Cypress-Fairbanks Independent School District

Cypress Falls High School

2024-2025

Mission Statement

CFISD Mission Statement

Equip students today to impact tomorrow

Cypress Falls High School

Every student entering Cypress Falls High School will graduate college, career, or military ready through nurturing relationships, purposeful support, and innovative thinking.

Vision

Our vision at Cypress Falls High School is to inspire students and staff to be better versions of themselves.

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.

Performance Objective 1: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: Students will receive immediate formal and informal feedback during reading and writing activities through small group instruction and teacher conferences.	Formative		
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 I/II teachers	Nov	Feb	May
	Considerable	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math: Algebra I students will receive immediate formal and informal feedback during class activities through small group instruction and teacher conferences.	Formative		
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	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Biology students will receive immediate formal and informal feedback during class activities through small group instruction and teacher conferences. **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:** Science teachers	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Some Progress	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: US History students will receive immediate formal and informal feedback during class activities through small group instruction and teacher conferences. **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:** Social Studies Teachers	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Well-rounded education: Students will be provided with a well-rounded education through activities such as: participation in Honor Societies, Key Club, Vertical Horizon's Showcase, Science Olympiad, and Academic UIL Competitions. **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:** Associate Principal, DI	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Considerable	Considerable	Considerable

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

Evaluation Data Sources: Internal CTE Certificate Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: We will
- Utilize a Campus Instruction Coach (CIC) to support CTE teachers.
- Implement CTE/CCMR data digs to analyze earned certificates and develop an action plan with individual teachers.
- Use Title I funds to cover the cost of all industry certifications.
- Review and revise processes for ensuring students are taking required coursework to accompany certification tests.
    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: Department Chair, CTE Counselor, DI
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable
	⬤ No Progress ⬤ Accomplished ➡️ Continue/Modify ✖️ Discontinue		

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

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

    Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will share individual college readiness data with students during course selection conferences.	**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:** Counselors	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 3: District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2% each year.

    Evaluation Data Sources: Internal Extra-Curricular Participation Data

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Academic Achievement Specialists will identify and conference with incoming 9th graders who are not involved in an UIL activity.	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:** AAS	Considerable	Considerable	Considerable

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029. (Campus-level targets to help the district meet this goal are attached.)

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

Evaluation Data Sources: Internal On-Track to Graduate Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify, target rand track repeat 9th graders in order to create clear credit recovery plans based on individual student needs.	**Formative**		
Strategy's Expected Result/Impact: More students on track to graduate by the end of the second year of high school. **Staff Responsible for Monitoring:** AAS, Counselors, APs	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable
○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue			

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** All staff with supervision from Safety Team			
	Considerable	Considerable	Accomplished
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue			

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

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

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Associate Principal	**Nov**	**Feb**	**May**
	Considerable	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Associate Principal	**Nov**	**Feb**	**May**
	Considerable	Considerable	Accomplished
⬤ No Progress ⬤ Accomplished ➡️ Continue/Modify ❌ Discontinue			

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Utilize SOAR and PBIS to teach and reinforce positive student behaviors. **Strategy's Expected Result/Impact:** Violent Incidents will be 0% **Staff Responsible for Monitoring:** APs, Associate	**Formative**		
	Nov	**Feb**	**May**
	Considerable	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. Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divides. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Associate, APs	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	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 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Acknowledge perfect attendance for staff in various ways (social media, Monday Morning Notes, Teacher SOAR drawings, and other various means of recognition.	Formative		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, DI, Associate Principal	Nov	Feb	May
	Considerable	Considerable	Considerable

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: Teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on needs and interest. Both face-to-face and virtual options on a variety of topics will be available. Some areas of focus will be CTE, technology, GT , ELL instruction , ESL certification prep, and Content Specific Conferences, and culturally responsive teaching practices. **Strategy's Expected Result/Impact:** Quality first time instruction **Staff Responsible for Monitoring:** DI, Principal, Teacher Leaders	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Increase opportunities for parent involvement and awareness of opportunities.	**Formative**		
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Associate Principal, DI	Considerable	Considerable	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

