

Cypress-Fairbanks Independent School District

Cypress Lakes High School

2025-2026

Mission Statement

The mission of Cypress Lakes High School is to empower innovative, critical thinkers who VALUE diversity, ASPIRE to post-secondary readiness, LEAD with integrity, OWN their actions, and RESPOND to the changing demands of a globally competitive society.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Cypress Lakes High School is a campus in Katy, TX. Cypress Lakes High School is projected to serve 3,050 students in grades 9-12 during the 2025-26 school year, which is a decrease from the previous year of 3,185 in 2024-25.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Cypress Lakes' needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 5, 2025, and again on September 16, 2025. The meetings were held in the Principal Conference Room. We plan to meet again on November 11, 2025, February 17, 2026 and May 12, 2026, to review and revise the CNA as needed.

At the first meeting on May 5, 2025:

Guests arrived at the LGI and signed in. Guests were offered light refreshments. The principal, associate principal, director of instruction, AAS, CICs, DCs, Committee Members & Teachers introduced themselves. Goal of the day's meeting was presented. Through an Ice Breaker attendees shared Rose, Thorn & Bud moments. Following CIP Goals were presented: #4: Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning. #5: Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel. #6: 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. CIP Strategy Evaluation: What worked and what did not work was the discussions starter for the group. 2024-2025 Summative Evaluation. Discussed and received input from attendees. 2025-2026 Needs Assessment: 2023 Accountability Rating Overall Summary was shared. Guests were provided opportunities to ask questions and were asked to provide feedback. A common need discussed was consolidation of campus events at a centralized place.

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

- o Strength from 2024-2025: At risk students showed growth in Algebra I
- o Strength from 2024-2025: Economically disadvantaged students showed growth in Biology.
- o Strength from 2024-2025: Emergent bilingual students showed growth in English I
- o Need for 2025-2026: African American and Hispanic students scored low in Algebra I
- o Need for 2025-2026: Hispanic students scored low in Biology.
- o Need for 2025-2026: African American and Hispanic students scored low in English I&II

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

Director of Instruction explained the format of CPOC formation; Members of the committee and their role in forming targets for student achievement and improvement were explained; Broad agenda for the CPOC meetings throughout the year were explained. Committee was informed about the 2 areas of need (Attendance & Graduation) and the additional personnel hired for addressing the areas of need. The committee was informed about the hiring of additional staff members to maintain a low student-teacher ratio. Members were provided sticky notes to provide recommendations for optimal utilization of our resources. Sticky notes were collected for revision of CIP strategies. Title I booklet containing PFE policy and Parents' Right to Know in English & Spanish was provided to every attendee. Ways in which Title I funds are being used on campus were discussed. Feedback received from parents during August was incorporated in the revised document. Committee was informed about the upcoming parent engagement opportunities

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem in the area of **student achievement** is graduation rate is lower than other campuses in our Cluster. Through the root cause analysis process, we identified there is no plan in place for students moving in and out of the campus.

Our second identified priority problem in the area of **student achievement** is student attendance is lower than most schools in our cluster. Through the root cause analysis process, we identified a clear system to identify and address students with excessive absences.

Our third identified priority problem is in the area of **graduation rate** is below the district average. Through the root cause analysis process, we identified no clear plan and/or support for students with a high number of absences and not on track to graduate.

Student Achievement

Student Achievement Strengths

School Progress/Relative Performance

Relative Performance/STAAR performance

Closing the Gaps and Growth

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Graduation Rate is lower than other campuses in our Cluster.

Root Cause: Instructional Focus Root Cause #1: No plan in place for students moving in and out of the campus.

Problem Statement 2: Instructional Focus Problem #2: Student attendance is lower than most schools in our cluster.

Root Cause: Instructional Focus Root Cause #2: No clear system to identify and address students with excessive absences.

Problem Statement 3: Instructional Focus Problem #3: Seniors unaware of credit deficiency.

Root Cause: Instructional Focus Root Cause #3: No clear plan and/or support for students with a high number of absences and not on track to graduate.

Problem Statement 4: Communities in Schools:

Root Cause: Communities in Schools:

Problem Statement 5: 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: AAS, Counselor and 5 class size reduction teachers.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus regarding school culture and climate.

Student Attendance:

- Increased emphasis on College and Career readiness as determined by Dual Credit enrollment, which has increased yearly.
- Increased emphasis on the College Academy program, enabling students to earn an Associates degree.
- Tutorials are offered 4 days a week from 2:50-3:20 pm and many teacher choose to stay until 4pm each day. Free supper is offered to any student that stays after school.

