Cypress-Fairbanks Independent School District

Cypress Woods High School

2025-2026

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

Equip students today to impact tomorrow.

Vision

Cypress Woods High School embraces a mindset of growth that nurtures responsible citizens,

insightful problem solvers, and global leaders who embody the POWER of 212*

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

<u>**EOC Strengths**</u>

STAAR EOC Performance in all sub-populations in Algebra, Biology, and US History; STAAR EOC Performance in all sub-populations for English I and II with the exception of African American and Emerging Bilingual. Below are the Approaches, Meets, and Masters numbers for each of the five EOC tests:

- Algebra - 95.6% Approaches, 77.9% Meets, 53.7% Masters
- Biology - 98.9% Approaches, 89.4% Meets, 53.4% Masters
- English I - 92.5% Approaches, 82.5% Meets, 42.6% Masters
- English II - 91.4% Approaches, 82.8% Meets, 25.8% Masters
- US History - 98.8% Approaches, 92% Meets, 70% Masters

<u>**Advanced Placement Strengths**</u>

In May of 2025, 682 students took 1,218 AP Exams. This was an increase in participation from May 2024.

24% of students scored a 5 on their exams, a 4% increase from 2024. 33% of students scored a 4 on their exams, an increase of 5% from 2024. 27% of students scored a 3 on their exams. Overall, our passing rate was 84%, an increase of 7% from 2024.

The following exams had a 100% passing rate:

- Studio Art 2D and Drawing
- Spanish Literature (Spanish V)
- Physics C - Mechanics

The following exams had a passing rate above the national average by the indicated percentage:

- Music Theory 6.5%
- Studio Art 2D 17.7%
- English Language & Composition 18.5%
- Spanish Language & Culture 2.5%
- Spanish Literature & Culture 29.8%
- French Language & Culture 2%
- Calculus BC 0.4%
- Precalculus 17.8%
- Computer Science A 22.8%
- Computer Science Principles 29.3%
- Human Geography 27.7%

- Macroeconomics 14.5%
- Psychology 23.2%
- US Government & Politics 14.4%
- World History 21.7%
- United States History 16.9%
- Biology 8.3%
- Chemistry 5.4%
- Environmental Science 10.3%
- Physics I 26.8%
- Physics II 20.5%
- Physics C - Electricity & Magnetism 22.6%
- Physics C - Mechanics 26.7%

Dual Credit

In the fall of 2024, 889 students were enrolled in at least one Dual Credit course through LoneStar for a total of 6,550 credit hours. In May 2025, 83 students graduated with their Associate's Degree from LoneStar due to Dual Credit enrollment throughout their high school years.

National Merit

For the 24-25 school year, we have the following National Merit Scholars:

- 6 Semi-Finalists
- 17 Commended
- 53 Hispanic or Latino Scholars
- 10 African American Scholars
- 1 Rural Small Town Scholar
- 1 Indigenous/Native American Scholar
- 44 First Generation Scholars

We are still waiting for final numbers for the 25-26 school year, but we know that we have 5 National Merit Semi-Finalists, the highest in the district. We also have 22 Commended Students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: African American students performed 11-18% lower than all other student groups on the English I EOC and 9-18% lower than all other student groups on the English II EOC.
Root Cause: Instructional Focus Root Cause #1: Students lack language acquisition skills to engage with academic content, as well as interpersonal skills due to lasting impacts of COVID-19.

Problem Statement 2: Instructional Focus Problem #2: Emerging Bilingual students performed 23% lower than all other student groups on the English I EOC and 20% lower than all other student groups on the English II EOC.
Root Cause: Instructional Focus Root Cause #2: Students lack language acquisition skills to engage with academic content, as well as interpersonal skills due to lasting impacts of COVID-19.

Problem Statement 3: Instructional Focus Problem #3:
Root Cause: Instructional Focus Root Cause #3:

School Culture and Climate

School Culture and Climate Summary

The following are strengths of the campus in regard to school culture and climate.

