Cypress-Fairbanks Independent School District

Cypress Ranch High School

2025-2026

Mission Statement

Cypress Ranch is committed to a safe learning environment that teaches respect for self and others while encouraging creativity and perseverance.

Vision

To prepare students for a lifetime of learning, productivity, and service as innovative, responsible, compassionate citizens.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

At Cypress Ranch, we are proud of the level at which our students succeeded on the STAAR End of Course exams. Our teachers worked hard to support our students to achieve success on the exams. Here are a few highlights of the strengths that we noted:

English I- 92% of students earned approaches or higher. We increased the number of students achieving meets designation by 1% and masters designation by 2%.

English II- 93% of students earned approaches or higher. We increased the number of students achieving masters designation by 5%.

Algebra I- 90% of students earned approaches or higher. We increased the number of students achieving meets and masters designations by 5% each.

Biology- 98% of students earned approaches or higher. We saw a 1% increase in meets and a 2% growth in masters designations.

US History- 99% of students earned approaches or higher. We continue to see students achieve well on this test across the board. Our masters scores increased by 1%.

We are also proud of our Mustangs and their achievements in the National Merit program. We are proud of our:

23 National Merit Commended Students

4 National Merit Semifinalists and

4 National Merit Finalists

College Academy Stats

358 Cy Ranch students were participating in College Academy at the end of the 2024-25 school year

72 College Academy students earned their Associate degree in May 2025

8 non-College Academy students earned their Associate degree in May 2025

We administered just under 1,500 AP tests which resulted in 89 students being designated AP Scholars. 47 Students were designated as AP with Honors and

119 with AP Scholars with Distinction.

83% of AP exams were scored with a 3 or higher.

We are happy to share the following co-curricular and extra-curricular achievements:

Athletics

Girls Golf	One participant from CRHS participated in the UIL Regional Golf Tournament
Cheer	1st place NCA regional level; 2nd place NCA National level for Intermediate Co Ed Team
Classics Dance	National Game Day Champions; Dance Officers National Overall Highest Scoring Routine

Visual Arts

Photography	Scholastic Gold Key- National Level

Performing Arts

Theatre	56 students Competed at Texas Thespians, 52 students received Superior rankings Cypress Ranch Theatre UIL YOUNG FILMMAKERS CONTEST is very proud to announce that four films were entered into this year's state contest: • Narrative Film, SHADOW advanced to State Quarter Finals • Narrative Film, CHOICES advanced to the State Quarter Finals • Narrative film, WAR OF THE MIND advanced to the State Semi Finals • Traditional Animation Film, A MOONLIT TALE advanced to the State Semi Finals
The Tommy Tune Awards Program **celebrates the educational value, artistry, and community of high school musical theatre** in the Greater Houston area. Cypress Ranch HS production of *Newsies* received 34 Tommy Tune nominations (a new school record!).	
Theatrical Design	Costume design state finalist

Theatre	**56 students Competed at Texas Thespians, 52 students received Superior rankings**
	Cypress Ranch Theatre UIL YOUNG FILMMAKERS CONTEST is very proud to announce that four films were entered into this year's state contest:
	• **Narrative Film, SHADOW advanced to State Quarter Finals** • **Narrative Film, CHOICES advanced to the State Quarter Finals** • **Narrative film, WAR OF THE MIND advanced to the State Semi Finals** • **Traditional Animation Film, A MOONLIT TALE advanced to the State Semi Finals**
	UIL One Act Play *EPIC PROPORTIONS*
	• District Contest Awards (Honorable Mention All Star Cast, Best Technician, All Star Cast, Advancing Play) • Bi-District Contest Awards (Honorable Mention All Star Cast, All Star Cast, Advancing Play) • Area Contest Awards (Honorable Mention All Star Cast, All Star Cast, Best Technician, Advancing Play to Region)
Choir	**UIL Concert and Sight-reading Competition**
	• All 6 choirs (3 non-varsity ensembles, 3 varsity ensembles) earned "Sweepstakes", the highest rating possible from all judges;
	68 singers participated in the TMEA All State Auditions process. 6 singers became members of the Texas All State Choirs
	48 singers participated in the UIL Solo and Ensemble Contest, resulting in 92 Superior ratings, the highest rating possible
	Chamber Choir earned a Performance of Distinction Award at the prestigious American Classic Madrigal Festival in San Antonio

Career and Technical Ed.

