

Cypress-Fairbanks Independent School District

Cypress Falls High School

2025-2026

Accountability Rating: B



Mission Statement

CFISD Mission Statement

Equip students today to impact tomorrow

Cypress Falls High School

Every student entering Cypress Falls High School will graduate college, career, or military ready through nurturing relationships, purposeful support, and innovative thinking.

Vision

Our vision at Cypress Falls High School is to inspire students and staff to be better versions of themselves.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Cypress Falls High School is a campus in Houston, Texas. Cypress Falls is projected to serve 3001 students in grades 9-12 during the 2025-26 school year, which is an increase from the previous year of (total enrolled in 2024-25).

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Cypress Falls 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 (CPOC) met on May 21, 2025, and again on October 1, 2025. The meetings were held in the library at Cypress Falls.

We plan to meet again on November 19, February 25, and May 13 to review and revise the CNA as needed.

At the first CPOC meeting on May 21, 2025 :

Ms. Barbe welcomed everyone and we began with good things. Ms. Robinson mentioned the cheer clinic and how that brought in our feeder communities to our Spring Game. Ms. Frank said there was a great turn out from Labay parents at our Incoming College Academy Informational Parent Meeting. Mrs. Barbe asked Ms. Fairman, Ms. Brisker and Ms. Fenley to present current progress in the EOC subject areas for Goal I. Mrs. Barbe presented data related to strategies in goal 2 and Dr. Figueora presented data related to strategies focused Goals 3 and 4 related to student attendance, graduation rates, safety and discipline data. Mr. Parsons presented data related to strategies in goal 5 and 6. The committee split in smaller groups by CIP goal to look at formative evaluations from November, February and May in order to complete summative evaluation of CIP for 24-25. We identified the following strengths: More students enrolled in dual credit based on course selections for next year, EB parent engagement increased, we have a significant decrease in the number of dropouts compared to this time last year. Next the committee identified the following needs: students are not making significant progress from 8th to 9th grade in Reading and Math, need for deeper opportunities to equip parents for supporting student success at home along with a variety of ways parents can learn what is required of students to meet graduation requirements, plan to address tardies, skipping and attendance. The committee discussed some possible strategies to address needs. Some of those strategies include: developing a campus wide problem solving plan and common language shared across content areas, conferencing with students throughout the year concerning progress, create a parent newsletter Cypress Falls parent newsletter that will include links to timely information and who to contact for support in different areas, hold parent conferences throughout the year, use Title I money to purchase Ehall Pass which will help with tardies and time in class, and having shorter intervals between attendance incentives with more individualized incentives for those with frequent absences. Our current Title 1 budget was reviewed. We discussed changes in staffing and how that impacted our budget. Mrs. Barbe gave updates to spending for CTE testing. Mrs. Barbe shared we lost almost \$200,000 in Title I funds this

year. The committee was in agreement that the majority of our remaining budget should be used for staffing. Mr. Parsons explained that we may be able to absorb one staffing position from Title funds so that would give us some flexibility to support our students in other ways. We discussed the need to purchase district approved software such as EHall Pass, IXL, and others. We also discussed the need to reserve funds for summer school scholarships and extra duty pay.

The following data were evaluated from the 2024-25 school year: DPM data, attendance data, demographic data, current Code 98 list, parent surveys, course passing rates, failure lists, course selections.

At the second CPOC meeting on October 1, 2025, the CPOC:

