

Cypress-Fairbanks Independent School District

Cypress Ridge High School

2025-2026

Mission Statement

As we seek to provide a framework for the future, we build on a foundation consisting of a strong academic focus, a belief in human potential, and respect for each individual.
Committed to our quest - success for all, we will endeavor to transform the learners in the world of today into the successful leaders in the world of tomorrow.

Vision

Cypress Ridge uses HRT (High Expectations, Resiliency, and Tough Empathy) to produces graduates with PRIDE.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Cypress Ridge High School is a campus in Houston, TX. Cypress Ridge is projected to serve 2849 students in grades 9-12 during the 2025-26 school year, which is a increase from the previous year of 44.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Cypress Ridge's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 13, 2025, and again on Sept. 23, 2025. The meetings were held in the Principal's Conference Room. We plan to meet again on November 18, February 10, and May 12 to review and revise the CNA as needed.

At the first meeting on May 13, 2025 :

At the May CPOC, the committee started with an icebreaker where they shared out personal reflections from the 2024-25 school year. Next, campus celebrations were shared including some student award winners and different groups success at various competitions. Ms. Ward then shared some budget updates with regards to teacher allocations and the construction that was going to be taking place over the next two years. Then, Ms. Ward began the overview conversation with brief description of the Title I/CIP process, explaining the reviews 3 times a year as well as the root, cause analysis process. Ms. ward then went into the May 2024 CIP evaluation and the summative evaluation. Ms. Ward shared out Strengths, Problem Statements, and anticipated Title I expenditures for each of the following areas: Student Achievement, Campus Culture, Staff Quality, Recruitment, and Retention and Parent and Community Engagement. Finally, shared what they were looking forward to next year. Ms. Combs shared that she was excited about starting the Ridge Rising Leaders program, there was going to be a more concerted push for parent volunteers and that we were hopeful for some legislation from the state that might direct some funding toward public schools. At the conclusion of this conversation the meeting was adjourned.

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

- Campuswide passing rates
- EOC passing rates
- 2024-25 State Accountability Data
- Campus Attendance and graduation rate data
- 2024-25 Title I expenditure overview

At the second meeting on September 23, 2025, the CPOC: Ms. Ward started by reviewing the purpose of CPOC. Dr. Lozano shared the “why” behind our wrestling theme for the campus. Ms. Ward then shared our instructional focus for the year as well as our accountability from the 3 previous years. Ms. Ward shared the “why” behind our instructional focus and the professional development plan to support the campus instructional focus. Next, Ms. Ward shared some basic demographic information about the campus including student demographics, attendance rate, and staff information. She also shared the 2025 TEA Accountability scores for each Domain as well as the 6 Distinction Designations that the campus earned. All information came from txschools.gov. For the CIP portion, Ms. Ward shared out how the root, cause, analysis process works and then the group divided into 5 smaller groups. Each group was given the task of reading over one or two of the Goals/ District Guardrails as well as the corresponding Performance Objective and Strategies. The group was then given sentence stems that they could use to summarize the main idea/purpose of each goal. The final agenda item consisted of going over the Title I Budget and the Parent and Family Engagement Policy. Some future dates for Parent Engagement Opportunities were shared and the meeting was adjourned.

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 that the overall % of students making Approaches or higher on the STAAR EOCs fell by 3%. Through the root cause analysis process, we identified that our EOC tested teams, with the exception of US History, were adjusting to larger class sizes and a lack of a second conference period due to budget and staffing constraints. .

Our second identified priority problem in the area of **student achievement** is Academic Growth in English I, and English II fell by 8% as compared to 2024. Through the root cause analysis process, we identified that we had 2 long-term substitutes on each of our English EOC teams for the fall semester and 1 on each team for the spring semester. These teachers underperformed on the EOC scores due to lack of experience.

Our third identified priority problem is in the area of **graduation rate** is our graduation rate dropped by 1% from the previous year causing our scale score to drop by 5 points. Through the root cause analysis process, we identified that too many of our students lack the proper number of credits, most often Algebra I, to transition from 9th to 10th grade. For some this is due to a difficulty with math but for many that math difficulty is coupled with poor attendance.

