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 a 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 strenghs: 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 succes with better 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 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.

Student Achievement

Student Achievement Strengths

School Report Card: 86 overall rating which is a six point gain from 23-24. The campus moved from 76 to 91 in the Closing the Gaps score.

Algebra I EOC: At the approaches level, our students in the following groups, outperformed our cluster schools: All, AA, H, ED, AR, and SPED. At the meets level, SPED students performed above our cluster.

Biology EOC: At the approaches level, our students in the following groups, outperformed our district: Sped, ED, EB and AA. At the meets level, all student groups outscored our cluster and the AA, ED and EB groups outperformed our district. At the masters level, the following groups outscored the cluster: All, H, W, ED and AR.

English I EOC: At the approaches level, the following student groups outperformed our cluster: All, AA, W, ED and Sped while our AA students outperformed the district. At the meets level, our students overall outperformed our cluster along with our AA and W groups. At the masters level our AA and W students outperformed the cluster.

English II EOC: At the meets level, our students as a whole outperformed our cluster. At the masters level, our students outperformed the cluster as a whole group and in the H and W subpops.

US History EOC: At the approaches level, our whole group and each sub population outperformed our cluster. Additionally at this level, they either met or outperformed the district rates. At the meets level, each student group outperformed our cluster and the AA group outperformed the district. At the masters llevel, all student groups except EB outperformed the cluster and our ED and AR outperformed the district average.

CCMR: We had 15 National Merit Scholars and Recognitions, 1294 CTE certifications earned, and almost 800 dual credit courses taken.
H=hispanic, AA=African American, W=White, ED=economically disadvantaged, AR=at-risk, SPED=special ed, EB=emerging bilingual

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Students are struggling to perform at the meets and masters levels.
Root Cause: Instructional Focus Root Cause #1: We lack academic alignment across grades and content areas.

Problem Statement 2: Instructional Focus Problem #2: Not all students are on track to graduate on time.
Root Cause: Instructional Focus Root Cause #2: We have not created a system that effectively monitors and provides guidance to the students (and families of students) who are not making expected progress toward graduation.

Problem Statement 3: Instructional Focus Problem #3: Tardies, skipping and frequent absenteeism impact student success.
Root Cause: Instructional Focus Root Cause #3: We do not have effective systems in place to discourage attendance issues.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.
Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: an Academic Achievement Specialist and additional teachers for class size reduction.

School Culture and Climate

School Culture and Climate Strengths

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

Cypress Falls has built a culture of trust with our We Are One battle cry. Our latest EPS survey shows that most staff members have a positive outlook concerning their jobs and are satisfied with the work climate. Many describe the school as family. This perceptions is not limited to staff. Students, parents, community members and substitute teachers have offered both written and verbal feedback that reflects this family environment. Our staff goal is to get students plugged into an organization as soon as they enter the school. Fish Camp and Freshman Orientation serve to welcome and engage our newest Eagles and their families. Once our freshman start school, we have a Freshman Focus plan to assist our youngest students to establish good work habits as we build communication between home and school. This Week at the Falls, Eagle Pride Newsletter and Friday Motivation communication efforts serve to build positive communication among our school community. The intentional development of the culture at Cypress Falls has made this trait one of our greatest strengths.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 100% of students and staff are not connected at Cypress Falls.
Root Cause: We have not offered opportunities that engage all students and staff.

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.

Hiring quality staff members has always been a focus at Cypress Falls. Our interview team includes teacher leaders, administrators and other key personnel as we seek to find those not only highly qualified in their content areas, but those with a growth mindset as we seek to better serve our students. In general, teachers come to Cypress Falls and stay. This longevity is a result of the positive culture. Our new staff members are assigned a mentor to serve as a key resource during that first year. Our lead mentor provides support through timely staff development and collaboration from August to May. Our team leaders, department chairmen and curriculum coaches each invest in our new staff members so they have a network of people behind them during their first year on our campus. Growing leaders is the standard at Cypress Falls as we offer many opportunities for emerging leaders. We offer many and varied opportunities for teachers to grow individually and as teams. According to district data, substitutes choose to come to Cypress Falls over other schools which speaks to the culture on our campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our staff attendance rate is above 4%.
Root Cause: We need to recognize hard work of staff and provide resources needed to meet the physical, mental and emotional demands caused by the teaching profession

Family and Community Engagement

Family and Community Engagement Strengths

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

- We have staff who have been allocated additional planning periods in order to reach out to Spanish speaking parents.
- Almost all school-wide communication in provided in multiple languages.
- We have multiple opportunities to provide for easy transition from 8th to 9th grade for parents and students including Freshman Orientation, Fish Camp, Electives Fairs, Vertical Horizons Showcase, College Academy Info Nights, 8th Grade Athletics Night, etc.
- Opportunities for campus tours for parents throughout the school year upon request. Parents and guardians are invited to campus open house/college night every fall.
- We consistently use School Messenger to communicate news and expectations to families.
- Use of school website, newsletter, and marquee to keep parents and community informed of current school events.
- Informational meetings to parents about college and career readiness including financial aid for college (Counselor Talks; AP Talks; Dual Credit Meetings).
- Parents are appreciated by staff and students at several athletic and fine arts events.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Not all families are connected to the school.
Root Cause: We have not provided opportunities that are relevant to all parents.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to work toward improvement at the meets and masters levels