Renee Barbe opened the meeting by welcoming the committee and including introductions. She thanked everyone for their time and thanked the committee for serving Cypress Falls in this capacity. Mrs. Barbe explained that every meeting at Cypress Falls starts with "Good Things". She opened the floor for discussion. The following things were mentioned: Open House was a huge success with better attendance, Fish Camp ran smoothly and the freshman class seems excited to be here, staff appreciated the beginning of year PD related to common language shared by staff, and Hall Pass has made a difference as students are in class more than last year. Mrs. Barbe discussed the purpose and role of CPOC and the importance of having stakeholder input in assessing and monitoring campus improvement. Cypress Falls values all input and reflection and growth are part of the fabric of our campus. Mrs. Barbe asked committee members if they had comments about the campus needs assessment that she had emailed to the committee in advance of the meeting. There were not additional comments or suggestions. The committee reviewed the CIP which was still a work in progress as different teams were still meeting to refine strategies for goals. The committee reviewed the CIP and Mrs. Barbe explained that their final revisions would serve as approval for that particular goal/strategy. Mrs. Barbe reviewed the steps in the root/cause analysis process and walked through an example of how Mr. Parsons, Mrs. Barbe, Dr. Figueroa and Mrs. Frank used the process to get to a strategy for our graduation rate. After groups reviewed strategies, Mrs. Barbe collected their input and said she would adjust where needed in the CIP document in Plan for Learning. Mrs. Barbe reminded the committee that the CIP is living, breathing document. We would be reviewing these same strategies in November, February and May to track progress and to make changes or adjustments as needed. She said it is not unusual to make adjustments throughout the year as that is part of the growth process. Mrs. Barbe asked the committee to review PFE Policy and the committee approved of the plan. Mrs. Barbe reviewed why we receive Title I funding. She reminded the committee we have less funds this year because our percent of free/reduced lunch declined from the previous year. She showed that most funds were used on staff allocations to support smaller class sizes. She explained that the committee would help allocate the remaining funds to serve our students and families. Mrs. Barbe explained how PAFE funds may be spent and highlighted the School Experience Night planned for the Spring. Mrs. Barbe reminded the committee that each meeting we would look at how funds have been spent and we will discuss how to use anything remaining. At the end of the meeting, Mrs. Barbe reviewed the meeting dates and asked that each member watch their email for a PDF of the CIP once it is finalized. She asked each member to look over that before the November meeting.

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 for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is students are struggling to perform at the Meets and Masters levels on STAAR. Through the root cause analysis process, we identified that we lack academic alignment across grades and contents.

Our second identified priority problem in the area of **student achievement** is not all students are earning credit for coursework leading to on track to graduate on time. Through the root cause analysis process, we identified that we have not created an effective system to monitor and provide guidance to families of students who are not making expected progress toward graduation.

Our third identified priority problem in the area of **attendance** is tardies, skipping and frequent absences impact student success. Through the root cause analysis process, we identified that we do not have effective systems in place to discourage attendance issues.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Focus: Develop campus-wide common academic language that focuses on building problem solving capacity of students in all classes.</p> <p>Strategy: Form problem solving committee to focus on developing campus-wide common language and instructional processes.</p> <p>Strategy's Expected Result/Impact: Improved student scores at meets and masters levels.</p> <p>Staff Responsible for Monitoring: Principal, DI, Appraisers</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Develop campus-wide . academic language that focuses on building problem solving capacity of students in all classes.</p> <p>Strategy: Provide staff development focusing on campus-wide academic language and problem solving, including instructional strategies leading to deeper student discourse and instructional strategies from Small Moves, Big Gains.</p> <p>Strategy's Expected Result/Impact: Improved student scores at meets and masters levels.</p> <p>Staff Responsible for Monitoring: Principal, DI</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: Develop campus-wide academic language that focuses on building problem solving capacity of students in all classes.</p> <p>Strategy: Create and utilize instructional materials that include common academic language that will be posted in each classroom on campus.</p> <p>Strategy's Expected Result/Impact: Improved student scores at the meets and masters levels.</p> <p>Staff Responsible for Monitoring: Appraisers</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 4 Details	Reviews			
<p>Strategy 4: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: hosting Vertical Horizon's Showcase, Talent Show, Clubs and Honor Societies, Fish Camp Leadership, Black Student Union performances, etc.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Associate Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 5 Details	Reviews			
<p>Strategy 5: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: 1. Salaries - The 4 class size reduction teachers in Social Studies (1), Math (2) and Science (1) will assist with meeting our students' goals in these content areas.</p> <p>2. Professional Development - The staff (admin, teachers and paras) will attend staff development both in and out of district to gain a better understanding of how to meet the needs of the students in our building as outlined in our needs assessment.</p> <p>3. Substitute Pay - We will use substitute pay to cover class size reduction teachers when they are out. We will also use substitutes for teachers to attend professional development or provide interventions for students throughout the year.</p> <p>4. Instructional Supplies: We will use funds to buy classroom supplies that will impact student learning. This would might be instructional resources, student materials, lab supplies or software (such as IXL).</p> <p>5. Extended Day Pay: We will use funds to pay staff for tutorials, interventions, special programs or other events that support the goals and strategies expressed in our CIP.</p> <p>6. Parent Involvement: We will use funds to increase communication to and host activities/events to more fully involve parents.</p> <p>7. Hall Pass - We will subscribe to Securely (Hall Pass) which will help us reach our attendance goal by addressing skipping and tardies.</p> <p>8. Sibme - We will purchase access to Sibme to assist appraisers in giving better feedback to teachers which will result in greater student achievement.</p> <p>9. College Visits - We will pay for staff members to take students on college visits throughout the year in order to provide experiences that would motivate students to reach their CCMR goals.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 6 Details	Reviews			
<p>Strategy 6: Improving Student Engagement: Request student input in order to enhance opportunities we offer at Cypress Falls.</p> <p>Strategy's Expected Result/Impact: Improved course completion rate, attendance rate and graduation rate.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 7 Details	Reviews			
<p>Strategy 7: Improving Student Engagement: Plan college and vocational school visits targeting students who are not typically engaged in other school activities.</p> <p>Strategy's Expected Result/Impact: Improved CCMR, graduation rates and attendance.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, DI</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will</p> <ul style="list-style-type: none"> - Implement CTE/CCMR data digs to analyze earned certificates and develop an action plan with individual teachers. - Review and revise processes for ensuring students are taking required coursework to accompany certification tests. <p>Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.</p> <p>Staff Responsible for Monitoring: Department Chair, CTE Counselor, DI</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will share individual college readiness data with students during course selection conferences.</p> <p>Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Academic Achievement Specialists will identify and conference with incoming 9th graders who are not involved in an UIL activity.</p> <p>Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year.</p> <p>Staff Responsible for Monitoring: AAS</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029. (Campus-level targets to help the district meet this goal are attached.)