Student Learning

Student Learning Strengths

The following strengths were identified based on a review of 2023-24 data:

- Our EOC teams have all participated in data digs for every unit test and also completed comprehensive data digs looking at trends once each semester. The spring comprehensive data dig served as our data measures for our EOC review plans.
- Our campus received a projected B rating on state accountability for the 2023-24 school year. (All accountability data is projected due to non-release of the 2023 and 2024 Accountability ratings)
- Our students increased passing rates in all 4 of the 5 STAAR EOCs and maintained their passing rate in the other EOC.
- Overall we increased passing rates in the areas of African American, Hispanic, White, Economically Disadvantaged, and Emergent Bilinguals.
- Emergent Bilingual students improved in every EOC tested area.
- Our 6 year graduation rate was at 97%.
- We saw an increase in our College, Career, and Military readiness percentage of 5%.

(All accountability data is projected due to non-release of the 2023 and 2024 Accountability ratings)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: English Language Arts: (English I) : Based on the 2023-24 EOC data, our hispanic population is the lowest performing sub-pop.

Root Cause: English Language Arts: (English I) We have not implemented enough differentiation in order to meet students where they are at, in order to build them to where they need to be.

Problem Statement 2: English Language Arts: (English II): Based on the 2023-24 EOC data, the gap between "meets" and "masters" is too large.

Root Cause: English Language Arts: (English II): We have not provided enough differentiation between the varying academic readiness levels of our students.

Problem Statement 3: English Language Arts Writing: Students need to grow in their ability to craft strong evidence-based writing.

Root Cause: English Language Arts Writing: : We need to provide frequent individualized feedback, conferences, and opportunities to write for students to grow in their evidence-based writing skills.

Problem Statement 4: Math: Based on the 2023-24 EOC data, the gap between "approaches" and "meets" is too large.

Root Cause: Math: We are too focused with passing each unit instead of building knowledge.

Problem Statement 5: Science: Based on the 2023-24 EOC data, students lacked the literary skills to answer complex questions.

Root Cause: Science: Students do not have the skills to solve complex problems due to lack of attention, low reading skills, and motivation.

Problem Statement 6: Social Studies: Based on the 2023-24 EOC data, students are not getting to the "meets" performance level.

Root Cause: Social Studies: Our students lack exposure to academic vocabulary.

Problem Statement 7: Students are beginning the 2024-25 school year with continued learning gaps.

Root Cause: The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Processes & Programs

School Processes & Programs Strengths

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

Student Attendance:

- Continue to use PBIS committees, strategies and implementation.
- Increased monitoring of our struggling students through our Zap Intervention which targets students not turning in work and general academic avoidance.
- RAMS meetings are held for students that are struggling in multiple areas, the committee includes the student's teachers, AP, counselor and the AAS.
- 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 Associate's of Science 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
- Our Student Advocate works with chronically absent students to get them to come to school regularly through parent conferences, coach up conversations, and home visits

Restorative Discipline:

Strengths include:

- Parent and student conferences to teach appropriate behaviors
- Skip sweeps are conducted every period every day
- Our Student Advocate works with our chronic skippers to get them back to class
- Chronic skippers are put on an attendance contract to track their attendance and get them to class.

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 Processes & Programs Needs

Problem Statement 1: School Culture and Climate: Our student attendance rates are below our targeted goal of 96%.

Root Cause: School Culture and Climate: We need to work to stay on top of students that are chronically absent and/or skipping. We also need to emphasize with our community the importance of consistent student attendance.

Perceptions

Perceptions Strengths

According to the 2024 Employee Perception Survey our greatest campus strengths are:

- Procedures have been implemented to keep me safe at work(97%)
- Quality work is expected of me. (97%)
- Information related to my job is accessible. (97%)

The administrative staff at Cypress Ridge is purposeful in the hiring of highly qualified staff and understands the needs of the school population and also reflects the ethnic and linguistic diversity of the student population. A high retention rate is attributed to staff feeling that collaboration is encouraged and practiced and that there are opportunities to discuss concerns with campus administrators. Additionally, staff appreciates how various forms of feedback are given to improve job performance.