- **Classroom Management:** All of our teachers receive extensive professional development related to strong, proactive classroom management. At Cypress Woods High School, we use research-based best practices to create appropriate authoritative relationships in each classroom where teachers find the balance between establishing consistent rules and procedures while also building strong relationships with students. All new staff are trained annually on our instructional look-for strategy *What To Do,* from Doug Lemov's *Teach Like a Champion.* This strategy helps teachers chunk instructions and improve clarity of instructions to lay a solid foundation for classroom management. Additionally, CIC's partner with teachers on coaching cycles throughout the year to assist any instructor who is struggling with classroom management, as well as creating resources throughout the years to meet the classroom management needs of our teachers.
- **Student Discipline:** Our Administrative Team and classroom teachers partner daily to ensure that students adhere to our high discipline expectations. In the 24-25 school year, the AP team instituted a tardy sweep procedure to incentivize getting to class on time. This decreased tardies significantly and is being continued in the 25-26 school year. Dress code expectations are enforced daily with students being redirected to the AP office upon entry to the building if they are out of compliance with dress code expectations. The new electronics law is being enforced across the campus, with a noticeable positive impact on student learning and interactions. For the 24-25 school year, our ALC placements made up only 4.5% of our total discipline referrals, showing that our restorative best practices are effective in helping our Wildcats to remain on our campus where we can continue to provide them with the highest quality first-time instruction. All of these proactive discipline procedures, combined with our rigorous safety standards, resulted in 95% of teachers reporting that they feel safe at work in the March 2025 Employee Perception Survey
- **Student Attendance:** Students who are out with extended absences are able to access material via Schoology. Teachers formulate plans to assist students with extended absences, such as individually assigning make-up work via Schoology and making pre-recorded first-time instruction available. Our counseling and AP team work diligently to create plans to recover credit for students who accrue excessive absences.

Other school culture strengths include:

- **Wildcats for Life and Mentor Program:** To address the ongoing issue of high anxiety in many of our students, particularly at a high-performing campus like Cy Woods, we place great emphasis on prioritizing mental health and wellness for all of our Wildcats. Our student-led organization Wildcats for Life, sponsored by one of our counselors, organizes mental health initiatives throughout the year, such as a candlelit Walk for a Tomorrow event and a Wildcats for Life in-school event where students heard guest speakers and participated in activities designed to promote mental health coping strategies. Our campus also boasts the largest high school mentor program in the district. In this program, teachers, paras, and even community members mentor our most at-risk Wildcats to help them navigate academic and behavioral challenges and find success at Cy Woods.
- **Safety:** Only 2 doors of entry are available to the school at 6:45 for ID checks. At 7:00 three additional doors are opened and staffed by administration; planned emergency procedures; frequent communication to staff regarding procedures; student and staff ID badges; hall passes and hall pass procedures; on-going clear backpack initiative; random metal detector searches; K9 unit searches in parking lots and classrooms; tardy sweep procedure; visibility in halls by APs and staff; dress code enforcement.
- **The POWER of 212** is a school-wide initiative started in the 2016-2017 school year. POWER stands for Priorities, Ownership, Willingness, Ethics, and Respect. This initiative is focused on building character in our students, faculty, administration, and ultimately, the community. We were successful in achieving increased awareness and increasing the use of common language, and creation of stakeholder buy-in. We incorporated more signage throughout our building to send a consistent message to students, staff, and the community. Past POWER events and activities include student video competitions, tardy voucher incentive drawings to encourage students to prioritize getting to class on time, and "212 Day" celebrations where students did POWER-based activities in their 2nd-period class. We continue to build in instruction on POWER to introduce the freshmen to the initiative through PACE and Health classes. Ongoing POWER initiatives include: POWER Wildcat of the Month where teachers and students nominate students who show POWER characteristics; inclusion of students on the POWER of 212 committee; POWER Thursday where teachers wear POWER t-shirts and have the option to include short, POWER activities and reflection into their lessons; POWER week in both the fall and spring where teachers do a warm-up each period related to a POWER attribute, as well as dress-up days that students and staff are encouraged to participate in. Additionally, we hosted our inaugural POWER Gives Back school-wide community service event in January 2025. Over 20 clubs and organizations hosted a booth while 200 students attended the event. We will continue this tradition in January 2026.