AP Computer Science (CS II K)	**94% passing rate with 52% earning a 5**
Computer Science	UIL Computer Science – Regional 2nd Runner Up

UIL Academics

	District- *3rd place Overall Team Academics* **Accounting - 2nd place Team** **Calculator Applications 2nd place** **Current Issues and Events - 3rd place** **Editorial Writing - 5th place** **Feature Writing - 5th place** **Literary Criticism - 2nd place Team** **Literary Criticism - 3rd place** **Mathematics - 2nd place Team** **Mathematics - 3rd place** **Mathematics - 4th place** **Ready Writing - District Champion** **Ready Writing - 4th place** **Ready Writing - 5th place** **Science - 3rd place** **UIL Academics Region** **7th place Team OVERALL** **Current Issues and Events - 3rd place - Hunter Payne** **Literary Criticism - 5th place - Valerie Edem**
	Region 7th place Team OVERALL Current Issues and Events - 3rd place Literary Criticism - 5th place

AP Government	Passing score: 89%. Score 5 percent: 33%
APUSH	APUSH passing score (3 or above) 92%. Scored 5: 16%
AP Macroeconomics	23% scored a 5, 59% scored a 4 or 5, and significantly outperformed Texas and Global mean scores

Science

Health Science Practicum	**8 students passed their National Healthcare Association Exam for the Certification of Pharmacy Technicians**

Business

Accounting	**UIL District meet – 2nd place** - **57 students earned their QuickBooks Online User Certification**

Speech and Debate

	National Speech and Debate Association National Tournament - **SPEECH SCHOOL OF HONOR - Top 30 schools in the NATION.** **Texas Forensics Association Impromptu State Champion** **18 qualifications to the Texas Forensic Association State Tournament - Most in the history of Cypress Ranch!** **District - 1st place Overall Speech Team** **Region- 2nd place Overall Speech Team** **State- 4th place Informative Speaking**

Agriculture/FFA

	American Degree Recipient (1) **Lonestar Degree Recipients (5)**
CFISD Livestock Show Awards	Grand Champion Steer (1) Grand Champion Steer Showman (1) …3 additional steers in the top 10 Grand Champion Goat (1) Reserve Champion Goat (1) Grand Champion Goat Showman (1) Reserve Champion Goat Showman (1) Grand Champion Heifer (1) Reserve Champion Heifer Showman (1) Grand Champion Market Hog (1) Grand Champion Swine Showman (1) Grand Champion Broilers (1) Reserve Champion Market Rabbits (1) **Certifications earned**: Elanco Vet Med – 14 of 14 students (100%) Quality Counts 39 of 40 students Elanco Fundamentals of Livestock Management- 13 of 14 students

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: We did not meet 100% of our target scores on STAAR.
Root Cause: Instructional Focus Root Cause #1: We need to push past behavior engagement towards cognitive engagement to reach higher levels of mastery on STAAR.

Problem Statement 2: Instructional Focus Problem #2: Our campus CCRM was only 87%.
Root Cause: Instructional Focus Root Cause #2: We do not have a system in place to proactively address CCMR until senior year.

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

School Culture and Climate

School Culture and Climate Strengths

At Cypress Ranch, the main goal is that all students learn. We work hard to maintain rigor in the classroom while supporting students through their educational journey. At Cypress Ranch, the motto is "It's A Great Day To Be A Mustang", and we work together to make sure that every day is great. In 2020-2021 we introduced "I am CR!"   We have continued to make the "I am CR!" mantra a part of our every day.

I am CR is a mindset.

I am CR is a desire to be a part of something bigger than yourself; a desire to contribute and make things better.

I am CR is doing what's right, even when it's difficult.

I am CR is pushing yourself just a little bit harder.

I am CR is a compassion for others.

I am CR. You are CR. We are CR.

And when we work together, we are unstoppable.

I am CR represents what we strive for every day: Integrity, Attitude, Mindfulness, Compassion, and Respect.

95% of our staff believe that appreciation is built into our culture. Recognition of our staff has been a focus for our campus for the last several years. We are consistently revamping the ways in which we recognize our staff. We try to acknowledge the big things and the little things that our staff does every way to support our students, our community, and each other.

92% of our staff believe that they can discuss their concerns with an administrator. While our goal is always 100%, our administration strives to be available to staff to handle any situation that might arise.