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

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Graduation Rate: We will implement a two-pronged approach:</p> <ol style="list-style-type: none"> 1. Identify repeat ninth graders and create clear plans for credit recovery, including plans to clear excessive absences. 2. Identify, track and conference with all families of students who are or should be seniors, yet are not on track to graduate. <p>Strategy's Expected Result/Impact: More seniors will graduate and a greater percentage of repeat ninth graders will be on track to graduate by the end of the second year of high school.</p> <p>Staff Responsible for Monitoring: AAS, Counselors, APs</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.</p> <p>Strategy's Expected Result/Impact: Improved graduation rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Dropout Prevention: AAS will conference with every student and family before withdrawal from school.</p> <p>Strategy's Expected Result/Impact: Fewer students leaving school without education plans in place.</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: All staff with supervision from Safety Team</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Utilize SOAR and PBIS to teach and reinforce positive student behaviors.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%</p> <p>Staff Responsible for Monitoring: APs, Associate</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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. Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divides.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Associate, APs</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: Acknowledge perfect attendance for staff in various ways (social media, Monday Morning Notes, Teacher SOAR drawings, and other various means of recognition).</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, DI, Associate Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: Teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on needs and interest. Both face-to-face and virtual options on a variety of topics will be available. Some areas of focus will be CTE, technology, GT , ELL instruction , ESL certification prep, and Content Specific Conferences, and culturally responsive teaching practices.</p> <p>Strategy's Expected Result/Impact: Quality first time instruction</p> <p>Staff Responsible for Monitoring: DI, Principal, Teacher Leaders</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: Work with department chairs and team leaders to highlight student engagement inside the classroom (not just extra-curricular). Strategy's Expected Result/Impact: Improved positive view of school/community relations Staff Responsible for Monitoring: Principal, Associate Principal, DI</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: Include more people to have access to support our social media presence while reminding groups to tag the campus in their individual posts. Strategy's Expected Result/Impact: Improved relations with the community. Staff Responsible for Monitoring: Principal, Principal's Secretary</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: We will invite families to more events on the classroom. Strategy's Expected Result/Impact: Greater student success and improved school culture.</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: Instead of depending on School Messenger, we will invite families to school events on a personal level. For example, when a counselor is talking to a parent about an schedule issue, she will invite that parent to an upcoming event or when a booster club meets a coach will promote an unrelated school-wide event.</p> <p>Strategy's Expected Result/Impact: Parents will feel more comfortable at school and be better informed about opportunities.</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