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

- The school has several teachers, administrators, and paraprofessionals available to translate conversations and documents in Spanish and Vietnamese for parents and students who are not English proficient or who request translation.
- Important written communication with parents is often provided in more than one language.
- 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.
- Opportunities for campus tours and Q&A sessions for incoming 9th graders during Ram Express before school starts in August.
- Consistent use of telephone call outs in English and Spanish to announce special events, school guidelines, and important messages to parents and to the community.
- Use of school website and marquee to keep parents and community informed of current school events.
- Active participation of VIPs to assist with several school events Homecoming Dance, Prom, Senior Breakfast, and teacher appreciation week.
- Informational meetings to parents about college and career readiness including financial aid for college (Counselor Talks; AP Talks; Dual Credit Meetings).
- Parents are often acknowledged and appreciated by staff and students at several athletics events (parent appreciation night).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We need to continue to improve all staff attendance.

Root Cause: Teacher/Paraprofessional Attendance: Our staff need to feel appreciated and connected to our campus so that they value coming to work consistently.

Problem Statement 2: Parent and Community Engagement: We need to connect more parents to our campus to partner with us in their children's education.

Root Cause: Parent and Community Engagement: Additional parent involvement and engagement activities are needed so that parents can get more comfortable interacting with our campus.

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 on improving first time instruction so that a greater number of students perform at the Meets and Masters. Continue with same goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthening first time instruction through the continued push for student discourse and the use of the gradual release lesson structure. Strategy: All staff will be required to attend one PD per semester that will empower them with specific strategies to implement student discourse. 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: Director of Instruction, Campus Appraisers, AAS, CICs	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthening first time instruction through the continued push for student discourse and the use of the gradual release lesson structure. Strategy: Strategy implementation will be promoted through monthly challenges where participants can earn points for demonstrating their use of various strategies in the classroom. 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: Director of Instruction, Campus Appraisers, AAS, CICs	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthening first time instruction through the continued push for student discourse and the use of the gradual release lesson structure. Strategy: First time instruction will be supported by a Campus Instructional Coach for each of the 4 core content areas as well as a New Teacher liaison for new staff. This will include weekly learning walks for the admin and CICs to work to collaborate on coaching feedback for teachers and to share successes. 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: Director of Instruction, Campus Appraisers, AAS, CICs	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 4 Details	Formative Reviews		
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: Examples include: Meet the Rams, summer Strength and Conditioning (SAC) camp, after school clubs, Veterans Day Celebration, Talent Show, Mr. & Ms. Ram, and Leadworthy. 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, Assistant Principals, Club Sponsors	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Moderate Progress

Strategy 5 Details		Formative Reviews		
Strategy 5: At risk Students: At-risk and special education 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. 1. Salaries: 1 Counselor, 2 paraprofessionals, and 6 teachers (4 English, 2 Math) will assist with helping students and reducing class size in our highest areas of need. 2. Student Scholarships: We will use this to cover the cost of all Dual Credit classes and the registration fees for all AP tests. 3. 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. 4. 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. 5. Extra Duty Pay: Staff members will be paid for having 5 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support. 6. Securly subscription: We will increase our student attendance by tracking restroom passes for all students. 7. 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. 8. . Parental Involvement: We will increase parent involvement throughout the year with events like Ram Express, Meet the Rams, Open House, Horizons Showcase, Spring Showcase, Counselor Talks, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement. Staff Responsible for Monitoring: Team Leaders, Department Chairs/CICs, Counselors, Director of Instruction, Principal		Formative		
		Nov	Feb	May
		 Moderate Progress	 Some Progress	 Some Progress
Strategy 6 Details		Formative Reviews		
Strategy 6: Improving Student Engagement: Cypress Ridge will develop a process to plan for more campus events, classroom activities and campus wide celebrations. Strategy's Expected Result/Impact: More opportunities for students and community members to get involved in the campus outside of the traditional extracurricular options. Staff Responsible for Monitoring: Principal, Associate Principal, Club Sponsors		Formative		
		Nov	Feb	May
		 Considerable	 Considerable	 Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Cypress Ridge will work to elicit feedback from students to brainstorm ways to improve school spirit and offer more events that students want to attend. Strategy's Expected Result/Impact: Increase in the ability to offer more student desired events, increase in student involvement in the school. Staff Responsible for Monitoring: Principal, Club Sponsors	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to use district's support to push all students to take the certification exams. Look more closely at the available programs of study to make sure we are meeting the needs of all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: CTE Approved Industry Certifications: - We will execute CTE/CCMR data digs to analyze earned certificates and develop an action plan. - We will meet with the admin team to discuss scheduling so that students are set up to complete level 3 CTE courses for 4 or more credits in the same program of study. Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 2%. Staff Responsible for Monitoring: Department Chair, CTE Teachers, AAS, Director of Instruction, CTE Counselor	Formative		
	Nov	Feb	May
	 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 2.2: 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: Met Objective

