

Cypress-Fairbanks Independent School District
Brautigam Center
2025-2026

Mission Statement

District Mission Statement: Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Leonard Brautigam Center's Mission Statement: The Brautigam Center will create a safe, nurturing, and challenging learning community where all students are inspired to become productive, self-reliant, lifelong learners. Faculty and staff members pledge to support and mentor each student as well as each other, embracing a "whatever-it-takes" attitude to promote academic, emotional, and social confidence for all.

Vision

The Leonard Brautigam Center's Vision is to: Nurture...Guide...Challenge...Inspire...Every Student, Every Day!

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

- 88.7% of students who took the U.S. History EOC scored at the approaches or higher level
- 88.8% of students who took the Biology EOC improved and/or scored at the approaches or higher level
- 72% of students who took the English I EOC improved and/or scored at the approaches or higher level

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Student engagement in daily academic activities is lacking.

Root Cause: Instructional Focus Root Cause #1: Strategies that increase rigor and engagement are not consistently implemented which results in a lack of relevance and engagement.

Problem Statement 2: Instructional Focus Problem #2: Achievement in English was lower than other EOC tested areas.

Root Cause: Instructional Focus Root Cause #2: Implementation of strategies to improve reading and writing skills are not fully addressing the specific needs of the students.

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

School Culture and Climate

School Culture and Climate Strengths

The overall climate on the campus and in our classrooms is positive, supportive and welcoming. Teachers continue to create environments that welcome students which results in a low number of behavior disruptions during class periods. Hallway transitions are safe and efficient for students. LBC teachers and administrators are in the hallways during transitions.

We require 100% of our students to badge in as they enter the campus each day. Students are issued a temporary badge if necessary at that time. Students participate in all of our safety drills and receive specific instructions to remind them of their expectations. We are enforcing with fidelity the district's clear backpack policy.

Students are honored with monthly Student Recognition and Student of the Month.

We recognize students with few absences attendance each grading period during the Grades and Attendance Party (GAP).

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: High percentages of absences for some students results in low academic performance. or We fell short of the District's daily attendance goal of 95%

Root Cause: An efficient system to reach out families of students with high numbers of absences is needed to address attendance concerns.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Our staff participated in the yearly Employee Perception Survey in the spring semester of the 24-25 school year. The Spring 2025 results showed improvement in 14 of the 15 indicators as compared to the Spring 2024 results.

- 95% reported that opportunities for professional growth are available
- 100% reported that quality work is expected of them
- 100% reported that procedures are implemented to keep them safe at work
- 95% reported information is available to help them do their job effectively
- 95% reported that collaboration is encouraged and practiced
- 97% reported opportunities are available to discuss my concerns with campus administration
- 92% reported at that quality work is expected of students (12% increase from the Spring 2024 survey)

One hundred percent of Brautigam faculty members participated in professional development during the 24-25 school year. In preparation for the 25-26 school year, teachers selected professional development hours based on their own preferred area of growth.

Staff members honor each other with "Anchor of Hope" awards. They also acknowledge others through "Lighthouse Recognition" notes.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In our Spring 2025 Employee Perception Survey, 92% of staff reported that they have opportunities for input.

Root Cause: Campus leadership needs to increase communication on the various opportunities for input that exist for staff members.

Family and Community Engagement

Family and Community Engagement Strengths

At the Brautigam Center 100% of our students attend orientation with a parent/guardian, which allows families to meet campus leadership, learn about their child's graduation plan and learn more about our program. We use social media platforms and SchoolMessenger to connect with our families. We also host a yearly Open House in September.

We are very grateful to be adopted by The Met and Cy-Fair Christian Church. Our students and staff benefit from their support in many ways, including a beautiful location for our Celebration of Success, Book Bash, Christmas in September, and Popcorn Fridays.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Our social media platforms are underutilized.

Root Cause: We need an effective plan to ensure the great things happening at the Brautigam Center are regularly showcased on our social media platforms.

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 English, Algebra, Biology, and US History results
district assessments and campus unit exams

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthen first time instruction and student engagement. Strategy: Teachers will start with the end goal in mind to collaboratively develop lessons that include high expectations and relevance. Strategy's Expected Result/Impact: Meet or exceed EOC goals. Staff Responsible for Monitoring: Principal Director of Instruction	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthen first time instruction and student engagement. Strategy: Teachers will use a variety of strategies to encourage critical thinking by making real world connections. Strategy's Expected Result/Impact: Meet or exceed EOC goals. Staff Responsible for Monitoring: Principal Director of Instruction	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthen first time instruction and student engagement. Strategy: The administrative team will implement instructional classroom visits focusing on engagement strategies and personalized feedback. Strategy's Expected Result/Impact: Meet or exceed EOC goals. Staff Responsible for Monitoring: Principal Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	
 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.

