Cypress-Fairbanks Independent School District

Cypress Creek High School

2025-2026

Mission Statement

Equip students today to impact tomorrow

Vision

Shaping the future, one mind at a time.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Cypress Creek High School is a campus in Houston, Texas. Cypress Creek High School is projected to serve 3100 students in grades 9th-12th during the 2025-26 school year, which is a decrease from the previous year of 3200.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Cypress Creek High School's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 14, 2025, and again on September 16, 2025. The meetings were held in the Principal's Conference Room. We plan to meet again on November 12, 2025, February 18, 2026, and May 13, 2026, to review and revise the CNA as needed.

At the first meeting on May 14, 2025:

At this CPOC meeting, we evaluated the CIP strategy evaluation. We discussed the 8 CIP goals and the attached strategies to determine the effectiveness of campus implementation. Additionally, the committee discussed the ongoing ways that we tracked and measured the success of our strategies. During this discussion and evaluation, the CPOC committee was able to complete the summative evaluation. After completing this, we looked at conducting the 2025-2026 Needs Assessment. For this, we evaluated data (mentioned below) and discussed our strengths (such as improved discipline, improved CCMR, improved EB scores, improved staff attendance) as well as our needs (such as student attendance, increase in EOC academic performance, and improved student discipline). From here, the committee discussed what to prioritize for the upcoming 2025-2026 school year. We also looked at a breakdown of the Title I budget and what money was spent on, and what we planned to spend money on for the upcoming school year.

The following data were evaluated from the 2024-25 school year:

- EOC scores
- DPM data
- Interim assessment data
- Educators Handbook data
- Staff attendance data
- Student attendance data

At the second meeting on September 16, 2025, the CPOC:

The committee discussed the purpose of the council, and how the committee will complete a needs assessment, set goals and strategies, monitor and evaluate our progress towards these goals, evaluate our compliance with legal/district requirements, show transparency with the community, and review the effectiveness of the campus CIP. Then the committee discussed and analyzed our EOC data in order to identify, rank, and sort the campus needs. We reviewed our EOC data and made notes of what strengths we noticed, what concerns we have, and what underlying needs (such as instruction, resources, support, etc.) our data suggests. We then ranked the needs into separate categories and discussed how instruction was our main priority and the highest need. We discussed high-quality first-time instruction, the instructional focus of academic discussions, and making student thinking visible. We discussed the suggested CIP strategies, and the committee had positive feedback. There were no suggested modifications/edits. The committee discussed our overall budget. Dr. McDowell explained the Community in Schools position and that we have allocated most of the budget to CSR teachers. The committee was in support of this. We also discussed the PFE, and Dr. McDowell asked the committee to help brainstorm ways to get parents involved.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievemen** t is a decrease in academic performance in all 5 End of Course (EOC) exams (English I, English II, Algebra I, Biology, US History). Through the root cause analysis process, we identified that we are not incorporating academic discussions in classes in order to make student learning visible.

Our second identified priority problem in the area of **student achievement** is that our academic growth for English I, English II, and Algebra I was less than 68%. Through the root cause analysis process, we identified that w
e are not utilizing our planning times to have discussions about data and how to increase the rigor and/or extend our lessons.

Our third identified priority problem is in the area of graduation. Our graduation rate is below 91% . Through the root cause analysis process, we identified the need to be mindful and purposeful with our seniors who are both on track and off track for graduation, and how we provide support to assist them towards graduation.

