HS	US History	Cy-Fair	HS2	At-Risk	314	96%	97%	94%	68%	70%	64%	36%	40%	34%
HS	US History	Cy-Fair	HS2	SPED	59	89%	90%	87%	44%	47%	33%	16%	20%	16%

# 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