Campus Safety:

Staff and student safety continues to be our biggest priority, several steps have been taken to create a positive and safe culture on our campus:

- All students are required to wear ID badges
- All students are required to wear a clear backpack
- The number of entry points into the building have been limited
- A secure entryway has been constructed at the main entrance of our building
- Monthly safety drills and periodic metal detector checks are conducted

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance decreased in the 2025 school year.

Root Cause: We will focus on getting students involved with extracurricular activities and with student engagement in the classroom in order to motivate students to attend school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- The work staff is asked to do directly relates to their job responsibilities.
- Staff feel that information is available to help them do their job effectively.
- Procedures have been implemented to keep staff safe at work.
- Collaboration is encouraged and practiced.
- Staff appreciation is built into the school culture.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff attendance can be approved.

Root Cause: Lack of regular teacher recognitions and celebrations.

Family and Community Engagement

Family and Community Engagement Strengths

- Spartan showcase and pep rally
- Open House
- Homecoming parade and pep rally
- Fall Festival
- Booster Clubs
- 12th Grade Parent Meeting
- CPOC Committee
- Title 1 Parent Meetings
- Parent/Teacher Conferences

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Small parent participation

Root Cause: Lack of communication using varied ways.

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	Formative Reviews		
Strategy 1: Instructional Focus: Enhance first time instruction in all subjects through targeted planning and feedback to increase graduation rate. Strategy: Higher level questioning will occur in every classroom for more student discourse. Samples will be written and shared during planning. Strategy's Expected Result/Impact: 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: Team Leaders, Department chair, CIC, Teachers, DI, Associate and Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Considerable		
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Enhance first time instruction in all subjects through targeted planning and feedback to increase graduation rate and attendance. Strategy: Teachers will differentiate instruction using informal & formal data. Strategy's Expected Result/Impact: 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: Team Leaders, Department chair, CIC, Teachers, DI, Associate and Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Considerable		

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Enhance first time instruction in all subjects through targeted planning and feedback to increase graduation and attendance. Strategy: Team planning agendas will address the what and how we want students to learn. Strategy's Expected Result/Impact: 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: Team Leaders, Department chair, CIC, Teachers, DI, Associate and Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Considerable		
Strategy 4 Details	Formative Reviews		
Strategy 4: Well-Rounded Education: Students will be provided the opportunity to participate in a variety of enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Clubs and Organizations and after school events led by students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable		

Strategy 5 Details	Formative Reviews		
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: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. - Salaries: 1 AAS, 1 Counselor and 5 teachers will assist with helping students and reducing class size in our highest areas of need. - Student Scholarships: We will use this to cover the cost of all Dual Credit classes and class fees. - Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice. - Instructional Supplies: Classroom supplies such as paper, Chromebook chargers, and other office supplies will help provide students with the supplies they need to be successful in class. - Extra Duty Pay: Staff members will be paid for having students in tutorials after school past contract time. This allows students to get additional one-on-one support. - Securly subscription: We will increase our student attendance by tracking restroom passes for all students. - Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP. - Parental Involvement: We will increase parent involvement throughout the year with events like Spartan showcase, Open House, Fall Festival, Counselor parent meetings and academic parent meetings. We will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement. Staff Responsible for Monitoring: Principal and Title 1 Coach	Formative		
	Nov	Feb	May
	 Considerable		
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: Highlight more student accomplishments on social media and school website Strategy's Expected Result/Impact: Create a culture of success and school pride. Staff Responsible for Monitoring: Principal, Associate and DI	Formative		
	Nov	Feb	May
	 Considerable		

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Plan campus celebrations for academic successes. Strategy's Expected Result/Impact: Create a culture of school pride. Staff Responsible for Monitoring: Principal, Associate and DI	Formative		
	Nov	Feb	May
	 Moderate Progress		
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will continue to enroll in consecutive CTE courses of studies and will complete industry-based certifications (IBC). Strategy's Expected Result/Impact: Students' four-year plan will show outlines for consecutive course enrollment. Staff Responsible for Monitoring: Director of Instruction, Principal, Counselors	Formative		
	Nov	Feb	May
	 Considerable		
No Progress Accomplished Continue/Modify Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: The counseling team will continue to educate students and parents about the benefits of completing college-level courses in high school, while AP/DC teachers will continue to promote and encourage students to enroll in DC/AP courses. 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: Director of Instruction, Principal, Counselors, CTE Teachers	Formative		
	Nov	Feb	May
	 Considerable		
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Extra-curricular sponsors will promote their organizations and participate in Spartan Showcase, Open House, and Fall Festival 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: Counselors and Assistant Principals	Formative		
	Nov	Feb	May
	 Accomplished		
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Graduation Rate: AAS will track and monitor seniors at risk of not graduating. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Director of Instruction, Principal, Associate Principal	Formative		
	Nov	Feb	May
	 Considerable		
Strategy 2 Details	Formative Reviews		
Strategy 2: Graduation Rate: Counselors and APs will conference with students to create a graduation plan for off track seniors. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Associate Principal, AAS	Formative		
	Nov	Feb	May
	 Moderate Progress		
Strategy 3 Details	Formative Reviews		
Strategy 3: Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting. Strategy's Expected Result/Impact: Improved graduation rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable		