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: Strengthening first-time instruction in all subjects through academic discourse in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: Students will participate in academic discourse during instruction. Teachers will include academic discussions into their lesson weekly. **Strategy's Expected Result/Impact:** Increased student engagement which will result in increased student learning. **Staff Responsible for Monitoring:** Principal, DI, CIC, DC, TL's, AAS	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: Strengthening first-time instruction in all subjects through strategic planning and data analysis.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: Teachers will regularly hold/attend data digs to discuss instructional needs and strategies to improve first-time instruction. **Strategy's Expected Result/Impact:** Increase student learning and rigor **Staff Responsible for Monitoring:** Principal, DI, CIC, TL, DC, AAS	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. - Salaries - the 6 additional teachers (1 Math, 3 English, 1 Biology, 1 Fine Arts will help reduce class sizes. The Community in Schools liaison will help reduce behavior and attendance issues. The counselor will help with mental health as well as ensuring proper placement for students. The Academic Achievement Specialist will assist with interventions, mentorship, and more. - Parent Involvement - we will increase parent involvement throughout the year with events such as Cougar Campu, Open House, Curriculum Night, Counselor Conversations, College Night, etc. Staff members will communicate through various means of communication information regarding these events and other opportunities to support our goal of increased parent involvement. - Tutorial/Intervention supplies - Classroom supplies (such as games for interactive interventions) will increase teacher proximity and support our instructional goals as specified in the CIP. **Staff Responsible for Monitoring:** Principal, DI, AAS	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: Improving Student Engagement: Students will be exposed to an array of various organizations that will capture students' attention.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will interact with and engage with the various organizations/clubs on the campus. **Staff Responsible for Monitoring:** Principal, Associate Principal	Considerable			

Strategy 6 Details	Reviews			

Strategy 6: Improving Student Engagement: Students will have opportunities to engage with the campus through various social media platforms.
    Strategy's Expected Result/Impact: Students will be engaged with the campus, even when not at the campus.
    Staff Responsible for Monitoring: Principal, Associate Principal.
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	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 2.1: 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 encourage students in CTE courses to earn eligible IBC and track their progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Considerable			
Strategy 2 Details	**Reviews**			
Strategy 2: Cy Creek CTE teachers and administrators will more frequently and effectively communicate with parents and community members about their program and the certification process.	**Formative**			**Summative**
Strategy's Expected Result/Impact: With an increase in knowledge and understanding, parents and the community can help the student to be successful in their certification process. **Staff Responsible for Monitoring:** Director of Instruction	**Nov**	**Feb**	**May**	**June**
	Considerable			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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

District Performance Objective 2.2: 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: We will encourage students to enroll in dual-credit and advanced placement courses and monitor their progress.	**Formative**			**Summative**
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:** Principal	Nov	Feb	May	June
	Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Effective and timely communication will go to the campus and community explaining the AP/DC process, purpose, benefits, and FAQ's so that students feel more comfortable and confident in the enrollment process. **Strategy's Expected Result/Impact:** An increase in enrollment of AP/DC classes **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	Feb	May	June
	Considerable			
No Progress Accomplished Continue/Modify Discontinue				

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

District Performance Objective 2.3: 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 encourage students to participate in Fine Arts and athletic programs.			**Formative**			**Summative**
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			**Nov**	**Feb**	**May**	**June**
			⭕ Accomplished			
Strategy 2 Details			Reviews			
Strategy 2: Campus club sponsors will increase awareness of their clubs, organizations, and extra curriculars.			**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in student recruitment. **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**	**June**
			⭕ Accomplished			
⭕ 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: 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**
		Moderate Progress			
Strategy 2 Details		**Reviews**			
Strategy 2: Graduation Rate: We will support seniors at risk of not graduating on time by creating individualized support plans. **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		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Accomplished			
Strategy 3 Details		**Reviews**			
Strategy 3: Graduation Rate: To increase the graduation rate, the campus administration will work closely with students who are in their 4th year of high school but not identified as a 12th grader to ensure a plan is put into place which will help them to be academically successful. **Strategy's Expected Result/Impact:** Increased graduation rates **Staff Responsible for Monitoring:** Principal		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Accomplished			

Strategy 4 Details	Reviews			

Strategy 4: Dropout Prevention: To decrease dropout rates, campus administration and staff will work to ensure interventions are occurring in an effective and timely manner so that all students are able to be academically successful.
    Strategy's Expected Result/Impact: Decreased dropout rates
    Staff Responsible for Monitoring: principal
	Formative			Summative