Finally, 98% of our staff believe that they are safe at work. Safety is our #1 priority in everything that we do and the decisions that we make.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We did not meet the district student attendance goal of 95%.
Root Cause: We need to re-educate students on the value of first time instruction.

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.

One of our top priorities is hiring highly-qualified staff. We employ various strategies to recruit and retain quality staff members. We take time to thoroughly interview and get to know prospective employees.
Throughout the year, we support our new teachers through the New Teacher Mentor Program. Under the guidance of our lead mentors, teachers are supported as we approach key points of the school year. New teachers are also paired with a curriculum based mentor to help them navigate their first year of teaching. New this year, we paired all "new to Ranch" experienced teachers with a campus connection. Our campus connection teachers serve as a go-to person to help teachers learn the process and procedure at Cypress Ranch.

Recognizing the value of staff development, we strive to offer a variety of staff development opportunities on campus. From book studies to technology training and teacher share sessions, we know that by offering opportunities on our campus for growth we will reap the benefits of our own investment.

We take pride in making sure that our teacher leaders continue to grow. Department Chair and Team Leader meetings focus both on school business and leadership growth. As a result, we have strong teams that support each other personally and professionally. We believe that this camaraderie will help our teacher attendance rate to improve.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: During the 24-25 school year, only 85% of our teachers thought that professional development was available to them.
Root Cause: We need to communicate more often about professional development opportunities that are available.

Family and Community Engagement

Family and Community Engagement Strengths

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

Our VIPS are a vital part of our success and are on campus on a daily basis. We believe we have created a welcoming school culture where parents are encouraged to take an active role in their child's education.

Our instructional platform Schoology allows parents access to materials for each class that their child is enrolled in. Schoology allows parents to stayed informed of activities within the classroom.

In addition, we have numerous parent nights, curriculum nights, and grade level meetings. Our "Pony Up for Parents" program remains strong and is our main way of helping freshman parents to be active and knowledgeable members of the Cypress Ranch family. Pony Up for parents is designed to help with specific information needed to help parents support their children as they transition to high school. We hold a special meeting for our freshman parents at the beginning of the year where we work to lay a positive groundwork and give parents insight into high school.

Our counselors host grade-level parent meetings each year to address the specific needs of students in that particular grade. This year we hosted a spirit filled pep rally to start the year. Fall sports were introduced and our Ranch Rowdies, Cheerleaders, and Classics performed and amped up the CR spirit. A similar pep rally took place after the homecoming parade. Both events were well attended not just by students but by families and the community as well.

Finally, almost all of our clubs find community service as one of the best ways to contribute to our community. This allows them the opportunity not only to serve others, but to reach out to members of the community and introduce them to Cypress Ranch.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents are sometimes unaware of meetings, information, and other opportunities available to them.
Root Cause: We need to find additional ways to communicate key events/reminders.

Goals

Goal 1: 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 meet 100% of our target scores on STAAR.	**Formative**			**Summative**
Strategy: We will implement the Fundamental 5 to help teachers maximize instructional time to allow students to reach a deeper level of understanding of the content.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will meet our exceed our target goals on the 25-26 STAAR CIP Chart. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers	Some Progress			
Strategy 2 Details	**Reviews**			
Strategy 2: Instructional Focus: To meet 100% of our target scores on STAAR.	**Formative**			**Summative**
Strategy: We will increase the opportunities for student discourse during lessons.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will meet our exceed our target goals on the 25-26 STAAR CIP Chart. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: To increase campus CCMR from 87% to 100% Strategy: We will begin educating students earlier on CCMR and help them to find their pathway before their senior year. **Strategy's Expected Result/Impact:** We will see incremental growth on our CCMR scores while striving for 100%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, AAS	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Student Engagement: We will use professional development opportunities to focus on various methods for student discourse. **Strategy's Expected Result/Impact:** Students will be highly engaged in the lesson which will result in higher scores on DPMs/Benchmarks/and STAAR EOC. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Improving Student Engagement: We will use professional development opportunities to move instructional time from behaviorally engaged to cognitively engaged. **Strategy's Expected Result/Impact:** Students will be highly engaged in the lesson which will result in higher scores on DPMs/Benchmarks/and STAAR EOC. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Campus Instructional Team, Teachers.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	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: We will work with students and parents to increase the number of students participating in certification testing. Additionally, our CTE teachers will work with students to prepare and practice for their certificate exam opportunities. **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 counselors	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	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 2.2: 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: Teachers in K level classes will promote Advanced Placement and Dual Credit options throughout the school year and encourage enrollment.	**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:** Teachers, Counselors, Director of Instruction	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 2.3: 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 our Keeping the Options Open event to inform students about their extracurricular options. Additionally, our Fine Arts directors and athletic coaches will visit our feeder middle schools to increase enrollment.		**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:** Teachers, counselors, director of instruction		Some 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: In addition to individual plans for seniors identified as not on track to graduate, we will use our senior watch-list to identify and monitor students in need of additional support to stay on track.
    Strategy's Expected Result/Impact: Our graduation rate will increase by 1%
    Staff Responsible for Monitoring: Teachers, counselors, assistant principals
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	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.
    Strategy's Expected Result/Impact: Improved graduation rate
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			
Strategy 3 Details	Reviews			