CPOC

Committee Role	Name	Position
Principal	Kyle Parsons	Principal (there is only one principal)
Teacher #1	Kimberly Dever	DCR Teacher
Teacher #2	Fredrieka Lewis	Sped Teacher
Teacher #3	Adam Farris	Social Studies Teacher
Teacher #4	Rachel Life	English Teacher
Teacher #5	Syasya Thompson	Social Studies Teacher
Teacher #6	Kelly Blackstone	CATE Teacher
Teacher #7	Bryan Reese	Art Teacher
Teacher #8	Miah Woods	Science Teacher
Other School Leader #1	Renee Barbe	Director of Instruction
Other School Leader #2	Stephanie Ingvarlsen	AAS
Other School Leader #3	Katrina Maltezos	DIHT
Other School Leader #4	Wanda Figueroa	Associate Principal
Paraprofessional #1	Dawn Wall	ICS Para
Paraprofessional #2	Stacy Bankhead	Admin Assistant
Administrator (LEA) #1	Christina Nelmes	District Administrator
Administrator (LEA) #2	Kathleen Billitte-Saul	District Administrator
Parent #1	Kim McNinch	Parent
Parent #2	Melissa Robinson	Parent
Community Member #1	Cooper Albrecht	Community Member
Community Member #2	Laura Backs	Community Member
Business Representative #1	Larry Mullen	Business Representative
Business Representative #2	Jonathan Kay	Business Representative
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 Falls

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	88%	90%	92%	94%	96%
Meets or Above	64%	67%	70%	73%	76%
Masters Grade Level	22%	25%	28%	31%	34%

2025-26	Target Check
84%	Did not meet District Strategic Target
61%	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	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#	%	%	%	%	%	%	%	%	%
HS	Algebra I	Cypress Falls	HS3	All	524	73%	402	77%	36%	204	39%	16%	103	20%
HS	Algebra I	Cypress Falls	HS3	Hispanic	321	72%	241	75%	34%	119	37%	17%	64	20%
HS	Algebra I	Cypress Falls	HS3	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
HS	Algebra I	Cypress Falls	HS3	Asian	15	100%	15	100%	71%	11	73%	*	5	33%
HS	Algebra I	Cypress Falls	HS3	African Am.	128	67%	90	70%	29%	41	32%	11%	18	14%
HS	Algebra I	Cypress Falls	HS3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
HS	Algebra I	Cypress Falls	HS3	White	39	89%	36	92%	51%	21	54%	24%	11	28%
HS	Algebra I	Cypress Falls	HS3	Two or More	18	91%	17	94%	55%	10	56%	*	5	28%
HS	Algebra I	Cypress Falls	HS3	Eco. Dis.	463	74%	357	77%	34%	171	37%	15%	83	18%
HS	Algebra I	Cypress Falls	HS3	EB	234	68%	166	71%	28%	73	31%	14%	40	17%
HS	Algebra I	Cypress Falls	HS3	At-Risk	426	71%	315	74%	31%	145	34%	12%	64	15%
HS	Algebra I	Cypress Falls	HS3	SPED	75	53%	42	56%	25%	21	28%	8%	8	11%
HS	Biology	Cypress Falls	HS3	All	785	91%	740	94%	62%	509	65%	19%	172	22%
HS	Biology	Cypress Falls	HS3	Hispanic	449	90%	418	93%	57%	269	60%	15%	81	18%
HS	Biology	Cypress Falls	HS3	Am. Indian	3	100%	3	100%	*	2	67%	*	1	33%
HS	Biology	Cypress Falls	HS3	Asian	39	98%	39	100%	79%	32	82%	47%	20	51%
HS	Biology	Cypress Falls	HS3	African Am.	173	90%	161	93%	57%	104	60%	12%	26	15%
HS	Biology	Cypress Falls	HS3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
HS	Biology	Cypress Falls	HS3	White	98	95%	96	98%	80%	81	83%	36%	38	39%
HS	Biology	Cypress Falls	HS3	Two or More	22	96%	22	100%	87%	20	91%	26%	6	27%
HS	Biology	Cypress Falls	HS3	Eco. Dis.	672	91%	632	94%	58%	410	61%	15%	121	18%
HS	Biology	Cypress Falls	HS3	EB	333	85%	293	88%	38%	137	41%	5%	27	8%
HS	Biology	Cypress Falls	HS3	At-Risk	553	89%	509	92%	52%	304	55%	12%	83	15%
HS	Biology	Cypress Falls	HS3	SPED	86	84%	75	87%	27%	26	30%	*	5	6%
HS	English I	Cypress Falls	HS3	All	752	68%	536	71%	51%	410	55%	14%	131	17%
HS	English I	Cypress Falls	HS3	Hispanic	427	62%	278	65%	46%	209	49%	10%	56	13%
HS	English I	Cypress Falls	HS3	Am. Indian	2	100%	2	100%	*	1	50%	*	0	0%
HS	English I	Cypress Falls	HS3	Asian	37	90%	34	92%	78%	30	81%	40%	16	43%
HS	English I	Cypress Falls	HS3	African Am.	169	66%	117	69%	45%	81	48%	11%	24	14%
HS	English I	Cypress Falls	HS3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
HS	English I	Cypress Falls	HS3	White	94	86%	84	89%	74%	72	77%	29%	30	32%
HS	English I	Cypress Falls	HS3	Two or More	22	88%	20	91%	71%	16	73%	21%	5	23%
HS	English I	Cypress Falls	HS3	Eco. Dis.	642	65%	437	68%	44%	302	47%	9%	77	12%
HS	English I	Cypress Falls	HS3	EB	316	41%	139	44%	20%	73	23%	*	5	2%
HS	English I	Cypress Falls	HS3	At-Risk	524	59%	325	62%	40%	225	43%	6%	47	9%
HS	English I	Cypress Falls	HS3	SPED	85	31%	29	34%	11%	12	14%	*	5	6%
HS	English II	Cypress Falls	HS3	All	764	71%	567	74%	58%	464	61%	8%	82	11%
HS	English II	Cypress Falls	HS3	Hispanic	431	66%	297	69%	53%	241	56%	6%	39	9%
HS	English II	Cypress Falls	HS3	Am. Indian	6	*	6	100%	*	4	67%	*	2	33%
HS	English II	Cypress Falls	HS3	Asian	52	91%	49	94%	84%	45	87%	20%	12	23%

