

Cypress-Fairbanks Independent School District

Cypress Springs High School

2025-2026



Mission Statement

Cypress Springs High School equips students with the tools they need for academic, personal and social achievement.

Vision

Cypress Springs High School prepares students for a lifetime of success by establishing a curriculum that exceeds state standards, and provides extracurricular programs to develop students mentally, physically and socially, while partnering with parents and the community.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Cypress Springs High School is a campus in Cypress, Texas. Cypress Springs High School is projected to serve 2700 students in grades 9-12 during the 2025-26 school year, which is a decrease from the previous year of 2800 total enrolled in 2024-25.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 14, 2025, and again on September 17, 2025. The meetings were held in the Teaching Theater. We plan to meet again on (November 19, 2025, February 18, 2026, and May 20, 2026 to review and revise the CNA as needed.

At the first meeting on May 14, 2025:

CPOC reviewed the EOC content data for English I, English II, Algebra I, Biology, and US History. The committee reviewed and discussed the performance objectives from the Campus Improvement Plan. The committee reviewed the target to see an increase in approaches by 2% and meets and masters by 3% each year. Overall English I & II scores have been at the top of the district this year for the objective portions of assessments. The English teams are using small group instruction & blended learning to improve data. The English progress for May is considerable. The Algebra I Team made some progress for May, but we have more work to complete. Our Algebra I interim scores looked similar in 2024 and EOC scores turned out much higher. The Biology Team made some progress for May, but we have more work to complete. The US History Team made considerable progress for May 2025, and they are on target to reach the district goals. The US History team exceeded the district goals for Masters.

As a campus, the committee was able to see the areas where progress was made and areas of improvement. A few of the areas highlighted

were truancy/attendance improvement. The campus implemented QR codes by restrooms, hall monitor, and a limiting of passes during 4th and 5th period. Ideas was shared from CPOC for more improvement, such as: Panther Pops on the Prowl, mentoring students, Roaming APs during lunches, no-pass 1st and 7th periods, building-wide e-hall pass, restricts number of students out at a time, Instructional contracts, 3 lunches next year (no split lunch), home visits, truancy officer, and Community In Schools program.

The CPOC committee was able to complete the summative evaluation. After completing this, we looked at conducting the 2025-2026 Needs Assessment. For this, we evaluated data (mentioned below) and discussed our strengths (such as improvement in attendance, improved CCMR, and improved UIL academic) as well as our needs (such as increase in EOC academic performance, increase academic engagement & discourse, and improved parent involvement). From here, the committee discussed what to prioritize for the upcoming 2025-2026 school year. We also looked at a breakdown of the Title I budget and what money was spent on, and what we planned to spend money on for the upcoming school year.

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

- CIP Targets and Performance Objectives
- EOC Content Data for English I
- EOC Content Data for English II
- EOC Content Data for Algebra I
- EOC Content Data for Biology
- EOC Content Data for US History
- Dual Credit Enrollment Data
- CCMR and Level II Certifications Data
- Student Attendance Data

At the second meeting on September 17, 2025, the CPOC:

We reviewed the purpose of Campus Performance Objectives Council [CPOC]. The group is responsible for developing, reviewing, and approving the performance objectives outlined in a school's Campus Improvement Plan (CIP), which sets the goals and strategies for improving student achievement at the campus level.

Next, CPOC finalized the Comprehensive Needs Assessment. During the process of finalizing, CPOC reviewed the root cause reflections. The root causes gave CPOC the opportunity to review the significant areas of underperformance (SPED and Emergent Bilinguals). CPOC agreed that there seems to be a lack of student engagement and discourse based on classroom observations and a lack of differentiation of instruction based on informal assessments to meet the needs of students.

Later, the Campus Performance Objectives Council reviewed and suggested CIP strategies. The primary focus is to Strengthen first-time instruction in all subjects through specific targeted planning and feedback. The suggested first CIP Strategies is to facilitate and monitor small group instruction using informal and formal data with a tracking sheet to increase student performance levels. The second strategy is implementing higher level questioning strategies that will occur in every classroom. Samples will be written in lesson plans. The third strategy is for teachers' team planning session to follow a team planning agenda. The agenda will highlight what we want students to learn, how students will demonstrate their learning, and how educators will respond if students do not demonstrate their learning at the meets or master's level. The principal and assistant principals will review lesson plans and attend planning sessions each week to support the use of the team planning agenda.