Strategy 4 Details	Formative Reviews		
Strategy 4: Dropout Prevention: Community in Schools and the campus dropout team will work to build stronger relationships with students who are at risk of dropping out. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Associate Principal, AAS	Formative		
	Nov	Feb	May
	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Campus leaders will train, mediate, and counsel students and teachers throughout the school year for conflict resolution and restorative discipline practices. Students, staff, and the community will be aware of Cy-Fair Tip line and understand how to use it. Campus processes are in place to ensure students wear ID badges, carry clear backpacks, and are on-time and present in class. The door alarms are monitored by the campus receptionist and the AP office. There is an administrator that consistently monitors the cameras. Strategy's Expected Result/Impact: Increased active supervision by staff. Reduction of discipline referrals. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principal Behavior Interventionist	Formative		
	Nov	Feb	May
	 Moderate Progress		
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Entire Staff	Formative		
	Nov	Feb	May
	 Moderate Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable		
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 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 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	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Our campus will continue to utilize PBIS, VALOR, in order to teach the expected student behaviors. These lessons are taught throughout the year and are reinforced each time a student is out of compliance. VALOR stands for Value, Aspire, Lead, Own, and Respond. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Behavior Interventionist	Formative		
	Nov	Feb	May
	 Considerable		
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS practices will continue. Student and parent conferences will be held in order to teach appropriate behaviors. Increased communication with parents. Peer mediation strategies. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate Principal Assistant Principals Behavior Interventionist	Formative		
	Nov	Feb	May
	 Accomplished		

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. 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	Formative		
	Nov	Feb	May
	 Considerable		
Strategy 4 Details	Formative Reviews		
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)	Formative		
	Nov	Feb	May
	 Moderate Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers who have perfect attendance for each grading period will be acknowledged. Our administrative staff and department chairs actively monitor staff attendance by grading period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal Principal's Secretary Department Chairs	Formative		
	Nov	Feb	May
	 Considerable		
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our AAS team. Some areas of focus for this will be: Quantum Learning, GT training, ESL Strategies, Culturally Responsive Teaching practices, and more. Strategy's Expected Result/Impact: As a result of these professional development trainings, teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students. Staff Responsible for Monitoring: Principal Associate Principal Director of Instruction	Formative		
	Nov	Feb	May
	 Considerable		

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Leverage the use of the website for announcements. Strategy's Expected Result/Impact: More community and parent involvement. Staff Responsible for Monitoring: Principal, Associate and DI	Formative		
	Nov	Feb	May
	 Considerable		
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Create a presence on facebook, instagram and X. Strategy's Expected Result/Impact: Community and parents will be more informed. Staff Responsible for Monitoring: Principal, Associate and DI	Formative		
	Nov	Feb	May
	 Considerable		
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Leverage the website for community engagement. Strategy's Expected Result/Impact: Parents and community will be more informed. Staff Responsible for Monitoring: Principal, Associate and DI	Formative		
	Nov	Feb	May
	 Considerable		

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Publish monthly newsletter. Strategy's Expected Result/Impact: More parent participation at events. Staff Responsible for Monitoring: Principal and testing Coordinator	Formative		
	Nov	Feb	May
	 Considerable		
No Progress Accomplished Continue/Modify Discontinue			