- **Student leadership** is an additional important tenant for continuous improvement. In order to promote student leadership, an elected Student Council meets monthly with the building principal and various administrators to discuss ideas, concerns, and campus-based topics. The President's Council (which includes a president from all campus organizations) meets monthly with the principal to discuss campus concerns, share successes, and cross-plan as necessary.
- At Cypress Woods, we hold in high esteem the belief that each student feels a sense of belonging. We encourage students to create clubs to support their interests and give back to the community. At the beginning of the 2025-2026 school year, we have over **50 clubs/organizations** that students could join to have a sense of belonging
- **School spirit** is an additional focus every school year. In an attempt to promote attendance and spirit, we are holding several pep rallies during 7th period this year. Students can buy a wristband to attend, and the proceeds support a charitable cause. We also have monthly spirit trains, dress-up days, and reminders on the announcements and social media accounts to attend school events.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We fell short of district attendance goals in the 2024-2025 school year, with an average attendance rate of 94%. The district goal was 95%.
Root Cause: Students at Cypress Woods consistently demonstrate strong academic success, resulting in a high number of exemptions and, consequently, a lower attendance rate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The following are strengths of the campus in regard to staff quality, recruitment, and retention according to our 24-25 Employee Perception Survey:

- 95% of staff believe opportunities exist to think for themselves and that opportunities for professional growth are available at Cypress Woods. 99% they are clear on their job responsibilities. Additionally, 97% say that information is readily available to help them do their job effectively, and 96% say this information is easily accessible
- 95% of staff say that staff recognition is built into school culture. This is done using methods such as a monthly 212 department recognition and the ability to nominate a colleague at any time for an Extra Degree Shoutout in our weekly principal's newsletter.

Other strengths in regard to staff quality, recruitment, and retention include:

The New Teacher Induction Program (NTIP) is a district initiative to support all new teachers to CFISD and help with teacher retention. Each campus has a lead mentor who oversees this program and is responsible for supporting our new family members. Each new teacher at Cypress Woods is assigned a mentor by our NTIP lead mentor. Throughout the year, there are at least four share sessions with embedded professional development to target upcoming procedures/paperwork that new staff will need to discuss for better understanding. The meetings also allow teachers to explore, discuss and practice different strategies that the teachers can use in their classrooms to make first-time instruction as effective as possible. Classroom management strategies are modeled during these share sessions. NTIP members are also required to observe a colleague's class during the first semester as well as complete one video reflection throughout the school year. Additionally, new teachers' classrooms are visited regularly by our Campus Instructional Coaches in order to best support them. Data collected during these visits is then used to drive our share sessions. The new teacher mentors are available for anything that the new teacher may need. Our Campus Instructional Coaches and administrators are available to assist the new teachers in their ongoing development and improvement.

Our Campus Instructional Coaches frequently visit teacher classrooms, regardless of experience, and give them both affirming and growth-minded feedback to help them improve as educators. Additionally, they offer summer, online, after-school, and personalized PD opportunities. Teachers can voluntarily sign-up for instructional coaching cycles that are based on their individual goals, as well as earn campus-based credentials in each of our instructional look-for strategies. Based on teacher feedback, teachers appreciate that instructional feedback between CIC's and appraisers is aligned, progressive, and supportive to teachers.

We have five National Board Certified teachers, more than any other high school in the district. We couldn't be prouder! Our National Board Certified teachers mentor others who are going through the process, providing them with valuable insight and an increased chance for success.

Lastly, we retain quality teachers and make CWHS a fun place to work by making Cypress Woods High School a community where teachers can learn and grow professionally as well as make life-long friends. We have created community-building activities through our Staff Unity initiative that have helped connect teachers across different teams and departments. Staff Unity activities include Lunch Trivia, staff luncheons, interdepartmental holiday gift exchanges (ex. You got boo'd, Secret Santa), monthly motivational morale boosters in the staff lounge, "spirit stick" competitions based on our football dress up days, and staff socials.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In the 24-25 school year, only 90% of staff believe decisions are data-driven, down from 93% in the 23-24 school year.
Root Cause: Teachers would like greater insight into the decision-making process for campus procedures that affect their daily work. While Department Chairs and Team Leaders frequently serve as part of this process, many teachers are not aware that these decisions have already been reviewed and discussed through this leadership filter.