Next Year's Recommendation: Continue with the same goal. Hopefully the GPA shift with the class of 2030 will help with this.

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Enrollment in Advanced Placement/Dual Credit courses: - We will use Title I funds to cover the cost of Advanced Placement exams for all students enrolled in AP classes. - We will use title I funds to cover the cost of all Dual Credit tuition. Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2%. Staff Responsible for Monitoring: College and Career Specialist, Director of Instruction, Dual Credit Counselor, Lead Counselor	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 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:** Met Objective
- Next Year's Recommendation:** Continue to look for ways to improve school spirit and extracurricular activities will grow as well.

Strategy 1 Details	Formative Reviews		
Strategy 1: Student enrollment in extra-curricular activities: We will look at ways to promote school spirit through pep rallies, spirit days, and other concerts/events. We will also work with the coaches and fine arts directors to recruit new membership at the middle school level and partner with the middle schools for spirit nights, joint concerts, and other opportunities. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% Staff Responsible for Monitoring: Athletics coaches, Fine Arts Directors, Counselors, Principal, Assistant Principal, Club Sponsors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: Internal On-Track to Graduate Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We need to continue to push our students through their 9th grade year so that they can graduate on time.

Strategy 1 Details	Formative Reviews		
Strategy 1: Graduation Rate: Increase graduation rates across the board but especially in our Emergent Bilingual, Highly Mobile and Special Ed populations as these populations dipped below 90% this past year. Identify, assess and implement best practices to ensure strong first time instruction aligned with the needs of respective groups. Focus on classes that most often prevent students from moving to the next grade level. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% Staff Responsible for Monitoring: Assistant Principals, Student Advocate, Counselors, Attendance Officer, Attendance Committee	Formative		
	Nov	Feb	May
	 No Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting. Strategy's Expected Result/Impact: Improved graduation rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Dropout Prevention: We will use Title I funds to hire a student Advocate position to conduct home visits, track chronically absent students, and work with our students at risk of dropping out. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1%. Staff Responsible for Monitoring: Student Advocate, Assistant Principal, AAS, Associate Principal	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 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 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

Next Year's Recommendation: All required drills were executed.

Strategy 1 Details	Formative Reviews		
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: Principal , Associate Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Student and Community Safety: An electronic hall pass program, Securly, was purchased to assist in keeping students in class and also tracking them when they are in the hallways. Student that are late to class are tracked via our tardy system as well. Additionally, CFISD Officers are present at all public campus events to ensure the safety of our students, parents, and community members. Strategy's Expected Result/Impact: Students attendance will increase, students will be on time to class, and incidents at campus extracurricular events will decrease Staff Responsible for Monitoring: Campus PD, Assistant Principals, Associate Principal	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with this goal, we need to provide more incentives to get students to come to school. Grades and exemptions are not providing enough motivation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Truancy Prevention Measures will be implemented for students with 6 or more absences or have been identified as chronic skippers. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: We will use Title I funds to hire a Student Advocate. This position will work with our students coded as dropouts as well as students that are chronically absent. They will conduct home visits and work closely with the campus Academic Achievement Specialist to identify students with attendance concerns. Strategy's Expected Result/Impact: 95% overall attendance rate and overall increase in campus passing rates. Staff Responsible for Monitoring: Assistant Principals, Student Advocate, Counselors, Associate Principal, Attendance Committee, Academic Achievement Specialist	Formative		
	Nov	Feb	May
	 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 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

Next Year's Recommendation: Continue to train our teachers up on this process and support with a refresh of our PBIS matrix.