	Nov	**Feb**	**May**	**June**
	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 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:	**Formative**			**Summative**
By utilizing a "HELP" communication tool, along with the reinforcements of clear backpacks, IDs, and no headphones/ earbuds in the hallways, we will create an environment that is safe and conducive to learning. These limited interruptions will enhance first-time instruction in the classroom.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be receiving instruction due to fewer students lingering in the hallways. Fewer non-compliance disruptions will occur. An increase in the quality and delivery of first-time instruction will be noted. **Staff Responsible for Monitoring:** Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers	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.	**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:** Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers	Accomplished			

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	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers	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	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers	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 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. Faculty and staff will actively participate in the following professional learning and training:	**Formative**			**Summative**

-Book Studies and Staff Presentations with planning incorporated
-Campus professional development focused on building relationships and understanding Emotional Poverty
-Promotion of PBIS.
-Emerging Bilingual Support
-Special Education Lunch and Learns
 	
Additionally, specific faculty/staff will be trained on and will utilize Suite 360 and Everyday Speech programs in order to assist in reducing students' violent behaviors in school.
 	
Through these professional learning and training, our faculty and staff will gather different approaches to more effectively working with our students (i.e. SPED African American) to reduce the number of DAEP placements and increase the level and quality of first-time instruction.
    Strategy's Expected Result/Impact: Violent Incidents will be 0%.
    Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals
	Nov	**Feb**	**May**	**June**

	⬤ Accomplished			

Strategy 2 Details	Reviews			

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. Teachers struggling with classroom management techniques that lead to student office referrals will be supported by Campus Instructional Coaches and Appraisers. Assistant principals will utilize the CFISD Code of Conduct, the districts suggested restorative interventions list, and the Cy Creek behavior continuum, developed by the Assistant Principals, to guide and support students who are struggling to adhere to the campus expectations.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction, Special Ed Administrator, CICs	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	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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)	Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: The administrative team will provide incentives, including consumable treats and other rewards for teachers and paraprofessionals who exemplify attendance practices. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	No 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
Teacher feedback/Survey

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Teachers will receive additional professional development in the following areas:	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Emotional Poverty Supporting Emerging Bilinguals Developing Personal Professional Goals and Goals for Student Growth. **Strategy's Expected Result/Impact:** Teachers will develop their instructional and relational capacity to effectively teach and build relationships with their students. **Staff Responsible for Monitoring:** Director of Instruction, CICs, Department Chairs, Team Leaders, Appraisal Team	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 5%.

Evaluation Data Sources: Communication with parents
Translated documents
Agendas for events with dates/times

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: We will consistently share the activities/lessons teachers are doing in the classroom on social media.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Parents become aware of the lessons/activities their student is going through and want to be more engaged/involved with the school. **Staff Responsible for Monitoring:** Principal, DI, AP over social media	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Include academic social media posts through the school website and all other platforms in order to increase parent/guardian engagement and awareness.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Parents become more aware and involved in their students' academics. **Staff Responsible for Monitoring:** Principal, DI, AP over social media	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: We will have more opportunities for parents to engage with their students' academics through the campus.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Parents become more aware and involved in their students' academics. **Staff Responsible for Monitoring:** Principal, DI, AP over social media	Considerable			

Strategy 4 Details	Reviews			

Strategy 4: Improving Parent and Community Engagement: Parents will be made aware of the ways in which they can volunteer at the campus in a meaningful way.
    Strategy's Expected Result/Impact: Parents become more aware and involved in their students' academics.
    Staff Responsible for Monitoring: Principal, DI, AP over social media
	Formative			**Summative**