Family and Community Engagement

Family and Community Engagement Summary

The following are strengths of the campus in regard to parent and community engagement.

We hosted very well-attended Wildcat Express events to welcome our Wildcats back to school in 25-26 school year. The Freshman Express included a presentation by our principal and lead counselor who shared ways for our Class of 2028 to achieve success during their ninth-grade year. Freshman Express also coincided with our Cat Kickoff carnival and pep rally. The carnival drew in hundreds of community members to enjoy games and booths hosted by our Wildcat clubs, organizations, and athletic teams.

Prior to the start of school, our principal sent several letters to the community to proactively communicate expectations and upcoming events to encourage community support. Additionally, beginning in the 25-26 school year, Cy Woods will email a monthly newsletter to our community informing them of upcoming events and activities. This newsletter is available in English, Spanish, and Vietnamese to accommodate our diverse student body. The newsletter is also posted on Schoology for students and parents to see.

Our Cypress Woods social media accounts actively showcase all of the wonderful events and achievements happening daily on our campus. Each week, at least two posts are made in each of the following areas: classroom instruction, performing and fine arts, and athletics. Our social media efforts have been recognized by CFISD leadership for its excellence by designating our campus as an Ambassador on the Path to Amazing for social media for the 25-26 school year.

Several parent-led groups volunteered to donate and arrange for special treats to be made available to teachers during our August staff development week. This welcomed teachers back in a positive way with parents showing their appreciation and support heading into the new school year. We appreciate our parent volunteers and booster clubs!

Our Counseling Team and College and Career Specialist held parent meetings to explain several choices students were offered when planning their four-year plans. Topics included: Applying to College, AP vs. DC, Keeping the Options Open, and College Night. Additionally, parent meetings are offered throughout the year on a variety of special topics pertaining to specific audiences. For example, our Lead Counselor and Principal will host a meeting in early October for our Algebra I parents to discuss success on the upcoming EOC exam.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We will partner with our community to build strong relationships that foster positive experiences, and we will recruit and retain a diverse staff equipped to meet the needs of our multicultural community.
Root Cause: Some parents are hesitant to engage with school events due to prior negative experiences in public schools or language barriers.

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			
Strategy 1: Instructional Focus: To increase opportunities for meaningful academic student discourse in all content areas with a focus on AAs and EBs			**Formative**			**Summative**
			Nov	**Feb**	**May**	**June**

Strategy: Teachers will utilize the turn and talk strategy to build in academic language, allowing students time to verbally process new information with their peers.
     Strategy's Expected Result/Impact: 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.
     Staff Responsible for Monitoring: Teachers, CF-TESS Appraisers, CICs
			Some Progress			

Strategy 2 Details			Reviews			
Strategy 2: Instructional Focus: To increase opportunities for meaningful academic student discourse in all content areas with a focus on AAs and EBs			**Formative**			**Summative**
			Nov	**Feb**	**May**	**June**

Strategy: Teachers will provide sentence stems to students in order to guide students towards productive academic discourse.
     Strategy's Expected Result/Impact: 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.
     Staff Responsible for Monitoring: Teachers, CF-TESS Appraisers, CICs
			Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Instructional Focus: To increase opportunities for meaningful academic student discourse in all content areas with a focus on AAs and EBs		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy: Teachers of all content areas will incorporate a variety of discourse-based student-centered learning activities into their lessons, such as Socratic Seminars, Jigsaws, 6-Word Stories, etc. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Teachers, CF-TESS Appriasers, CICs		Some Progress			