The last topic reviewed and discussed during CPOC was the 2025-2026 Parent and Family Engagement Policy. The council shared that they receive a lot of messages from the campus, so families may be tuning out because of the volume of calls and emails. The campus discussed highlighting three to four events to track attendance for community engagement while increasing their social media presence.

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 Academic Growth - lack of differentiated instruction based on informal and formal assessments to meet the needs of students. Through the root cause analysis process, we identified that teachers are not utilizing differentiated small group instruction with a tracking sheet in every subject and every grade level.

Our second identified priority problem in the area of **student achievement** is low student achievement and STAAR Performance because of the lack of student engagement and discourse. Through the root cause analysis process, we identified that teachers are not utilizing higher level questioning strategies consistently in every subject and grade level to enhance academic student discourse.

Our third identified priority problem is in the area of **attendance** is a lack of a systematic process for team planning to address student needs. Through the root cause analysis process, we identified that teachers were not utilizing their planning times to discuss what we want students to learn, how students should demonstrate their learning, and how we would respond if students do not demonstrate their learning at the meets or master's level.

Student Achievement

Student Achievement Strengths

Strengths:

- 87% of all students scored approaches on the Biology EOC.
- 94% of all students scored approaches on the US History EOC.
- Our overall campus accountability grade is a “B” and the campus received a letter grade of B for Domain III – Closing the Gaps.
- 4- Year Grad Rate of 91% exceeded the Next Interim Rate of 90.3% for the High Focus
- English Language Proficiency of 45% exceeded Next Interim Target of 35%

Concerns:

- We had a drop in our approaches scores for Algebra, Biology, English I, English II, and US History.
- Our Student Achievement and STAAR performance did not receive the “B” rating.
- Our Relative Performance did not receive a "B" rating.
- Lack of student engagement and discourse based on classroom observation.
- Lack of differentiation of instruction based on informal assessments to meet the needs of students.
- We are not tracking student progress regular in all classrooms.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Low Academic Growth - Lack of differentiated instruction based on informal assessments to meet the needs of students.

Root Cause: Instructional Focus Root Cause #1: We are not utilizing differentiated small group instruction with a tracking sheet in every subject and every grade level.

Problem Statement 2: Instructional Focus Problem #2: Low Student Achievement and STAAR Performance because of the lack of student engagement and discourse.

Root Cause: Instructional Focus Root Cause #2: Higher level questioning strategies are not being used consistently in every subject and grade level to enhance academic student discourse.

Problem Statement 3: Instructional Focus Problem #3: Lack of a systematic process for team planning to address student needs.

Root Cause: Instructional Focus Root Cause #3: We were not utilizing our planning times to discuss what we want students to learn, how students should demonstrate their learning, and how we would respond if students do not demonstrate their learning at the meets or master's level.

Problem Statement 4: Communities in Schools: Our students face a myriad of barriers to success that the traditional school setting is not equipped to handle, such as: mental health issues, attendance and behavioral concerns that are indicators for at-risk students dropping out of school.

Root Cause: Communities in Schools: We lacked the financial resources or knowledge to empower our community with the tools necessary to benefit the family outside the school day.

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, Class Size Reduction Teachers (2), Community in Schools Representative, Counselor, Instructional Specialist, and 2 Paraprofessionals.

School Culture and Climate

School Culture and Climate Strengths

Strengths

- Student attendance improvement (nearly 2% from the 2023-2024 school year)
- PBIS
 - Panther Bucks for students to purchase rewards
- UIL
 - campus has improved academic UIL participation
- Student leaders and participation in extracurricular
- Increasing number of students working towards college readiness
 - Growth in Dual Credit enrollment
 - Growth in students graduating with Associate's degree - 27 → 58 → 79

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have students that do not value the education being provided and would rather skip school or class.

Root Cause: We have not built the necessary relationships with all students and parents to accept our explanation on the value of education and attending class on time regularly.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Cypress Springs, we implement district-made, TEKS based curriculum that is built by strong Cypress-Fairbanks ISD content curriculum experts. Our core contents have both Campus Instructional Coaches and district Curriculum Coaches who are able to provide teachers with additional support, ultimately benefiting our students. The use of iXplore and other data software has allowed us to capture our data, including District Progress Monitoring (DPM's) and teacher-made tests, and create a prescriptive plan for our students. We are able to look at curriculum objectives and see areas of strength and weakness. Core contents conduct data reviews using information from iXplore and other software which allows for data-driven decisions. We continue to strengthen our alignment between curriculum and state testing standards.