Strategy 3: Dropout Prevention: We will conduct home visits to students who have dropped out of high school. We will work to support them and inform them on their options towards a diploma.
    Strategy's Expected Result/Impact: Our students will return to school and have a defined path to graduation
    Staff Responsible for Monitoring: AAS, counselors, assistant principals, director of instruction, associate principal, principal
	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 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: In addition to increasing monitoring in morning, we will also restrict the number of entry points and increase focus on student ID badges.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased monitoring will result in a safer, healthier learning environment. **Staff Responsible for Monitoring:** All Staff		Moderate 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.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal over safety		Moderate 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**
		Considerable			
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

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. We will use Bringing out the Best (BOTB) to reinforce appropriate behavior and will advertise Tipline as a method for reporting unsafe actions.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent incidents will be 0% **Staff Responsible for Monitoring:** Assistant Principals, Associate Principal	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: To minimize loss of first time instruction, we will use restorative practices to help students understand the impact of repeated refusal on their education and academic progress.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, Associate Principal	Some 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. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	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 .5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: We will continue to use a variety of incentives to acknowledge teachers and paraprofessionals with perfect attendance each marking period. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Director of Instruction, Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	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 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			
Strategy 1: High-Quality Professional Development: We will provide on campus staff development in a variety of areas including: Technology (Schoology), supporting English Language Learners, Classroom Management etc.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will see evidence of strategies presented in professional development during classroom instruction. **Staff Responsible for Monitoring:** Director of Instruction, Campus Instructional Coaches	Some Progress			
	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: Parent Survey
   Activity sign-in sheets/records

Strategy 1 Details	Reviews			

Strategy 1: Improving Social Media Presence: We will engage the community weekly thru social media posts that the the story of Cypress Ranch.
    Strategy's Expected Result/Impact: Parents, students, and the CFISD community will witness through social media the "I am CR" spirit of Cypress Ranch.
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals and Director of Instruction
	Formative			**Summative**

	Nov	Feb	May	June
	Some Progress			

Strategy 2 Details	Reviews			

Strategy 2: Improving Social Media Presence: We will highlight students (former and present) and teachers monthly to share personal stories about the Cypress Ranch learning community.
    Strategy's Expected Result/Impact: Parents, students, and the CFISD community will witness through social media the "I am CR" spirit of Cypress Ranch.
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals and Director of Instruction
	Formative			**Summative**

	Nov	Feb	May	June
	Some Progress			

Strategy 3 Details	Reviews			

Strategy 3: Improving Parent and Community Engagement: We will use the CR Connection (monthly newsletter) to help our families stay connected to the activities occurring at Cypress Ranch.
    Strategy's Expected Result/Impact: Parents and community will have an increased awareness of activities and events at Cypress Ranch.
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals and Director of Instruction
	Formative			**Summative**

	Nov	Feb	May	June
	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: We will provide opportunities for parents to contribute to and participate in activities that support the Cypress Ranch learning community. **Strategy's Expected Result/Impact:** We will see an increase in the amount of parent/community participation in events/meetings. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals and Director of Instruction	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			

