

Cypress-Fairbanks Independent School District

Cypress Park High School

2025-2026

Accountability Rating: B

Distinction Designation

Top 25 Percent: Comparative Academic Growth



Mission Statement

Rise Up! Take Courage! Do It!

"THE PARK WAY"

Motto:

Your success now determines your next!

Honor Code:

As a member of the Cypress Park Community I will exemplify honesty and integrity in my academic and personal endeavors and encourage others to do the same.

Purpose Statement:

To equip students to think critically, make wise choices, excel academically and to have the courage to live with great purpose.

Vision

Cypress Park High School will serve the learning community by creating a culture of excellence that empowers all individuals to reach beyond their greatest potential. We will provide a safe and positive learning community based on mutual respect, scholarly achievement and service. Students will be challenged to dream big and work hard in order to meet the demands of our global society. Our goal is to lead, guide and support students to make responsible decisions that result in multiple options for career and college pathways.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention:

- Instructional coaches conducted peer observations and coaching cycles during the year
- Professional development targeted relational practice and instructional strategies based on feedback from site-based decision making team
- The campus and PBIS provided opportunities for staff fellowship and recognition

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Retention: Our teachers and paraprofessionals need to feel like a part of the school community and invested so that they remain at Cypress Park to continue growing. Retention will be a top priority.

Root Cause: Teacher/Paraprofessional Retention: We need to continue to provide all faculty members the opportunity to both build community and grow professionally through personalized PD opportunities and have fewer absences in the upcoming school year.

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	Reviews			
<p>Strategy 1: Instructional Focus: English 1 and English 2</p> <p>Strategy: We will intentionally plan with advanced level students in mind and scale down for on level students to increase rigor. Teachers will utilize reader-writer journals, exit tickets, and writing assignments to give students varied writing opportunities each week and will give individual feedback in small group conferences during the drafting process and after writing assignments and DPMs. Teachers will incorporate direct grammar instruction paired with NoRedInk practices to improve revising and editing skills. Teachers will discuss (with students) the objectives/skills they were tested on and provide time to review/adjust their answers/thought processes. Teachers will diversify source materials (e.g. using multimedia options) to build skills and make texts more accessible to students. In addition, we will utilize L1 & L2 to help students think critically about and connect to texts.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Algebra I</p> <p>Strategy: Algebra 1 teachers will design and facilitate daily lessons that emphasize conceptual understanding and higher-order thinking aligned to TEKS. Teachers will analyze formative assessment data weekly to identify learning gaps, form targeted small groups, and provide differentiated instruction and reassessment opportunities.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Direction of Instruction, Campus Instructional Coach, Team Leaders, Algebra I Teachers.</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: Biology</p> <p>Strategy: We will be intentional about obtaining and utilizing student feedback in order to monitor and adjust instruction and activities to maximize student engagement, and we will collect and track data to support student growth through goal setting and data meetings.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Biology Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional Focus: US History</p> <p>Strategy: We will implement targeted instructional support and resources for economically disadvantaged students to address specific learning gaps, provide additional small group instruction to reinforce key concepts, and use student discourse to:</p> <ul style="list-style-type: none"> o Organize student-led discussion groups and forums. o Train students in effective communication and advocacy skills o Facilitate dialogues between students and educational/community leaders. o Document and analyze key issues raised in student discussions. <p>By focusing on these objectives, the goal aims to enhance the educational outcomes for economically disadvantaged students, ensuring they achieve higher standards of academic success.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Social Studies Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			