Strategy 4 Details		Reviews			
Strategy 4: Improving Student Engagement: We will promote student clubs and activities driven by student interests and encourage staff sponsorship to ensure every student has opportunities to connect and belong.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased student participation in clubs and activities, with more students reporting a sense of connection, belonging, and positive relationships with peers and staf **Staff Responsible for Monitoring:** Associate Principal		Considerable			

Strategy 5 Details		Reviews			
Strategy 5: Enhancing Student Engagement: Host events that showcase diverse organizations and offer meaningful opportunities for participation.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students, families, and staff feel a stronger sense of belonging and appreciation for different cultures, leading to increased engagement and stronger school-community connections. **Staff Responsible for Monitoring:** Principal, Associate, DI, Counselors		Some 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.

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			
Strategy 1: CTE Approved Industry Certifications: CTE teachers will provide multiple opportunities for students to prepare and practice for certification exams and will set and clearly communicate study deadlines with students. Students will complete test reflections after taking a practice certification test to improve upon test taking strategies and study skills. Teachers will emphasize parent communication and student communication to ensure all stakeholders know the importance and process of preparing for and passing certification exams.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The number of students who earn an industry certification will increase by 2%. **Staff Responsible for Monitoring:** All CTE teachers, CTE Counselor, District CTE Campus Instructional Coach	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.

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			
Strategy 1: As a campus, we will approach the strategy from various angles, such as: 1) Teachers will develop relationships with students to encourage them to take advanced courses 2) Our College Academy Advisor will encourage our students to remain in College Academy 3) Counselors will recommend students to take advanced courses when advisable 4) CCS will target high achieving students using PSAT 5) AAS will create slide to share with all students detailing the benefits of free/reduced lunch - through all English classes and on the television sets in the hallway	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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:** CCS / AAS / DI/Counselors	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.

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		
Strategy 1: We will host Wildcat Express and Keeping the Options Open inviting our directors and coaches to attend for recruitment purposes.. Our Fine Arts directors and athletic coaches will visit the middle schools to increase enrollment. We will support our feeders via social media to build the bridge from middle to high school.		**Formative**		**Summative**
		Nov	**Feb**	**May**	**June**
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:** Principal, Athletic Director, Counselors, Fine Arts, Coaches	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

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

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details		Reviews			
Strategy 1: Graduation Rate: As a campus, the following will be in place - teacher/student mentor program with embedded post-secondary goal setting, academic interventions, counselor support of post-secondary goals, College and Career Specialist support, Assistant Principal Support, AAS Support, CYS Support.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS, CCS		Some Progress			
Strategy 2 Details		Reviews			
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.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved graduation rate **Staff Responsible for Monitoring:** Principal		Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Dropout Prevention: The following supports will be in place to aide in dropout prevention - Attendance Office support, Registrar office support, CYS support, AAS support, Counselor support, Assistant Principal Support, AAS and CYS will conduct home visits as needed, other options will be given to families/students as needed, Registrar/AAS will monitor dropout list regularly and contact families offering support until a solution is devised.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals, Attendance Office, CYS, AAS		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

Strategy 1 Details		Reviews			

Strategy 1: Campus Safety: Members of the Cypress Woods High School faculty and staff will actively supervise students in the classrooms, hallways, restrooms, and commons to create a safe environment for all students. Members of the Cypress Woods High School faculty and staff will also actively supervise those students who remain for after school activities.
 	
    Strategy's Expected Result/Impact: Students at Cypress Woods High school will feel safe on campus upon arrival, throughout the school day, and during after school activities as measured by the student survey conducted during the school year.
    Staff Responsible for Monitoring: -Campus Administration
-Teachers
-Staff
-Campus Resources Officers
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		Some Progress			

Strategy 2 Details		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 Cypress Woods High School teachers and students will participate in the EOP safety drills (fire, shelter, lockout, lock-down, crisis, evacuation, metal detectors) throughout the year to learn campus expectations during these drills 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: -Campus Safety Liaison: assigned Assistant Principal(s)
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		Some Progress			

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	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	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)	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May	June
	Some Progress			

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 judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports
Tardy Calculator Data
Electronic Violation Data
Dress Code Violation Data