CPOC

Committee Role	Name	Position
Principal	Kyle Parsons	Principal (there is only one principal)
Teacher #1	Alicia Loera	Teacher #1
Teacher #2	Reggie Murrell	Teacher #2
Teacher #3	Brandon Bricarell	Teacher #3
Teacher #4	Bullock Jennifer	Teacher #4
Teacher #5	Rachel Life	Teacher #5
Teacher #6	Tammy Baggett	Teacher #6
Teacher #7	Cheryl Richter	Teacher #7
Teacher #8	Jessica Fenley	Teacher #8
Paraprofessional #1	Renee Mullen	Paraprofessional #1
Paraprofessional #2	Stacy Bankhead	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Renee Barbe	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Wanda Figueroa	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Lakeisha Frank	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Jessica Fenley	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional)	Meagan Brisker	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional)	Miranda Fairman	Other School Leader (Nonteaching Professional)
Administrator (LEA) #1	Cassandra Crouch	Administrator (LEA) #1
Administrator (LEA) #2	Kenya Turner	Administrator (LEA) #2
Parent #1	Esty Merlo	Parent #1
Parent #2	Kim McNinch	Parent #2
Community Member #1	Derrick Ingraham	Community Member #1
Community Member #2	Laura Backs	Community Member #2
Business Representative #1	Larry Mullen	Business Representative #1
Business Representative #2	Brian Valdez	Business Representative #2

Addendums

Campus | Cypress Falls

Strategic Plan Goal 1 Campus 5-year Targets				
2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	88%	90%	92%	94%	96%
Meets or Above	64%	67%	70%	73%	76%
Masters Grade Level	22%	25%	28%	31%	34%

2024-25	Target Check
88%	Met District Strategic Target
67%	Met District Strategic Target
23%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

*Note that student groups less than 5 are masked to protect the small group privacy.

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					#	%	%	%	%	%	%	%	%	%
HS	Algebra I	Cypress Falls	HS3	All	539	80%	86%	73%	43%	64%	36%	17%	19%	16%
HS	Algebra I	Cypress Falls	HS3	Hispanic	335	79%	86%	72%	43%	64%	34%	18%	20%	17%
HS	Algebra I	Cypress Falls	HS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Cypress Falls	HS3	Asian	16	90%	92%	100%	80%	82%	71%	40%	42%	*
HS	Algebra I	Cypress Falls	HS3	African Am.	127	78%	83%	67%	30%	64%	29%	9%	11%	11%
HS	Algebra I	Cypress Falls	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Algebra I	Cypress Falls	HS3	White	47	92%	94%	89%	62%	64%	51%	19%	21%	24%
HS	Algebra I	Cypress Falls	HS3	Two or More	12	78%	80%	91%	33%	42%	55%	*	33%	*
HS	Algebra I	Cypress Falls	HS3	Eco. Dis.	363	78%	80%	74%	41%	43%	34%	17%	19%	15%
HS	Algebra I	Cypress Falls	HS3	EB	188	74%	76%	68%	40%	42%	28%	17%	19%	14%
HS	Algebra I	Cypress Falls	HS3	At-Risk	430	77%	79%	71%	37%	39%	31%	14%	16%	12%
HS	Algebra I	Cypress Falls	HS3	SPED	78	58%	60%	53%	18%	20%	25%	*	10%	8%
HS	Biology	Cypress Falls	HS3	All	784	93%	95%	91%	64%	66%	62%	21%	23%	19%
HS	Biology	Cypress Falls	HS3	Hispanic	446	92%	94%	90%	61%	63%	57%	17%	20%	15%
HS	Biology	Cypress Falls	HS3	Am. Indian	4	*	100%	100%	*	75%	*	*	50%	*
HS	Biology	Cypress Falls	HS3	Asian	50	98%	98%	98%	86%	88%	79%	54%	56%	47%
HS	Biology	Cypress Falls	HS3	African Am.	176	92%	94%	90%	54%	57%	57%	7%	11%	12%
HS	Biology	Cypress Falls	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Biology	Cypress Falls	HS3	White	83	98%	99%	95%	83%	86%	80%	36%	39%	36%
HS	Biology	Cypress Falls	HS3	Two or More	25	100%	100%	96%	65%	68%	87%	19%	28%	26%
HS	Biology	Cypress Falls	HS3	Eco. Dis.	486	92%	94%	91%	59%	61%	58%	15%	17%	15%
HS	Biology	Cypress Falls	HS3	EB	223	85%	87%	85%	38%	40%	38%	5%	7%	5%
HS	Biology	Cypress Falls	HS3	At-Risk	547	90%	92%	89%	53%	55%	52%	13%	15%	12%
HS	Biology	Cypress Falls	HS3	SPED	87	81%	83%	84%	33%	35%	27%	*	17%	*
HS	English I	Cypress Falls	HS3	All	753	69%	80%	68%	58%	65%	51%	16%	18%	14%
HS	English I	Cypress Falls	HS3	Hispanic	428	66%	79%	62%	54%	56%	46%	13%	15%	10%
HS	English I	Cypress Falls	HS3	Am. Indian	4	*	100%	100%	*	75%	*	*	50%	*
HS	English I	Cypress Falls	HS3	Asian	48	83%	85%	90%	78%	73%	78%	35%	38%	40%
HS	English I	Cypress Falls	HS3	African Am.	166	62%	75%	66%	48%	80%	45%	9%	11%	11%
HS	English I	Cypress Falls	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	English I	Cypress Falls	HS3	White	84	84%	86%	86%	78%	80%	74%	33%	35%	29%
HS	English I	Cypress Falls	HS3	Two or More	23	76%	87%	88%	62%	65%	71%	*	30%	21%
HS	English I	Cypress Falls	HS3	Eco. Dis.	469	64%	66%	65%	51%	53%	44%	12%	14%	9%
HS	English I	Cypress Falls	HS3	EB	205	40%	42%	41%	27%	29%	20%	*	15%	*
HS	English I	Cypress Falls	HS3	At-Risk	522	60%	62%	59%	45%	47%	40%	8%	10%	6%
HS	English I	Cypress Falls	HS3	SPED	83	36%	36%	31%	21%	23%	11%	*	12%	*
HS	English II	Cypress Falls	HS3	All	840	80%	82%	71%	64%	67%	58%	9%	12%	8%
HS	English II	Cypress Falls	HS3	Hispanic	492	76%	79%	66%	59%	61%	53%	6%	8%	6%
HS	English II	Cypress Falls	HS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
HS	English II	Cypress Falls	HS3	Asian	57	94%	96%	91%	86%	88%	84%	37%	39%	20%