Strategy 6 Details	Reviews			
<p>Strategy 6: Title I: 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.</p> <p>Strategy's Expected Result/Impact: Salaries: 1 AAS, 2 Community in School personnel, and 6 teachers (2 English, 1 Math, 1 Science and 1 Social Studies) will assist with helping students and reducing class size in our highest areas of need.</p> <p>Student Scholarships: We will use this to cover the cost of all Dual Credit classes and the registration fees for all AP tests.</p> <p>Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice.</p> <p>Instructional Supplies: Classroom supplies such as paper, Chromebook chargers, and other office supplies will help provide students with the supplies they need to be successful in class.</p> <p>Subscriptions: We will increase our student attendance by tracking restroom passes for all students using Hall Pass.</p> <p>Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP.</p> <p>Parental Involvement: We will increase parent involvement throughout the year with events like Rise Up Camp, Open House, Horizons Showcase, Spring Showcase, Counselor Talks, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement.</p> <p>Staff Responsible for Monitoring: Principal and Director of Instruction</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 7 Details	Reviews			
<p>Strategy 7: Improving Student Engagement: Staff will promote student engagement by providing professional development and ongoing instructional support focused on cognitive engagement strategies. Teachers will participate in targeted training and planning discussions designed to deepen student thinking, encourage active participation, and increase ownership of learning through research-based practices such as questioning, academic discourse, and reflective learning routines.</p> <p>Strategy's Expected Result/Impact: Improved Student Engagement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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	Reviews			
<p>Strategy 1: CCMR: We will support students in Career and Technology (CTE) classes with resources and aligned coursework that matches the rigor of the corresponding college course or career to show post-secondary readiness.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Lead Counselor, CTE Counselor, AAS</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 2.2: 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	Reviews			
<p>Strategy 1: CCMR: We will support students in Advanced Placement (AP), Dual Credit (DC) classes with resources and aligned coursework that matches the rigor of the corresponding college course or career to show post-secondary readiness.</p> <p>Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Counselors, Dual Credit Team, AAS</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Extra-Curricular Activities: Students will be provided the opportunity to participate in the fine arts and athletics programs, courses, and/or activities in order to provide all students with a well-rounded education.</p> <p>Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Athletic Coordinator, Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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	Reviews			
<p>Strategy 1: Graduation Rate: We will utilize the following programs to work toward having an exceptional graduation rate for our graduation class of 2026 and beyond: CFISD's Character Education, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Communities in Schools for at-risk students.</p> <p>Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, AAS, Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.</p> <p>Strategy's Expected Result/Impact: Improved graduation rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: CFISD's Character Education, PBIS, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Home Visits, and Communities in Schools support for at-risk students.</p> <p>Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, AAS, Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 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 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	Reviews			
<p>Strategy 1: Campus Safety: We will utilize the following strategies: Provide advisory lessons that focus on problem-solving skills, work with students individually on conflict resolution, provide positive reinforcement using PBIS resources, use restorative questioning strategies and reflective assignments to help students reflect on behaviors.</p> <p>Strategy's Expected Result/Impact: The expected outcome is a decrease in student behaviors that cause classroom disruptions that interfere with an orderly school environment and result in students being removed from class by 5% by June 2026.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines and 100% of students will know the expectations for an actual emergency/crisis.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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 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	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	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	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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 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	Reviews			
<p>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. We will use an array of behavior management techniques to address student behaviors to reduce and/or deter behaviors from becoming violent by: (1) providing professional development related to classroom management; (2) Providing Code of Conduct talks to students that inform students of campus expectations and rules, and that emphasizes the responsibility to report violations either to counselor, assistant principal or through the Tip line; and (3) Identify high risk areas and provide appropriate supervision and monitoring..</p> <p>Strategy's Expected Result/Impact: Violent incidents will decrease by 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Improvement: Staff will be trained on employ various behavior management techniques to help students contribute to the positive classroom/school environment. We will promote the use of community in addressing student behavior by: (1) Providing continual training for teachers on restorative practices and other classroom management techniques; (2) Consistently issuing consequences for behaviors as outlined in the Student Code of Conduct; (3) Increasing staff supervision near specific areas where out of placement infractions occur most frequently.</p> <p>Strategy's Expected Result/Impact: Students will improve conduct to avoid consequences. Increased staff supervision will lead to a decrease in out of placement infractions by 10%.</p> <p>Staff Responsible for Monitoring: Associate Principal, Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will provide increased support by encouraging teachers and para-educators to increase their attendance and by engaging the following strategies: (1) Providing opportunities for fellowship (such as PBIS activities, Appreciation Lunches, Chili Cook-Off, etc.); (2) Writing positive notes throughout the year to encourage teachers and para-educators; (3) Providing an incentive to encourage attendance in the spring semester.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Department Chairs and Team Leaders</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	Reviews			
<p>Strategy 1: High-Quality Professional Development: teachers will engage in professional learning centered on research-based instructional and student learning strategies. Professional development will continue building on the strong foundation established in previous years by offering ongoing, job-embedded learning experiences. In addition, staff will have access to both asynchronous and face-to-face professional development opportunities, as well as classroom observation experiences to see strategies in action throughout the year.</p> <p>Strategy's Expected Result/Impact: Focusing on research backed, high yield instructional and student learning strategies will result in higher quality first time instruction with a result of a higher level of critical thinking yielding higher results on state testing.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Campus Instructional Coaches, Director of Instruction Helping Teacher</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: We will increase campus social media presence to strengthen communication and family-school connections. The campus will implement a consistent posting schedule highlighting student achievements, upcoming events, and parent resources across official platforms.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement through improved communication and visibility of campus activities. Families will demonstrate greater awareness of campus initiatives, reflected in a 5% increase in participation at school events, higher engagement on social media platforms (likes, shares, comments, follows), and more positive feedback on family communication surveys.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Athletic Coordinator</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Parent and Community Engagement: We will expand two-way communication through a variety of family-focused events and outreach opportunities. The campus will host informational sessions, family nights, and targeted communication campaigns to promote survey completion and strengthen partnerships between home and school</p> <p>Strategy's Expected Result/Impact: The campus will achieve a 5% or greater increase in completed Title I surveys and demonstrate higher attendance at family engagement events, indicating stronger collaboration and communication between families and the school community.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction</p>	Formative			Summative
	Nov	Feb	May	June
	 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>				