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

⭕ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Drayton Martin	Principal (there is only one principal)
Teacher #1	Jamie Carden	Math Teacher
Teacher #2	Amber Teasdale	Social Studies Teacher
Teacher #3	Michael Daniels	CTE Teacher
Teacher #4	Steve White	Business Teacher
Teacher #5	JoAnna Bickel	LOTE Teacher/DC
Teacher #6	Mark Mason	Physics/Science DC
Teacher #7	Kathryn Esparza	English Teacher/DC
Teacher #8	Ayanna Jackson	PE Teacher/Athletics
Other School Leader (Nonteaching Professional) #1	Frank Fraley	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #2	Mary Beth Cardarette	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #3	Stephanie Labrada	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #4	Kay McDowell	Other School Leader (Nonteaching Professional)
Paraprofessional #1	Jeanette Goodpaster	Paraprofessional #1
Paraprofessional #2	Lisa Lynch	Paraprofessional #2
Administrator (LEA) #1	Kenya Turner	Administrator (LEA) #1
Administrator (LEA) #2	Joseph Glass	Administrator (LEA) #2
Parent #1	Nicole Turner	Parent #1
Parent #2	Jaybed Crespo	Parent #2
Community Member #1	Dr. Sherry Plummer	Community Member #1
Community Member #2	Mary Anna Gannon	Community Member #2
Business Representative #1	Luis Alvarado	Business Representative #1
Business Representative #2	Chip Scotten	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus   Cypress Creek

Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	86%	88%	90%	92%	94%
Meets or Above	62%	65%	68%	71%	74%
Masters Grade Level	23%	26%	29%	32%	35%

2025-26	Target Check
84%	Did not meet District Strategic Target
60%	Did not meet District Strategic Target
24%	Did not meet 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 Creek	HS2	All	599	75%	515	86%	40%	270	45%	17%	143	24%
HS	Algebra I	Cypress Creek	HS2	Hispanic	260	79%	223	86%	40%	112	43%	17%	57	22%
HS	Algebra I	Cypress Creek	HS2	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
HS	Algebra I	Cypress Creek	HS2	Asian	24	93%	24	100%	72%	18	75%	41%	12	50%
HS	Algebra I	Cypress Creek	HS2	African Am.	231	70%	195	84%	29%	92	40%	10%	46	20%
HS	Algebra I	Cypress Creek	HS2	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
HS	Algebra I	Cypress Creek	HS2	White	61	66%	53	87%	52%	37	61%	31%	23	38%
HS	Algebra I	Cypress Creek	HS2	Two or More	20	70%	17	85%	47%	10	50%	20%	5	25%
HS	Algebra I	Cypress Creek	HS2	Eco. Dis.	504	74%	403	80%	37%	202	40%	16%	101	20%
HS	Algebra I	Cypress Creek	HS2	EB	161	72%	121	75%	37%	64	40%	17%	32	20%
HS	Algebra I	Cypress Creek	HS2	At-Risk	439	71%	329	75%	32%	165	38%	12%	66	15%
HS	Algebra I	Cypress Creek	HS2	SPED	103	48%	54	52%	14%	16	16%	6%	7	7%
HS	Biology	Cypress Creek	HS2	All	796	88%	726	91%	55%	486	61%	18%	176	22%
HS	Biology	Cypress Creek	HS2	Hispanic	330	86%	301	91%	48%	192	58%	12%	60	18%
HS	Biology	Cypress Creek	HS2	Am. Indian	2	*	2	100%	*	2	100%	*	2	100%
HS	Biology	Cypress Creek	HS2	Asian	68	97%	68	100%	82%	58	85%	46%	35	51%
HS	Biology	Cypress Creek	HS2	African Am.	266	82%	229	86%	41%	128	48%	7%	31	12%
HS	Biology	Cypress Creek	HS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	Biology	Cypress Creek	HS2	White	100	94%	97	97%	80%	86	86%	37%	40	40%
HS	Biology	Cypress Creek	HS2	Two or More	29	95%	28	97%	62%	19	66%	22%	7	24%
HS	Biology	Cypress Creek	HS2	Eco. Dis.	646	85%	569	88%	47%	356	55%	13%	97	15%
HS	Biology	Cypress Creek	HS2	EB	228	79%	185	81%	23%	73	32%	9%	23	10%
HS	Biology	Cypress Creek	HS2	At-Risk	505	84%	440	87%	40%	228	45%	11%	66	13%
HS	Biology	Cypress Creek	HS2	SPED	99	67%	70	71%	20%	25	25%	7%	9	9%
HS	English I	Cypress Creek	HS2	All	775	67%	566	73%	53%	465	60%	17%	163	21%
HS	English I	Cypress Creek	HS2	Hispanic	320	62%	223	70%	46%	173	54%	10%	50	16%
HS	English I	Cypress Creek	HS2	Am. Indian	2	*	2	100%	*	2	100%	*	2	100%
HS	English I	Cypress Creek	HS2	Asian	70	92%	67	96%	84%	63	90%	49%	38	54%
HS	English I	Cypress Creek	HS2	African Am.	255	57%	163	64%	39%	129	51%	8%	28	11%
HS	English I	Cypress Creek	HS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	English I	Cypress Creek	HS2	White	98	83%	85	87%	75%	76	78%	34%	36	37%
HS	English I	Cypress Creek	HS2	Two or More	29	82%	25	86%	71%	21	72%	18%	8	28%
HS	English I	Cypress Creek	HS2	Eco. Dis.	630	61%	410	65%	44%	321	51%	11%	95	15%
HS	English I	Cypress Creek	HS2	EB	216	37%	98	45%	18%	52	24%	*	2	1%
HS	English I	Cypress Creek	HS2	At-Risk	494	56%	296	60%	39%	203	41%	8%	49	10%
HS	English I	Cypress Creek	HS2	SPED	101	38%	41	41%	23%	25	25%	*	1	1%
HS	English II	Cypress Creek	HS2	All	840	71%	630	75%	56%	492	59%	8%	84	10%
HS	English II	Cypress Creek	HS2	Hispanic	347	67%	243	70%	51%	184	53%	5%	24	7%
HS	English II	Cypress Creek	HS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
HS	English II	Cypress Creek	HS2	Asian	78	91%	73	94%	83%	66	85%	29%	24	31%