⭕ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Michael Maness	Principal (there is only one principal)
Teacher #1	Wendy Gothard	English Teacher
Teacher #2	Lindsey Pickett	English/ESL Teacher
Teacher #3	Tawnya Mann	Science Teacher
Teacher #4	Tyson Wilson	Social Studies Teacher
Teacher #5	Cheryl Bradford	Performing Arts Teacher
Teacher #6	Melody McAfoose	LOTE Teacher
Teacher #7	John Lopez	Math Teacher
Teacher #8	Lyndsey Hepburn	Fine Arts Teacher
Other School Leader (Non-teaching Professional) #1	Deanna Parker	Campus Instructional Coach
Other School Leader (Non-teaching Professional) #2	Beth Douglass	Campus Instructional Coach
Other School Leader (Non-teaching Professional) #3	Katherine Cunningham	Campus Instructional Coach
Other School Leader (Non-teaching Professional) #4	Lisa Parliament	Director of Instruction
Administrator (LEA) #1	Teri Bradshaw	CTE Coach
Parent #1	Lisa Theile Scoble	Parent #1
Parent #2	Jennifer Sullivan	Parent #2
Community Member #1	Carla Woolridge	Community Member #1
Community Member #2	Debby Perez	Community Member #2
Business Representative #1	Ginny and Rob Theriot	Business Representative #1
Business Representative #2	Darci Harrison	Business Representative #2

Addendums

Campus: **Cypress Ranch**

Strategic Plan Goal 1 Campus 5-year Targets				
2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	98%	100%	100%	100%	100%
Meets or Above	88%	91%	90%	90%	90%
Masters Grade Level	41%	44%	47%	50%	53%

2025-26	Target Check
100%	Met District Strategic Target
92%	Met District Strategic Target
56%	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 Ranch	HS1	All	376	90%	376	100%	64%	280	74%	35%	157	42%
HS	Algebra I	Cypress Ranch	HS1	Hispanic	117	88%	117	100%	63%	80	68%	31%	50	43%
HS	Algebra I	Cypress Ranch	HS1	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
HS	Algebra I	Cypress Ranch	HS1	Asian	43	95%	43	100%	74%	35	81%	58%	27	63%
HS	Algebra I	Cypress Ranch	HS1	African Am.	95	87%	95	100%	53%	70	74%	27%	40	42%
HS	Algebra I	Cypress Ranch	HS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Algebra I	Cypress Ranch	HS1	White	100	97%	100	100%	77%	80	80%	44%	40	40%
HS	Algebra I	Cypress Ranch	HS1	Two or More	20	87%	20	100%	53%	15	75%	*	0	0%
HS	Algebra I	Cypress Ranch	HS1	Eco. Dis.	167	86%	167	100%	64%	125	75%	32%	68	41%
HS	Algebra I	Cypress Ranch	HS1	EB	82	91%	82	100%	66%	60	73%	38%	35	43%
HS	Algebra I	Cypress Ranch	HS1	At-Risk	218	88%	218	100%	57%	160	73%	26%	90	41%
HS	Algebra I	Cypress Ranch	HS1	SPED	54	75%	54	100%	35%	40	74%	*	0	0%
HS	Biology	Cypress Ranch	HS1	All	885	98%	885	100%	89%	852	96%	50%	550	62%
HS	Biology	Cypress Ranch	HS1	Hispanic	211	98%	211	100%	83%	200	95%	31%	100	47%
HS	Biology	Cypress Ranch	HS1	Am. Indian	3	*	3	100%	*	0	0%	*	0	0%
HS	Biology	Cypress Ranch	HS1	Asian	237	100%	237	100%	95%	230	97%	75%	190	80%
HS	Biology	Cypress Ranch	HS1	African Am.	154	97%	154	100%	81%	145	94%	33%	75	49%
HS	Biology	Cypress Ranch	HS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Biology	Cypress Ranch	HS1	White	242	100%	242	100%	97%	242	100%	59%	160	66%
HS	Biology	Cypress Ranch	HS1	Two or More	38	97%	38	100%	87%	35	92%	58%	25	66%
HS	Biology	Cypress Ranch	HS1	Eco. Dis.	273	98%	273	100%	80%	250	92%	33%	110	40%
HS	Biology	Cypress Ranch	HS1	EB	204	96%	204	100%	64%	190	93%	16%	80	39%
HS	Biology	Cypress Ranch	HS1	At-Risk	347	97%	347	100%	79%	320	92%	32%	145	42%
HS	Biology	Cypress Ranch	HS1	SPED	60	88%	60	100%	39%	55	92%	*	0	0%
HS	English I	Cypress Ranch	HS1	All	868	92%	868	100%	83%	795	92%	43%	475	55%
HS	English I	Cypress Ranch	HS1	Hispanic	208	87%	208	100%	73%	185	89%	31%	100	48%
HS	English I	Cypress Ranch	HS1	Am. Indian	3	*	3	100%	*	0	0%	*	0	0%
HS	English I	Cypress Ranch	HS1	Asian	232	97%	232	100%	91%	215	93%	65%	175	75%
HS	English I	Cypress Ranch	HS1	African Am.	148	89%	148	100%	75%	130	88%	30%	60	41%
HS	English I	Cypress Ranch	HS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	English I	Cypress Ranch	HS1	White	239	96%	239	100%	93%	230	96%	41%	120	50%
HS	English I	Cypress Ranch	HS1	Two or More	38	90%	38	100%	84%	35	92%	42%	20	53%
HS	English I	Cypress Ranch	HS1	Eco. Dis.	264	84%	264	100%	67%	240	91%	27%	130	49%
HS	English I	Cypress Ranch	HS1	EB	198	67%	198	100%	35%	175	88%	6%	75	38%
HS	English I	Cypress Ranch	HS1	At-Risk	337	85%	337	100%	68%	305	91%	28%	130	39%
HS	English I	Cypress Ranch	HS1	SPED	57	55%	57	100%	19%	50	88%	*	0	0%
HS	English II	Cypress Ranch	HS1	All	840	93%	840	100%	86%	790	94%	23%	287	34%
HS	English II	Cypress Ranch	HS1	Hispanic	217	87%	217	100%	75%	200	92%	14%	70	32%
HS	English II	Cypress Ranch	HS1	Am. Indian	3	*	3	100%	*	0	0%	*	0	0%
HS	English II	Cypress Ranch	HS1	Asian	213	98%	213	100%	96%	213	100%	37%	80	38%