CPOC

Committee Role	Name	Position
Principal	Mike Contreras	Principal (there is only one principal)
Teacher	Arouna Davies	Teacher
Teacher	Amy Delpha-Brashear	Teacher
Teacher	Krystle Dunn	Teacher
Teacher	Cynthia Fichtel	Teacher
Teacher	Chris Winkler	Teacher
Teacher	Donna Howland	Teacher
Teacher	Stephanie Schott	Teacher
Teacher	Amy West	Teacher
Other School Leader (Nonteaching Professional)	Lisa Beyer	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional)	Stacie Davis	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional)	Elaine Draudt	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional)	Jacqueline Heineman	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional)	Tasha Ma	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional)	Jake Robbins	Other School Leader (Nonteaching Professional) #4
Paraprofessional	Kyndal Gomez	Paraprofessional
Parent	Kellie Schomburg	Parent
Community Member #1	Japhet Sophus-Davis	Community Member #1
District Level Representative	Kelley Hughes	District Level Representative
District Level Representative	Jasmine Haas	District Level Representative
Business Representative #1	Jordan Shields	Business Representative #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Parent #2	Parent 2	Parent #2
Community Member #2	Community Member 2	Community Member #2
Business Representative #2	Business Representative 2	Business Representative #2

Addendums

Campus **Cypress Park**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	86%	88%	90%	92%	94%
Meets or Above	59%	62%	65%	68%	71%
Masters Grade Level	20%	23%	26%	29%	32%

2025-26	Target Check
88%	Met District Strategic Target
62%	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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Level		Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	#	%	
					#	%	%	%	%	%	%	%		
HS	Algebra I	Cypress Park	HS3	All	557	71%	439	79%	41%	255	46%	20%	120	22%
HS	Algebra I	Cypress Park	HS3	Hispanic	326	72%	252	77%	40%	146	45%	20%	70	21%
HS	Algebra I	Cypress Park	HS3	Am. Indian	3	*	3	100%	*	2	67%	*	1	33%
HS	Algebra I	Cypress Park	HS3	Asian	15	73%	14	93%	64%	12	80%	45%	7	47%
HS	Algebra I	Cypress Park	HS3	African Am.	182	68%	141	77%	38%	77	42%	17%	37	20%
HS	Algebra I	Cypress Park	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Algebra I	Cypress Park	HS3	White	18	75%	17	94%	55%	11	61%	*	3	17%
HS	Algebra I	Cypress Park	HS3	Two or More	13	67%	12	92%	38%	7	54%	*	2	15%
HS	Algebra I	Cypress Park	HS3	Eco. Dis.	514	69%	365	71%	39%	207	40%	19%	103	20%
HS	Algebra I	Cypress Park	HS3	EB	250	68%	175	70%	41%	108	43%	21%	52	21%
HS	Algebra I	Cypress Park	HS3	At-Risk	431	68%	302	70%	37%	172	40%	16%	72	17%
HS	Algebra I	Cypress Park	HS3	SPED	71	49%	36	51%	24%	18	25%	*	2	3%
HS	Biology	Cypress Park	HS3	All	795	93%	775	97%	60%	521	66%	19%	194	24%
HS	Biology	Cypress Park	HS3	Hispanic	444	92%	430	97%	61%	288	65%	16%	105	24%
HS	Biology	Cypress Park	HS3	Am. Indian	6	*	6	100%	*	3	50%	*	3	50%
HS	Biology	Cypress Park	HS3	Asian	37	96%	37	100%	74%	29	78%	43%	16	43%
HS	Biology	Cypress Park	HS3	African Am.	256	93%	250	98%	56%	165	64%	20%	59	23%
HS	Biology	Cypress Park	HS3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	Biology	Cypress Park	HS3	White	29	97%	29	100%	67%	20	69%	27%	8	28%
HS	Biology	Cypress Park	HS3	Two or More	22	95%	22	100%	65%	15	68%	*	2	9%
HS	Biology	Cypress Park	HS3	Eco. Dis.	720	92%	670	93%	57%	439	61%	17%	137	19%
HS	Biology	Cypress Park	HS3	EB	361	87%	328	91%	46%	192	53%	7%	36	10%
HS	Biology	Cypress Park	HS3	At-Risk	557	91%	512	92%	53%	318	57%	13%	78	14%
HS	Biology	Cypress Park	HS3	SPED	75	80%	61	81%	26%	22	29%	*	1	1%
HS	English I	Cypress Park	HS3	All	752	66%	565	75%	49%	385	51%	13%	115	15%
HS	English I	Cypress Park	HS3	Hispanic	423	66%	310	73%	48%	210	50%	12%	60	14%
HS	English I	Cypress Park	HS3	Am. Indian	5	*	3	60%	*	2	40%	*	1	20%
HS	English I	Cypress Park	HS3	Asian	36	79%	34	94%	64%	24	67%	23%	9	25%
HS	English I	Cypress Park	HS3	African Am.	240	62%	174	73%	48%	119	50%	14%	37	15%
HS	English I	Cypress Park	HS3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	English I	Cypress Park	HS3	White	27	73%	25	93%	58%	17	63%	18%	6	22%
HS	English I	Cypress Park	HS3	Two or More	20	63%	18	90%	50%	12	60%	*	1	5%
HS	English I	Cypress Park	HS3	Eco. Dis.	687	63%	467	68%	46%	344	50%	11%	80	12%
HS	English I	Cypress Park	HS3	EB	341	46%	171	50%	25%	89	26%	3%	14	4%
HS	English I	Cypress Park	HS3	At-Risk	528	60%	328	62%	41%	220	42%	8%	53	10%
HS	English I	Cypress Park	HS3	SPED	72	32%	25	35%	10%	9	13%	*	1	1%
HS	English II	Cypress Park	HS3	All	795	76%	657	83%	60%	501	63%	7%	68	9%
HS	English II	Cypress Park	HS3	Hispanic	451	73%	358	79%	56%	266	59%	6%	34	8%
HS	English II	Cypress Park	HS3	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
HS	English II	Cypress Park	HS3	Asian	45	95%	44	98%	81%	37	82%	21%	10	22%
HS	English II	Cypress Park	HS3	African Am.	241	76%	200	83%	61%	154	64%	5%	16	7%