CPOC

Committee Role	Name	Position
Campus Administrator	Bridgett Atler	AAS
Campus Administrator	Runa Chatterjee	AAS
Principal	Lanette Bellamy	Principal
Teacher #1	Brandy Bonnin	Teacher
Teacher #2	Kelly Ha	Teacher
Teacher #3	Gabriela Ferman	Teacher
Teacher #4	Layla Montgomery	Teacher
Teacher #5	Sunja Fraser	Teacher
Teacher #6	Matthew Wells	Teacher
Teacher #7	Gianna Smith	Teacher
Teacher #8	Traci Styers	Teacher
Teacher #9	Mayderum Mitchell	Teacher
Other School Leader (Nonteaching Professional) #1	Sydney McDaniel	DIHT
Other School Leader (Nonteaching Professional) #2	Britny Peck	ELAR CIC
Other School Leader (Nonteaching Professional) #3	Huan Nguyen	Math CIC
Other School Leader (Nonteaching Professional) #4	DeShawn White	Diagnostician
Other School Leader (Nonteaching Professional) #5	Lauren Hornbeak	Emergent Bilingual CIC
Paraprofessional #1	Liliana Lopez	Principal Secretary
Paraprofessional #2	Cristina Woodall	Admin Secretary
Administrator (LEA) #1	Jamie Ricketts	Secondary Science Coordinator
Administrator (LEA) #2	Lalaine Ferrer	Secondary Science Coach
Parent #1	Nicole Flix	Parent
Parent #2	Shelita Lafayette	Parent
Community Member #1	Irma Widrick	Community Member
Community Member #2	Natasha Dargin	Community Member
Business Representative #1	LaChandra Carter	Business Representative
Business Representative #2	Loryn Klespis	Business Representative

Committee Role	Name	Position
Campus Administrator	Fran Williams	DI
Campus Administrator	Nicholas Hightower	Associate Principal

Addendums

Campus
Cypress Lakes

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	85%	87%	89%	91%	93%
Meets or Above	57%	60%	63%	66%	69%
Masters Grade Level	18%	21%	24%	27%	30%

2025-26	Target Check
87%	Met District Strategic Target
61%	Met District Strategic Target
23%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count	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 Lakes	HS3	All	576	74%	472	82%	42%	276	48%	19%	147	26%
HS	Algebra I	Cypress Lakes	HS3	Hispanic	349	76%	284	81%	43%	168	48%	20%	88	25%
HS	Algebra I	Cypress Lakes	HS3	Am. Indian	6	100%	6	100%	86%	6	100%	*	2	33%
HS	Algebra I	Cypress Lakes	HS3	Asian	11	91%	11	100%	82%	10	91%	64%	8	73%
HS	Algebra I	Cypress Lakes	HS3	African Am.	166	69%	135	81%	36%	68	41%	15%	33	20%
HS	Algebra I	Cypress Lakes	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Algebra I	Cypress Lakes	HS3	White	33	73%	27	82%	46%	17	52%	35%	13	39%
HS	Algebra I	Cypress Lakes	HS3	Two or More	11	71%	9	82%	53%	7	64%	*	3	27%
HS	Algebra I	Cypress Lakes	HS3	Eco. Dis.	518	75%	394	76%	43%	249	48%	17%	114	22%
HS	Algebra I	Cypress Lakes	HS3	EB	270	69%	200	74%	36%	111	41%	16%	57	21%
HS	Algebra I	Cypress Lakes	HS3	At-Risk	456	72%	333	73%	39%	201	44%	16%	96	21%
HS	Algebra I	Cypress Lakes	HS3	SPED	92	44%	41	45%	20%	23	25%	*	18	20%
HS	Biology	Cypress Lakes	HS3	All	779	87%	734	94%	57%	489	63%	14%	154	20%
HS	Biology	Cypress Lakes	HS3	Hispanic	471	86%	437	93%	58%	297	63%	14%	89	19%
HS	Biology	Cypress Lakes	HS3	Am. Indian	6	86%	6	100%	*	4	67%	*	2	33%
HS	Biology	Cypress Lakes	HS3	Asian	39	94%	37	95%	81%	33	85%	34%	14	36%
HS	Biology	Cypress Lakes	HS3	African Am.	198	87%	191	96%	49%	107	54%	9%	28	14%
HS	Biology	Cypress Lakes	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Biology	Cypress Lakes	HS3	White	49	95%	47	96%	75%	38	78%	30%	16	33%
HS	Biology	Cypress Lakes	HS3	Two or More	16	95%	16	100%	63%	10	63%	26%	5	31%
HS	Biology	Cypress Lakes	HS3	Eco. Dis.	700	85%	630	90%	53%	406	58%	12%	119	17%
HS	Biology	Cypress Lakes	HS3	EB	376	75%	301	80%	35%	150	40%	6%	41	11%
HS	Biology	Cypress Lakes	HS3	At-Risk	583	84%	519	89%	50%	321	55%	9%	82	14%
HS	Biology	Cypress Lakes	HS3	SPED	100	67%	72	72%	24%	29	29%	*	20	20%
HS	English I	Cypress Lakes	HS3	All	789	67%	608	77%	50%	438	56%	11%	128	16%
HS	English I	Cypress Lakes	HS3	Hispanic	470	68%	356	76%	51%	263	56%	11%	75	16%
HS	English I	Cypress Lakes	HS3	Am. Indian	6	78%	5	83%	78%	5	83%	*	2	33%
HS	English I	Cypress Lakes	HS3	Asian	41	85%	36	88%	76%	33	80%	21%	10	24%
HS	English I	Cypress Lakes	HS3	African Am.	203	63%	155	76%	42%	95	47%	8%	26	13%
HS	English I	Cypress Lakes	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	English I	Cypress Lakes	HS3	White	50	74%	40	80%	63%	33	66%	21%	11	22%
HS	English I	Cypress Lakes	HS3	Two or More	19	65%	16	84%	39%	9	47%	*	4	21%
HS	English I	Cypress Lakes	HS3	Eco. Dis.	708	65%	486	69%	46%	361	51%	9%	99	14%
HS	English I	Cypress Lakes	HS3	EB	378	47%	197	52%	26%	117	31%	*	78	21%
HS	English I	Cypress Lakes	HS3	At-Risk	595	62%	399	67%	42%	280	47%	6%	65	11%
HS	English I	Cypress Lakes	HS3	SPED	102	28%	34	33%	12%	17	17%	*	20	20%
HS	English II	Cypress Lakes	HS3	All	798	74%	661	83%	57%	497	62%	7%	96	12%
HS	English II	Cypress Lakes	HS3	Hispanic	472	72%	384	81%	54%	284	60%	4%	43	9%
HS	English II	Cypress Lakes	HS3	Am. Indian	7	*	7	100%	*	5	71%	*	2	29%
HS	English II	Cypress Lakes	HS3	Asian	40	90%	38	95%	80%	33	83%	37%	16	40%