Strategy 1 Details	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. As a campus, we use CPI training, Behavior intervention strategies, conflict mediations, Wildcat Excellence, and Bringing Out the Best character lessons to help educate students and staff members on how to properly address conflict. By being proactive we should be able to reduce the incidents by 70% (Reference the 2021-22 CFISD Report on Violence and Violence Prevention)	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals Campus Resource Officers	Some Progress			

Strategy 2 Details	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. The assistant principals will utilize the CFISD Code of Conduct and Campus Discipline Continuum as primary references when addressing student discipline. One key strategy that will be used when addressing student discipline is supporting teachers in building relationships with their students and the parents of their students and the positive effect it will would have in reducing the discipline issues in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals	Moderate Progress			

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

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
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.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Some Progress			

○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Instructional Shout-outs and our staff Intentional monthly awards, frequent classroom visits with feedback, and a strong campus effort to unite staff members through our Staff Unity initiative, which offers monthly staff social events.	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** DI Principal CICs	Moderate Progress			

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 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
August Campus PD Week Look Fors Trainings
Campus Credentials

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Our PD mission is to create job-embedded PD options that teachers can choose from to align to their PPGs (Personal Professional Goals) and GSGs (Goals for Student Growth). Our CICs offer 11 personalized PD options throughout the school year, including: instructional coaching cycles, look-for credentials, book studies, accessing a digital library, peer observations, video reflection, data analysis, personalized team training, completing online Teach Like a Champion modules and completing a reflective journal. Additionally, teachers are encouraged to present PD to their peers on topics in which they are passionate, and we consistently communicate district PD offerings such as EB trainings and Quantum Learning sessions throughout the school year.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			
Strategy's Expected Result/Impact: Teachers will feel confident in their ability to implement the campus instructional look-fors of: What to Do, Cold Call, Student Processing (Wait Time, Everybody Writes and Turn and Talk), and Checking for Understanding (Targeted Questioning, Affirmative Checking, and Closure). Teachers will also take advantage of the multiple on-campus opportunities to improve their craft and seek out district opportunities that are aligned to their goals. **Staff Responsible for Monitoring:** CIC Team DI				

○ 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 2%.

> **Evaluation Data Sources:** CyWoods Events
> Facebook, Twitter, and Instagram activity/followers
> Participation in VIP events
> Newsletter viewers

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Increase (1) Instructional, (2) Athletic, and (3) Fine Arts Social Media posts with a minimum of two per week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents, students, and the CFISD community will view the excellence that occurs at Cypress Woods HS. **Staff Responsible for Monitoring:** Principal, Associate, APs and DI	**Nov**	**Feb**	**May**	**June**
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Meet with the CFISD Communications office to learn strategies to increase our knowledge of social media	**Formative**			**Summative**
Strategy's Expected Result/Impact: Work more efficiently on the three social media platforms. **Staff Responsible for Monitoring:** AP Social Media Liaision and DI	**Nov**	**Feb**	**May**	**June**
	Accomplished			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Teachers will use a standardized parent log to record parental communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Utilizing the standard parent log will increase communication across the campus. **Staff Responsible for Monitoring:** Associate Principal, Teachers, Admin	**Nov**	**Feb**	**May**	**June**
	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: Creating a monthly community newsletter.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To highlight successes and upcoming events occurring at Cypress Woods HS **Staff Responsible for Monitoring:** Principal, Associate, Coordinating Counselor, DI, and Athletic Director	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