Curriculum, Instruction, and Assessment Strengths

Cypress Springs continues to focus our efforts on effective first-time instruction by implementing the "Portrait of a Panther Classroom." Through this initiative, instructional strategies are introduced and applied throughout every classroom across campus. Feedback is provided to teachers through Instructional Rounds conducted during instructional time.

Assistant Principals are assigned to content areas and sit in on team planning and data reviews in order to assure alignment to curricular objectives, provide input on instruction, and identify areas of need for each team.

The continuing use of data software to capture student data and provide instant feedback to teachers has proven purposeful and effective when identifying instructional gaps and determining interventions. Teachers are able to gather data on District Progress Monitoring (DPM) assessments, as well as, teacher-made tests.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instructional Rigor: Students are demonstrating low level of content mastery as set by the state standards.

Root Cause: Instructional Rigor: Some teachers are teaching at low rigor levels in order to create success for students.

Family and Community Engagement

Family and Community Engagement Strengths

Strengths:

- Our families that participate speak highly about the campus and volunteer for multiple events.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: All parents are not involved in school activities.

Root Cause: We need to make sure we are reaching all parents regarding opportunities for involvement. Some parents and families are unaware of opportunities for involvement or are unable to attend the opportunities we offer.

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: Strengthening first-time instruction in all subjects through specific, targeted planning and feedback. Strategy: Students will participate in differentiated small group instruction with a teacher using informal & formal data and a tracking sheet to increase student performance. Teachers will keep a record of their groups and tracking sheets for each unit. 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: Team Leaders, Department chair, CIC, Teachers, AAS, DI, Associate and Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning and feedback. Strategy: Higher level questioning will occur in every classroom for more student discourse. Samples will be written in lesson plans. 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: Team Leaders, Department chair, CIC, Teachers, AAS, DI, Associate and Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning and feedback. Strategy: The teachers' team planning session will follow a team planning agenda. The agenda will highlight the following: (1) What do we want our students to learn? (2) How will our students demonstrate their learning? (3) Do our students possess the background knowledge to appropriately demonstrate their learning? (3b) If not, what are we offering to support our students' instructional gaps? (4) How will educators respond if students do not demonstrate their learning at the meets or masters level? 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: Team Leaders, Department chair, CIC, Teachers, AAS, DI, Associate and Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 4 Details	Formative Reviews		
Strategy 4: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Bringing Out the Best, PBIS lessons, Student Council, Fine & Performance Arts Programs, and UIL Athletics 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: Team Leaders, Department chair, CIC, Teachers, AAS, DI, Associate and Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress

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. 1. Salaries - The 7 educators are used to support the campus via title one include: AAS (1), Community in Schools Rep (1), Counselor (1), English Class Size Reduction Teacher (1), Math Class Size Reduction Teacher (1), Math Instructional Specialist (1), and Instructional Para for EB (1) will assist with meeting our students' goals in all content areas. 2. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. 3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. 4. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. 5. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. 6. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP. 7. Extra Duty Pay - Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals as specified in the CIP. 8. Parent Involvement - We will increase parent involvement throughout the year with events like Freshmen Orientation, Open House, Curriculum Night, Counselor Conversations, Senior Nights, FASFA Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. 9. E-Hall Pass - We will increase student attendance and decrease the number of students in the hallways by teachers monitoring students' online activities and easily manage hall pass requests, all in one easy-to-use tool. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 6 Details	Formative Reviews		
Strategy 6: Communities in Schools: Students with an identified area of need based on attendance and lack of credits will be provided with additional academic support based on their specific academic needs. Strategy's Expected Result/Impact: Improved attendance and graduation rate Staff Responsible for Monitoring: Principal, Assoc. & Asst. Principals, DI, AAS, CIS Representative	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Students will be exposed to various organizations that will capture students' attention. Strategy's Expected Result/Impact: Students will interact with and engage with the various organizations/clubs on the campus. Staff Responsible for Monitoring: Principal, Campus Administrators, Club and Organization Sponsors	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: The campus will promote student engagement by providing professional development and ongoing instructional support focused on cognitive engagement strategies. Teachers will participate in targeted training and planning discussions designed to deepen student thinking, encourage active participation, and increase ownership of learning through research-based practices such as small group instruction with tracking sheet, questioning, student academic discourse, and reflective learning routines. Strategy's Expected Result/Impact: Improved Student Engagement Staff Responsible for Monitoring: Principal, All Campus Administrators and Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 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. (Campus-level targets to help the district meet this goal are attached.)