Level		Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
HS	English II	Cypress Park	HS3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	English II	Cypress Park	HS3	White	32	89%	31	97%	77%	26	81%	14%	5	16%
HS	English II	Cypress Park	HS3	Two or More	23	76%	21	91%	62%	16	70%	*	1	4%
HS	English II	Cypress Park	HS3	Eco. Dis.	606	73%	455	75%	58%	364	60%	6%	43	7%
HS	English II	Cypress Park	HS3	EB	389	50%	200	51%	27%	109	28%	*	2	1%
HS	English II	Cypress Park	HS3	At-Risk	615	68%	431	70%	49%	308	50%	5%	37	6%
HS	English II	Cypress Park	HS3	SPED	68	42%	29	43%	23%	17	25%	*	1	1%
HS	US History	Cypress Park	HS3	All	820	97%	820	100%	74%	628	77%	38%	342	42%
HS	US History	Cypress Park	HS3	Hispanic	436	97%	436	100%	72%	324	74%	37%	172	39%
HS	US History	Cypress Park	HS3	Am. Indian	3	*	3	100%	*	3	100%	*	3	100%
HS	US History	Cypress Park	HS3	Asian	50	100%	50	100%	91%	46	92%	74%	38	76%
HS	US History	Cypress Park	HS3	African Am.	263	96%	263	100%	74%	200	76%	33%	93	35%
HS	US History	Cypress Park	HS3	Pac. Islander	2	*	2	100%	*	2	100%	*	2	100%
HS	US History	Cypress Park	HS3	White	44	100%	44	100%	82%	38	86%	53%	24	55%
HS	US History	Cypress Park	HS3	Two or More	22	100%	22	100%	67%	15	68%	39%	10	45%
HS	US History	Cypress Park	HS3	Eco. Dis.	596	97%	584	98%	72%	435	73%	35%	221	37%
HS	US History	Cypress Park	HS3	EB	409	90%	372	91%	42%	176	43%	14%	61	15%
HS	US History	Cypress Park	HS3	At-Risk	534	96%	518	97%	62%	335	63%	26%	150	28%
HS	US History	Cypress Park	HS3	SPED	60	88%	54	90%	38%	24	40%	15%	10	17%

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.