○ No Progress   ◯ Accomplished   ➔ Continue/Modify   ✕ Discontinue

CPOC

Committee Role	Name	Position
Principal	Lloyd Turner	Principal (there is only one principal)
Teacher #1	Brittany Hunt	Algebra 1
Teacher #2	Lauren Ratliff	Biology
Teacher #3	Jacob Dodd	English 2
Teacher #4	Brittney Weinstein	English 1 - ICS
Teacher #5	Christine Monk	United States History
Teacher #6	Laura Anderson	Career and Technology
Teacher #7	Sean St. Clair	Life Skills
Teacher #8	Andrea Negri	Journalism
Other School Leader (Nonteaching Professional) #1	Kelly Ellis	Director of Instruction
Other School Leader (Nonteaching Professional) #2	Christina Hoover	Academic Achievement Specialist
Other School Leader (Nonteaching Professional) #3	Les Sarles	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Alexandra Villarreal	Campus Instructional Coach
Administrator (LEA) #1	Tamara Perret	Special Education Administrator
Parent #1	Bonnie Seegers	Parent #1
Parent #2	Chinelle Spears	Parent #2
Community Member #1	Tami Hunt	Community Member #1
Community Member #2	Jordan Shane	Community Member #2
Business Representative #1	Carrie Harrison	Business Representative #1
Business Representative #2	Tonia Jaeggi	Business Representative #2

Addendums

Campus	Cypress Woods

	Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	97%	99%	100%	100%	100%
Meets or Above	87%	90%	90%	90%	90%
Masters Grade Level	45%	48%	51%	54%	57%