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Instructional Focus: Develop campus-wide common academic language that focuses on building problem solving capacity of students in all classes. Strategy: Form problem solving committee to focus on developing campus-wide common language and instructional processes. **Strategy's Expected Result/Impact:** Improved student scores at meets and masters levels. **Staff Responsible for Monitoring:** Principal, DI, Appraisers	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Instructional Focus: Develop campus-wide . academic language that focuses on building problem solving capacity of students in all classes. 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. **Strategy's Expected Result/Impact:** Improved student scores at meets and masters levels. **Staff Responsible for Monitoring:** Principal, DI	Moderate Progress	Moderate Progress	Moderate Progress

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Instructional Focus: Develop campus-wide academic language that focuses on building problem solving capacity of students in all classes. Strategy: Create and utilize instructional materials that include common academic language that will be posted in each classroom on campus. **Strategy's Expected Result/Impact:** Improved student scores at the meets and masters levels. **Staff Responsible for Monitoring:** Appraisers	Considerable	Considerable	Accomplished

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. **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:** Associate Principal	Considerable	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: At-risk 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. **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 and the Academic Achievement Specialist. 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. 3. Substitute Pay - We will use subtitute 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. 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). 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. 6. Parent Involvment: We will use funds to increase communication to and host activities/events to more fully involve parents. 7. Hall Pass - We will subscribe to Securely (Hall Pass) which will help us reach our attendance goal by addressing skipping and tardies. 8. Sibme - We will purchase access to Sibme to assist appraisers in giving better feedback to teachers which will result in greater student achievement. 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. **Staff Responsible for Monitoring:** Principal	Considerable	Considerable	Considerable

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 6: Improving Student Engagement: Request student input in order to enhance opportunities we offer at Cypress Falls. **Strategy's Expected Result/Impact:** Improved course completion rate, attendance rate and graduation rate. **Staff Responsible for Monitoring:** Principal, Associate Principal	Some Progress	Some Progress	Moderate Progress

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 7: Improving Student Engagement: Plan college and vocational school visits targeting students who are not typically engaged in other school activities. **Strategy's Expected Result/Impact:** Improved CCMR, graduation rates and attendance. **Staff Responsible for Monitoring:** Principal, Associate Principal, DI	Considerable	Considerable	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 2.1: 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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue on a track of improvement

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="3">Formative Reviews</th></tr>
<tr><th colspan="3">Formative</th></tr>
<tr><th>Nov</th><th>Feb</th><th>May</th></tr>
<tr><td>Strategy 1: We will
- 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.
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: Department Chair, CTE Counselor, DI</td><td>Moderate Progress</td><td>Moderate Progress</td><td>Considerable</td></tr>
</table>

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue with plan

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Counselors will share individual college readiness data with students during course selection conferences. **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:** Counselors	Moderate Progress	Considerable	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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Academic Achievement Specialists will identify and conference with incoming 9th graders who are not involved in an UIL activity. **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:** AAS	Some Progress	Some Progress	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. (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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue working to improve graduation rates for all student groups.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Graduation Rate: We will implement a two-pronged approach: 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. **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. **Staff Responsible for Monitoring:** AAS, Counselors, APs	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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	Moderate Progress	Moderate Progress	Considerable

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Dropout Prevention: AAS will conference with every student and family before withdrawal from school. **Strategy's Expected Result/Impact:** Fewer students leaving school without education plans in place.	Considerable	Considerable	Considerable

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** All staff with supervision from Safety Team	Considerable	Considerable	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

Summative Evaluation: Some progress made toward meeting Objective

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

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Associate Principal	**Nov**	**Feb**	**May**
	Some Progress	Some Progress	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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. **Strategy's Expected Result/Impact:** Violent Incidents will be 0% **Staff Responsible for Monitoring:** APs, Associate	Moderate Progress	Moderate Progress	Moderate Progress

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Associate, APs	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. **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	Some Progress	Accomplished

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. **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)	Some Progress	Accomplished	Accomplished

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, DI, Associate Principal	Some Progress	Some Progress	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: Teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. **Strategy's Expected Result/Impact:** Quality first time instruction **Staff Responsible for Monitoring:** DI, Principal, Teacher Leaders	Moderate Progress	Moderate Progress	Moderate 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: Parent Survey
Activity sign-in sheets/records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
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	Nov	Feb	May
	Some Progress	Moderate Progress	Considerable

Strategy 2 Details	Formative Reviews		
	Formative		
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	Nov	Feb	May
	Some Progress	Some Progress	Moderate Progress

Strategy 3 Details	Formative Reviews		
	Formative		
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.	Nov	Feb	May
	Considerable	Moderate Progress	Considerable

<table>
<tr><th colspan="3">Strategy 4 Details</th><th colspan="3">Formative Reviews</th></tr>
<tr><td colspan="3" rowspan="3">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.
Strategy's Expected Result/Impact: Parents will feel more comfortable at school and be better informed about opportunities.</td><th colspan="3">Formative</th></tr>
<tr><th>Nov</th><th>Feb</th><th>May</th></tr>
<tr><td>Moderate Progress</td><td>Moderate Progress</td><td>Moderate Progress</td></tr>
<tr><td colspan="6">No Progress   Accomplished   Continue/Modify   Discontinue</td></tr>
</table>

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 or Instruction
Other School Leader #2	Stephanie Ingvardsen	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 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 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 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 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.