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 Ranch	HS1	African Am.	166	90%	166	100%	80%	150	90%	16%	55	33%
HS	English II	Cypress Ranch	HS1	Pac. Islander	2	*	2	100%	*	0	0%	*	0	0%
HS	English II	Cypress Ranch	HS1	White	205	95%	205	100%	91%	195	95%	24%	70	34%
HS	English II	Cypress Ranch	HS1	Two or More	34	100%	34	100%	93%	32	94%	37%	12	35%
HS	English II	Cypress Ranch	HS1	Eco. Dis.	246	86%	246	100%	78%	230	93%	13%	80	33%
HS	English II	Cypress Ranch	HS1	EB	232	67%	232	100%	38%	200	86%	*	0	0%
HS	English II	Cypress Ranch	HS1	At-Risk	380	83%	380	100%	73%	350	92%	16%	125	33%
HS	English II	Cypress Ranch	HS1	SPED	45	64%	45	100%	32%	35	78%	*	0	0%
HS	US History	Cypress Ranch	HS1	All	835	99%	835	100%	90%	800	96%	66%	657	79%
HS	US History	Cypress Ranch	HS1	Hispanic	221	99%	221	100%	87%	212	96%	56%	160	72%
HS	US History	Cypress Ranch	HS1	Am. Indian	3	*	3	100%	*	3	100%	*	0	0%
HS	US History	Cypress Ranch	HS1	Asian	200	100%	200	100%	95%	192	96%	81%	180	90%
HS	US History	Cypress Ranch	HS1	African Am.	158	99%	158	100%	86%	152	96%	57%	115	73%
HS	US History	Cypress Ranch	HS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	US History	Cypress Ranch	HS1	White	216	99%	216	100%	92%	206	95%	72%	175	81%
HS	US History	Cypress Ranch	HS1	Two or More	37	98%	37	100%	91%	35	95%	68%	27	73%
HS	US History	Cypress Ranch	HS1	Eco. Dis.	227	98%	227	100%	84%	215	95%	53%	150	66%
HS	US History	Cypress Ranch	HS1	EB	228	93%	228	100%	67%	216	95%	17%	125	55%
HS	US History	Cypress Ranch	HS1	At-Risk	297	98%	297	100%	76%	282	95%	42%	175	59%
HS	US History	Cypress Ranch	HS1	SPED	51	92%	51	100%	53%	48	94%	24%	30	59%

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.