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
HS	English II	Cypress Falls	HS3	African Am.	167	67%	117	70%	47%	84	50%	*	5	3%
HS	English II	Cypress Falls	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	English II	Cypress Falls	HS3	White	81	88%	74	91%	81%	68	84%	20%	19	23%
HS	English II	Cypress Falls	HS3	Two or More	27	85%	24	89%	77%	22	81%	*	5	19%
HS	English II	Cypress Falls	HS3	Eco. Dis.	509	65%	346	68%	52%	280	55%	5%	41	8%
HS	English II	Cypress Falls	HS3	EB	327	38%	134	41%	21%	78	24%	*	5	2%
HS	English II	Cypress Falls	HS3	At-Risk	542	58%	331	61%	43%	249	46%	3%	33	6%
HS	English II	Cypress Falls	HS3	SPED	77	30%	25	32%	18%	16	21%	*	5	6%
HS	US History	Cypress Falls	HS3	All	840	97%	835	99%	75%	653	78%	44%	397	47%
HS	US History	Cypress Falls	HS3	Hispanic	482	96%	477	99%	68%	342	71%	39%	202	42%
HS	US History	Cypress Falls	HS3	Am. Indian	4	*	4	100%	*	3	75%	*	2	50%
HS	US History	Cypress Falls	HS3	Asian	60	100%	60	100%	96%	59	98%	75%	47	78%
HS	US History	Cypress Falls	HS3	African Am.	168	97%	168	100%	79%	138	82%	33%	60	36%
HS	US History	Cypress Falls	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	US History	Cypress Falls	HS3	White	101	100%	101	100%	87%	91	90%	64%	68	67%
HS	US History	Cypress Falls	HS3	Two or More	25	100%	25	100%	78%	20	80%	67%	18	72%
HS	US History	Cypress Falls	HS3	Eco. Dis.	552	97%	552	100%	71%	408	74%	42%	248	45%
HS	US History	Cypress Falls	HS3	EB	380	93%	365	96%	44%	179	47%	10%	49	13%
HS	US History	Cypress Falls	HS3	At-Risk	540	96%	535	99%	62%	351	65%	33%	194	36%
HS	US History	Cypress Falls	HS3	SPED	100	92%	95	95%	38%	41	41%	17%	20	20%

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.