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 Creek	HS2	African Am.	245	63%	162	66%	42%	108	44%	3%	12	5%
HS	English II	Cypress Creek	HS2	Pac. Islander	1	*	1	100%	*	1	100%		1	100%
HS	English II	Cypress Creek	HS2	White	129	86%	114	88%	79%	104	81%	15%	22	17%
HS	English II	Cypress Creek	HS2	Two or More	40	90%	37	93%	70%	29	73%	*	1	3%
HS	English II	Cypress Creek	HS2	Eco. Dis.	555	66%	377	68%	50%	289	52%	5%	39	7%
HS	English II	Cypress Creek	HS2	EB	261	44%	120	46%	22%	63	24%	*	10	4%
HS	English II	Cypress Creek	HS2	At-Risk	525	56%	305	58%	36%	200	38%	3%	26	5%
HS	English II	Cypress Creek	HS2	SPED	83	45%	39	47%	24%	22	27%	*	3	4%
HS	US History	Cypress Creek	HS2	All	757	95%	743	98%	71%	553	73%	41%	330	44%
HS	US History	Cypress Creek	HS2	Hispanic	300	94%	294	98%	64%	195	65%	33%	101	34%
HS	US History	Cypress Creek	HS2	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
HS	US History	Cypress Creek	HS2	Asian	83	99%	83	100%	88%	76	92%	67%	57	69%
HS	US History	Cypress Creek	HS2	African Am.	218	93%	210	96%	65%	143	66%	31%	70	32%
HS	US History	Cypress Creek	HS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	US History	Cypress Creek	HS2	White	128	99%	128	100%	88%	114	89%	63%	82	64%
HS	US History	Cypress Creek	HS2	Two or More	25	100%	25	100%	87%	23	92%	67%	18	72%
HS	US History	Cypress Creek	HS2	Eco. Dis.	477	95%	462	97%	65%	316	66%	35%	170	36%
HS	US History	Cypress Creek	HS2	EB	215	84%	187	87%	37%	84	39%	13%	30	14%
HS	US History	Cypress Creek	HS2	At-Risk	391	91%	369	94%	56%	223	57%	26%	106	27%
HS	US History	Cypress Creek	HS2	SPED	71	90%	67	94%	34%	26	37%	10%	8	11%

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.