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 Falls	HS3	African Am.	161	78%	80%	67%	62%	64%	47%	3%	5%	*
HS	English II	Cypress Falls	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	English II	Cypress Falls	HS3	White	99	87%	89%	88%	78%	80%	81%	14%	16%	20%
HS	English II	Cypress Falls	HS3	Two or More	27	91%	93%	85%	86%	89%	77%	*	44%	*
HS	English II	Cypress Falls	HS3	Eco. Dis.	508	78%	80%	65%	62%	64%	52%	6%	8%	5%
HS	English II	Cypress Falls	HS3	EB	205	50%	52%	38%	28%	30%	21%	*	15%	*
HS	English II	Cypress Falls	HS3	At-Risk	599	68%	70%	58%	48%	50%	43%	3%	5%	3%
HS	English II	Cypress Falls	HS3	SPED	110	47%	49%	30%	25%	27%	18%	*	14%	*
HS	US History	Cypress Falls	HS3	All	712	97%	99%	97%	72%	74%	75%	40%	43%	44%
HS	US History	Cypress Falls	HS3	Hispanic	403	96%	99%	96%	71%	73%	68%	37%	39%	39%
HS	US History	Cypress Falls	HS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
HS	US History	Cypress Falls	HS3	Asian	55	100%	100%	100%	85%	87%	96%	79%	80%	75%
HS	US History	Cypress Falls	HS3	African Am.	148	98%	99%	97%	68%	70%	79%	28%	30%	33%
HS	US History	Cypress Falls	HS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	US History	Cypress Falls	HS3	White	81	98%	100%	100%	81%	83%	87%	61%	62%	64%
HS	US History	Cypress Falls	HS3	Two or More	21	94%	100%	100%	67%	67%	78%	44%	43%	67%
HS	US History	Cypress Falls	HS3	Eco. Dis.	441	97%	97%	97%	68%	70%	71%	35%	37%	42%
HS	US History	Cypress Falls	HS3	EB	121	87%	87%	93%	39%	41%	44%	11%	13%	10%
HS	US History	Cypress Falls	HS3	At-Risk	396	94%	94%	96%	56%	58%	62%	23%	25%	33%
HS	US History	Cypress Falls	HS3	SPED	50	86%	88%	92%	38%	40%	38%	12%	15%	17%

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