Performance Objective 1: District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in CTE courses will be tracked throughout the year to determine if they are on track to earn a workforce industry certification. 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 Director of Instruction CTE Teachers	Formative		
	Nov	Feb	May
	 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.

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

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus leadership will carefully monitor students' grades and attendance each grading period to ensure students receive credit for their current courses. Strategy's Expected Result/Impact: The percentage of students graduating in four years or less will increase by at least 1%. Staff Responsible for Monitoring: Principal Director of Instruction Academic Coordinator Math Interventionist Reading Interventionist Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
Strategy 2 Details	Formative Reviews		
Strategy 2: Dropout prevention specialist will track, meet with students and collaborate with families regarding attendance, grades and progress towards graduation. Strategy's Expected Result/Impact: The percentage of students graduating in four years or less will increase by at least 1%. Staff Responsible for Monitoring: Principal Director of Instruction Dropout Prevention Specialist Counselor	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting. Strategy's Expected Result/Impact: Improved graduation rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 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: Records of safety drills and other required safety procedures: Clear Backpacks, CFPD Canine, Student ID's, ID Blitz, Project Safety Lessons, Electronic Sign IN/OUT

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All staff members of LBC will actively supervise students in classrooms, hallways, and the Student Union to maintain a safe environment for all students. Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Assistant Principal Principal Director of Instruction All Brautigam Center Staff Academic Coordinator	Formative		
	Nov	Feb	May
	 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. Conduct Weekly Exterior Door Sweeps. All Brautigam staff and students will participate in the safety drills (fire, shelter, secure, lockdown, crisis, evacuation, metal detector) throughout the year to learn campus expectations in preparation for an actual emergency/crisis. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal Staff with drill assignments	Formative		
	Nov	Feb	May
	 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 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Dropout Prevention Specialist will work with families of students with attendance concerns. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Assistant Principal	Formative		
	Nov	Feb	May
	 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. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal Assistant Principal	Formative		
	Nov	Feb	May
	 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 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 judgement 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		
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. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Assistant Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will create supportive classroom environments with clear expectations and utilize Concern Notices which will be reviewed and addressed by the leadership team. Students will participate in Bringing Out the Best lessons. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principal Director of Instruction Principal Academic Coordinator Teachers	Formative		
	Nov	Feb	May
	 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
	 Moderate Progress	 Moderate Progress	

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Some Progress	 Accomplished	 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/non-teaching professional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Non-Teaching Professional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We provide teachers and paraprofessionals with support needed to do their jobs effectively through frequent campus communication of expectations, professional development opportunities, and mentors for new staff members. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 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, utilization of staff development opportunities

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will participate in professional development activities that align with their CF-TESS goals through book studies, Quantum Learning and/or Witsby. Strategy's Expected Result/Impact: Teachers will implement strategies to increase student engagement. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal	Formative		
	Nov	Feb	May
	 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: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Improve our social media presence for families and students. Strategy's Expected Result/Impact: Showcase the various experiences that occur at the Brautigam Center for parents, students and the community. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Parent and Community Engagement: Increase frequency of parent communications sent via email and text. Strategy's Expected Result/Impact: Parents will be informed of important upcoming events and dates. Staff Responsible for Monitoring: Principal Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Craig Pliskin	Principal (there is only one principal)
Teacher #1	Jill Johnson	Teacher
Teacher #2	Tequita Reed	Teacher
Teacher #3	Nikki Wade	Teacher
Teacher #4	Katie Bush	Teacher
Teacher #5	Amanda Fulton	Teacher
Teacher #6	Jonathan Salvador	Teacher
Teacher #7	Tracie Pope	Teacher
Teacher #8	Reading Interventionist	Teacher
Other School Leader (Nonteaching Professional) #1	Bridget Milligan	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Brenda Bond	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Trachelle Thomas	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Taryn Rosales	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Amy Kainer	Administrator (LEA) #1
Parent #1	Marisol Soliz	Parent #1
Parent #2	Joe Soliz	Parent #2
Community Representative #1	Amy Brandt	Community Representative #1
Community Representative	Kim Blacklock	Community Representative #2
Business Representative #1	Marty Blacklock	Business Representative #1
Business Representative #2	Matt Brown	Business Representative #2

Addendums

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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.