2025-26	Target Check
97%	Did not meet District Strategic Target
87%	Did not meet District Strategic Target
51%	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	Content	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	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
					#	%	#	%	%	#	%	%	#	%
HS	Algebra I	Cypress Woods	HS1	All	409	96%	397	97%	78%	323	79%	54%	225	55%
HS	Algebra I	Cypress Woods	HS1	Hispanic	160	95%	157	98%	72%	117	73%	55%	89	56%
HS	Algebra I	Cypress Woods	HS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
HS	Algebra I	Cypress Woods	HS1	Asian	31	100%	31	100%	97%	31	100%	76%	25	81%
HS	Algebra I	Cypress Woods	HS1	African Am.	90	88%	81	90%	65%	59	66%	35%	32	36%
HS	Algebra I	Cypress Woods	HS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Algebra I	Cypress Woods	HS1	White	113	100%	113	100%	87%	103	91%	60%	71	63%
HS	Algebra I	Cypress Woods	HS1	Two or More	14	100%	14	100%	80%	12	86%	*	7	50%
HS	Algebra I	Cypress Woods	HS1	Eco. Dis.	207	94%	197	95%	69%	145	70%	45%	95	46%
HS	Algebra I	Cypress Woods	HS1	EB	71	94%	68	96%	69%	50	70%	48%	35	49%
HS	Algebra I	Cypress Woods	HS1	At-Risk	264	93%	248	94%	68%	182	69%	40%	108	41%
HS	Algebra I	Cypress Woods	HS1	SPED	84	81%	69	82%	44%	38	45%	19%	17	20%
HS	Biology	Cypress Woods	HS1	All	904	99%	900	100%	89%	819	91%	53%	488	54%
HS	Biology	Cypress Woods	HS1	Hispanic	278	98%	276	99%	83%	233	84%	43%	121	44%
HS	Biology	Cypress Woods	HS1	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
HS	Biology	Cypress Woods	HS1	Asian	150	99%	150	100%	98%	148	99%	72%	109	73%
HS	Biology	Cypress Woods	HS1	African Am.	128	97%	126	98%	79%	102	80%	29%	38	30%
HS	Biology	Cypress Woods	HS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	Biology	Cypress Woods	HS1	White	316	100%	316	100%	95%	305	97%	63%	201	64%
HS	Biology	Cypress Woods	HS1	Two or More	29	100%	29	100%	94%	28	97%	58%	17	59%
HS	Biology	Cypress Woods	HS1	Eco. Dis.	318	99%	318	100%	78%	251	79%	35%	114	36%
HS	Biology	Cypress Woods	HS1	EB	179	95%	172	96%	59%	107	60%	14%	27	15%
HS	Biology	Cypress Woods	HS1	At-Risk	391	97%	383	98%	75%	297	76%	29%	117	30%
HS	Biology	Cypress Woods	HS1	SPED	89	87%	78	88%	52%	47	53%	11%	11	12%
HS	English I	Cypress Woods	HS1	All	892	93%	838	94%	83%	749	84%	43%	395	44%
HS	English I	Cypress Woods	HS1	Hispanic	268	91%	249	93%	79%	214	80%	30%	82	31%
HS	English I	Cypress Woods	HS1	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
HS	English I	Cypress Woods	HS1	Asian	152	97%	146	96%	92%	141	93%	66%	102	67%
HS	English I	Cypress Woods	HS1	African Am.	126	82%	104	83%	65%	83	66%	26%	34	27%
HS	English I	Cypress Woods	HS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	English I	Cypress Woods	HS1	White	313	97%	307	98%	90%	284	91%	50%	160	51%
HS	English I	Cypress Woods	HS1	Two or More	30	94%	29	97%	79%	25	83%	47%	15	50%
HS	English I	Cypress Woods	HS1	Eco. Dis.	310	83%	260	84%	66%	208	67%	24%	78	25%
HS	English I	Cypress Woods	HS1	EB	176	70%	125	71%	42%	76	43%	*	2	1%
HS	English I	Cypress Woods	HS1	At-Risk	384	84%	326	85%	64%	250	65%	19%	77	20%
HS	English I	Cypress Woods	HS1	SPED	87	56%	50	57%	32%	29	33%	*	1	1%
HS	English II	Cypress Woods	HS1	All	864	91%	797	92%	82%	721	83%	26%	237	27%
HS	English II	Cypress Woods	HS1	Hispanic	242	90%	220	91%	76%	187	77%	16%	41	17%
HS	English II	Cypress Woods	HS1	Am. Indian	2	*	2	100%	*	2	100%	*	2	100%
HS	English II	Cypress Woods	HS1	Asian	124	97%	121	98%	92%	118	95%	52%	66	53%
HS	English II	Cypress Woods	HS1	African Am.	140	82%	116	83%	64%	92	66%	12%	18	13%
HS	English II	Cypress Woods	HS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	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 %
HS	English II	Cypress Woods	HS1	White	325	95%	311	96%	89%	297	91%	31%	103	32%
HS	English II	Cypress Woods	HS1	Two or More	30	86%	26	87%	76%	24	80%	19%	6	20%
HS	English II	Cypress Woods	HS1	Eco. Dis.	295	83%	248	84%	64%	192	65%	13%	41	14%
HS	English II	Cypress Woods	HS1	EB	177	71%	127	72%	42%	76	43%	*	2	1%
HS	English II	Cypress Woods	HS1	At-Risk	359	79%	287	80%	60%	219	61%	12%	47	13%
HS	English II	Cypress Woods	HS1	SPED	71	55%	40	56%	27%	20	28%	*	1	1%
HS	US History	Cypress Woods	HS1	All	974	99%	974	100%	92%	916	94%	70%	701	72%
HS	US History	Cypress Woods	HS1	Hispanic	284	100%	284	100%	89%	260	92%	64%	189	67%
HS	US History	Cypress Woods	HS1	Am. Indian	2	*	2	100%	*	2	100%	*	2	100%
HS	US History	Cypress Woods	HS1	Asian	130	97%	130	100%	93%	124	95%	81%	108	83%
HS	US History	Cypress Woods	HS1	African Am.	142	98%	142	100%	83%	121	85%	47%	70	49%
HS	US History	Cypress Woods	HS1	Pac. Islander	3	*	3	100%	*	3	100%	*	3	100%
HS	US History	Cypress Woods	HS1	White	369	99%	369	100%	96%	364	99%	79%	301	82%
HS	US History	Cypress Woods	HS1	Two or More	44	97%	44	100%	93%	42	95%	62%	28	64%
HS	US History	Cypress Woods	HS1	Eco. Dis.	313	98%	313	100%	85%	272	87%	56%	182	58%
HS	US History	Cypress Woods	HS1	EB	211	93%	198	94%	77%	165	78%	33%	72	34%
HS	US History	Cypress Woods	HS1	At-Risk	311	95%	302	97%	78%	249	80%	44%	143	46%
HS	US History	Cypress Woods	HS1	SPED	80	83%	67	84%	56%	46	58%	28%	23	29%

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.