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, Ram PRIDE, in order to teach the expected student behaviors. These lessons are taught explicitly at the beginning of each semester and are reinforced each time a student is out of compliance. PRIDE stands for Punctuality, Respect, Integrity, Determination, and Enthusiasm. We also will include behavior expectations in our Bringing Out the Best lessons taught school-wide each progress report. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained with Classroom Management 101 to establish a common language and consistent practices for creating structured and effectively managed classrooms. The assistant principals will utilize the CFISD Code of Conduct and the district's Restorative Interventions list as a reference when addressing student discipline. We will use culturally responsive practices as well as work to build relationships between the teacher, student, and parents to reduce the discipline issues in the classroom. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Student Advocate, REACH Team Lead	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

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	 Considerable	 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
	 Some Progress	 Moderate Progress	 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 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Focus on teacher incentive and positives so teachers feel valued and supported.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff Acknowledgement provide PRIDE catchers to acknowledge various measures of extended efforts; highlight celebrations on social media, in campus meetings and on the campus webpage. Finally staff and student accomplishments will be highlighted each week in the Principal's Sunday Notes. Staff are also challenged to highlight 173 days of Awesome posted in the office hallway. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, Associate Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue on looking for ways to make the PD structure accessible to all while tweaking to meet the changing needs of the staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 campus REACH team and department leaders. This year the major area of focus will be on Student Discourse with a focus on the We Do and Y'all Do portions of the gradual release lesson cycle. This focus will be supported through after school PD offerings, Team Leader Share sessions, Learning Walks, and book study opportunities. Strategy's Expected Result/Impact: As 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: Director of Instruction, Campus REACH team, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
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: Some progress made toward meeting Objective

Next Year's Recommendation: Social Media presence and partnership with the parents needs to be a focus,

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Cypress Ridge will develop a process to capture campus events, classroom activities and campus wide celebrations. Strategy's Expected Result/Impact: Increased parent and community engagement with the campus, increased attendance at campus events Staff Responsible for Monitoring: Principal, Director of Instruction, Associate Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Cypress Ridge will set up a goal of posting two times per week on all social media platforms. Strategy's Expected Result/Impact: Increased parent and community engagement with the campus, increased attendance at campus events Staff Responsible for Monitoring: Principal, Director of Instruction, Associate Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Cypress Ridge will send out more frequent communication through the use of a monthly newsletter, the campus marquee, school messenger, and the school website. Strategy's Expected Result/Impact: More community/parent events offered, greater attendance at campus events Staff Responsible for Monitoring: Principal, Director of Instruction, Associate Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Cypress Ridge teachers will call all of their 2nd period parents in order to introduce themselves and personally invite them to Open House events. Strategy's Expected Result/Impact: Greater attendance at Open House, stronger parent partnerships with teachers and parents. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Cypress Ridge CPOC