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 Lakes	HS3	African Am.	220	72%	182	83%	53%	129	59%	5%	22	10%
HS	English II	Cypress Lakes	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	English II	Cypress Lakes	HS3	White	43	83%	37	86%	75%	35	81%	19%	9	21%
HS	English II	Cypress Lakes	HS3	Two or More	16	74%	13	81%	63%	11	69%	*	4	25%
HS	English II	Cypress Lakes	HS3	Eco. Dis.	625	72%	481	77%	54%	375	60%	5%	63	10%
HS	English II	Cypress Lakes	HS3	EB	369	50%	203	55%	26%	114	31%	*	74	20%
HS	English II	Cypress Lakes	HS3	At-Risk	621	65%	435	70%	44%	304	49%	4%	56	9%
HS	English II	Cypress Lakes	HS3	SPED	88	41%	40	45%	15%	18	20%	*	18	20%
HS	US History	Cypress Lakes	HS3	All	771	95%	752	98%	69%	560	73%	38%	313	41%
HS	US History	Cypress Lakes	HS3	Hispanic	444	96%	431	97%	72%	333	75%	39%	186	42%
HS	US History	Cypress Lakes	HS3	Am. Indian	3	*	3	100%	*	2	67%	*	1	33%
HS	US History	Cypress Lakes	HS3	Asian	43	98%	43	100%	94%	42	98%	80%	36	84%
HS	US History	Cypress Lakes	HS3	African Am.	215	92%	209	97%	56%	131	61%	23%	56	26%
HS	US History	Cypress Lakes	HS3	Pac. Islander	2	*	2	100%	*	2	100%	*	1	50%
HS	US History	Cypress Lakes	HS3	White	47	98%	47	100%	79%	39	83%	53%	26	55%
HS	US History	Cypress Lakes	HS3	Two or More	17	100%	17	100%	59%	11	65%	36%	7	41%
HS	US History	Cypress Lakes	HS3	Eco. Dis.	570	94%	542	95%	67%	399	70%	37%	228	40%
HS	US History	Cypress Lakes	HS3	EB	364	91%	335	92%	46%	186	51%	27%	109	30%
HS	US History	Cypress Lakes	HS3	At-Risk	495	92%	460	93%	56%	302	61%	28%	153	31%
HS	US History	Cypress Lakes	HS3	SPED	57	79%	48	84%	28%	19	33%	11%	9	16%

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.