Committee Role	Name	Position
Principal	Abelardo Lozano	Principal (there is only one principal)
Teacher #1	Anna Byrne	Deaf Ed
Teacher #2	Christine Talbert Beard	Debate/Pace
Teacher #3	Kendra Harris	DCR
Teacher #4	Marisela Alaniz	Math ICS
Teacher #5	Michelle Perkins	Algebra I
Teacher #6	Scott Hill	English II
Teacher #7	Shannon Bawa	Biology
Teacher #8	Tina Duong	US History
Other School Leader (Nonteaching Professional) #1	Brandi Blomquist	Lead Counselor
Other School Leader (Nonteaching Professional) #2	Katharine Combs	Academic Achievement Specialist
Other School Leader (Nonteaching Professional) #3	Thomas Johnson	Librarian
Other School Leader (Nonteaching Professional) #4	Lesley Ward	Director of Instruction
Paraprofessional #1	Jennifer Carmichael	Finance Secretary
Paraprofessional #2	Jissel Hernandez	Attendance Secretary
Administrator (LEA) #1	Angeline Aguirre	District Math Coach
Administrator (LEA) #2	Melissa Montgomery	Math Curriculum Coordinator
Parent #1	Bambi McGinn	Parent #1
Parent #2	Tiffany Thorn	Parent #2
Community Member #1	Leanne Lauck	Community Member #1
Community Member #2	Becky Marsh	Community Member #2
Business Representative #1	Adil Berrada	Equitable Advisors
Business Representative #2	Fred Stewart	The Backyard Grill
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 Ridge												
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	58%	61%	64%	67%	70%									
Masters Grade Level	20%	23%	26%	29%	32%									

2025-26	Target Check
91%	Met District Strategic Target
66%	Met District Strategic Target
31%	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 Ridge	HS3	All	533	75%	474	89%	39%	325	61%	19%	132	25%
HS	Algebra I	Cypress Ridge	HS3	Hispanic	360	75%	315	88%	39%	220	61%	17%	83	23%
HS	Algebra I	Cypress Ridge	HS3	Am. Indian	8	*	8	100%	*	1	13%	*	0	0%
HS	Algebra I	Cypress Ridge	HS3	Asian	11	92%	11	100%	67%	8	73%	42%	6	55%
HS	Algebra I	Cypress Ridge	HS3	African Am.	118	72%	105	89%	30%	72	61%	15%	27	23%
HS	Algebra I	Cypress Ridge	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Algebra I	Cypress Ridge	HS3	White	24	92%	24	100%	67%	17	71%	42%	11	46%
HS	Algebra I	Cypress Ridge	HS3	Two or More	12	69%	11	92%	50%	7	58%	31%	5	42%
HS	Algebra I	Cypress Ridge	HS3	Eco. Dis.	392	73%	341	87%	37%	239	61%	17%	90	23%
HS	Algebra I	Cypress Ridge	HS3	EB	283	74%	246	87%	34%	173	61%	15%	65	23%
HS	Algebra I	Cypress Ridge	HS3	At-Risk	452	74%	393	87%	35%	276	61%	15%	104	23%
HS	Algebra I	Cypress Ridge	HS3	SPED	86	47%	75	87%	22%	52	60%	9%	20	23%
HS	Biology	Cypress Ridge	HS3	All	679	88%	620	91%	50%	431	63%	11%	167	25%
HS	Biology	Cypress Ridge	HS3	Hispanic	442	89%	402	91%	50%	270	61%	8%	102	23%
HS	Biology	Cypress Ridge	HS3	Am. Indian	8	*	8	100%	*	5	63%	*	2	25%
HS	Biology	Cypress Ridge	HS3	Asian	38	90%	36	95%	82%	33	87%	44%	18	47%
HS	Biology	Cypress Ridge	HS3	African Am.	143	86%	127	89%	37%	87	61%	8%	33	23%
HS	Biology	Cypress Ridge	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Biology	Cypress Ridge	HS3	White	32	100%	32	100%	76%	26	81%	32%	12	38%
HS	Biology	Cypress Ridge	HS3	Two or More	16	88%	15	94%	53%	10	63%	*	0	0%
HS	Biology	Cypress Ridge	HS3	Eco. Dis.	492	88%	450	91%	47%	300	61%	9%	113	23%
HS	Biology	Cypress Ridge	HS3	EB	356	81%	310	87%	32%	217	61%	3%	82	23%
HS	Biology	Cypress Ridge	HS3	At-Risk	536	87%	480	90%	44%	327	61%	7%	123	23%
HS	Biology	Cypress Ridge	HS3	SPED	75	74%	64	85%	24%	46	61%	*	17	23%
HS	English I	Cypress Ridge	HS3	All	671	60%	584	87%	43%	419	62%	11%	166	25%
HS	English I	Cypress Ridge	HS3	Hispanic	441	60%	384	87%	42%	269	61%	8%	101	23%
HS	English I	Cypress Ridge	HS3	Am. Indian	9	*	4	44%	*	3	33%	*	2	22%
HS	English I	Cypress Ridge	HS3	Asian	41	88%	38	93%	78%	34	83%	44%	20	49%
HS	English I	Cypress Ridge	HS3	African Am.	133	49%	116	87%	33%	81	61%	6%	31	23%
HS	English I	Cypress Ridge	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	English I	Cypress Ridge	HS3	White	31	87%	28	90%	69%	22	71%	33%	12	39%
HS	English I	Cypress Ridge	HS3	Two or More	16	56%	14	88%	39%	10	63%	*	0	0%
HS	English I	Cypress Ridge	HS3	Eco. Dis.	484	58%	421	87%	39%	295	61%	9%	111	23%
HS	English I	Cypress Ridge	HS3	EB	363	41%	316	87%	22%	221	61%	*	84	23%
HS	English I	Cypress Ridge	HS3	At-Risk	534	55%	465	87%	37%	326	61%	6%	123	23%
HS	English I	Cypress Ridge	HS3	SPED	79	31%	69	87%	13%	48	61%	*	18	23%
HS	English II	Cypress Ridge	HS3	All	672	70%	589	88%	53%	426	63%	6%	185	28%
HS	English II	Cypress Ridge	HS3	Hispanic	459	67%	399	87%	51%	280	61%	5%	106	23%
HS	English II	Cypress Ridge	HS3	Am. Indian	6	71%	5	83%	*	4	67%	*	3	50%
HS	English II	Cypress Ridge	HS3	Asian	33	87%	30	91%	75%	26	79%	25%	10	30%
HS	English II	Cypress Ridge	HS3	African Am.	128	65%	111	87%	42%	78	61%	*	50	39%
HS	English II	Cypress Ridge	HS3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%

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 Ridge	HS3	White	34	89%	32	94%	81%	29	85%	21%	10	29%
HS	English II	Cypress Ridge	HS3	Two or More	11	92%	11	100%	69%	8	73%	*	5	45%
HS	English II	Cypress Ridge	HS3	Eco. Dis.	433	68%	377	87%	50%	264	61%	5%	100	23%
HS	English II	Cypress Ridge	HS3	EB	366	42%	318	87%	20%	223	61%	*	84	23%
HS	English II	Cypress Ridge	HS3	At-Risk	544	62%	473	87%	43%	332	61%	5%	125	23%
HS	English II	Cypress Ridge	HS3	SPED	76	36%	66	87%	17%	46	61%	*	17	22%
HS	US History	Cypress Ridge	HS3	All	756	96%	745	99%	71%	575	76%	45%	367	49%
HS	US History	Cypress Ridge	HS3	Hispanic	496	96%	490	99%	72%	372	75%	43%	230	46%
HS	US History	Cypress Ridge	HS3	Am. Indian	5	86%	5	100%	*	4	80%	*	3	60%
HS	US History	Cypress Ridge	HS3	Asian	60	100%	60	100%	92%	59	98%	84%	52	87%
HS	US History	Cypress Ridge	HS3	African Am.	142	92%	137	96%	61%	94	66%	32%	49	35%
HS	US History	Cypress Ridge	HS3	Pac. Islander	2	*	2	100%	*	1	50%	*	0	0%
HS	US History	Cypress Ridge	HS3	White	40	98%	40	100%	82%	35	88%	64%	27	68%
HS	US History	Cypress Ridge	HS3	Two or More	11	100%	11	100%	80%	10	91%	50%	6	55%
HS	US History	Cypress Ridge	HS3	Eco. Dis.	502	95%	490	98%	69%	360	72%	41%	220	44%
HS	US History	Cypress Ridge	HS3	EB	416	90%	385	93%	46%	254	61%	19%	96	23%
HS	US History	Cypress Ridge	HS3	At-Risk	537	94%	520	97%	59%	328	61%	32%	188	35%
HS	US History	Cypress Ridge	HS3	SPED	65	83%	57	88%	40%	40	62%	23%	17	26%

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.