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: CTE: The campus will provide financial support to assist students with paying for industry certifications. Strategy's Expected Result/Impact: Exceed the previous participation numbers from the previous year. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation. Staff Responsible for Monitoring: Principal, DI, College and Career Advisor, AAS, Department Chair, Appraiser	Formative		
	Nov	Feb	May
			
	Discontinue	Discontinue	Discontinue
Strategy 2 Details	Formative Reviews		
Strategy 2: CTE: Students will take a mock exam and score 80% or higher prior to sitting for the exam. Strategy's Expected Result/Impact: Higher number of prepared students sitting for the exam. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation. Staff Responsible for Monitoring: Principal, DI, College and Career Advisor, AAS, Department Chair, Appraiser	Formative		
	Nov	Feb	May
			
	Some Progress	Some Progress	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. (Campus-level targets to help the district meet this goal are attached.)

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: Hire and train more teachers to support our dual credit programs. Strategy's Expected Result/Impact: Increased number of students participating in dual credit. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation. Staff Responsible for Monitoring: Principal, DI, College and Career Advisor, AAS, Department Chair	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	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. (Campus-level targets to help the district meet this goal are attached.)

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: Promote and highlight the benefits of our fine arts and extra-curricular programs while continuing to recruit participants. Strategy's Expected Result/Impact: Increased number of students participating in fine arts and extra-curricular programs. More students involved in the positive campus culture leads to higher high school graduation rates. Staff Responsible for Monitoring: Principal; DI; College and Career Advisor: AAS, Club Sponsors, Coaches	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	Considerable
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: The campus will utilize data (academic and attendance) to address students that are not on track to complete one of the two pathways before graduation and support them via interventions. Grade Level Counselors and Assistant Principals will develop an individual plan for students who may be in jeopardy. Strategy's Expected Result/Impact: We expect for a higher graduation rate (1%) with the consistent communication with student, parents, and all stakeholders. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, DI, College and Career Advisor, AAS, Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Graduation Rate: We will develop a plan of action to address truancy and attendance via student/parent contracts, phone calls, student conferences, and home visits. Grade level Counselors and Assistant Principals will work together to assist students with making up EA's and fulfilling their academic requirements. Partner AP/Counselor will meet weekly Review in January and February 2026 Strategy's Expected Result/Impact: Increase in student attendance and higher graduation rate(1%). Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, DI, College and Career Advisor, AAS, Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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
	 Some Progress	 Some Progress	 Moderate Progress

Strategy 4 Details	Formative Reviews		
Strategy 4: Dropout Prevention: We will utilize the following programs to work toward having a low dropout rate: CFISD Character Education, PBIS, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Home Visits, and Communities in Schools support for at-risk students. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, AAS, Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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: Staff members will actively supervise students in the hallways and classrooms to create a safe environment for students and redirect when necessary. Staff members will also actively supervise students who remain for after school activities and ride the late buses. Entry and Exit points are limited throughout the campus during the instructional day. Students moving to and from the portable buildings will utilize a designated entry and exit door. Students with late arrival and early release will park in the front of the building and enter and exit the front of the building Strategy's Expected Result/Impact: Student and teacher engagement will increase and student disruptions will decrease, resulting in a focused and engaging learning environment where students and staff feel safe and secure. The campus will successfully complete all drills. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff		Formative		
		Nov	Feb	May
		 Some Progress	 Moderate Progress	 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: Principal, Associate Principal, Assistant Principals, Teachers, Staff		Formative		
		Nov	Feb	May
		 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Student attendance records

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
	 Some Progress	 Some Progress	 Moderate Progress
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
	 Some Progress	 Some Progress	 Some Progress
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: Discipline reports

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. We will continue to utilize PBIS and the PROWL matrix to teach expected student behaviors. These lessons are taught at the beginning of each semester and are reinforced each time a student is out of compliance. PROWL stands for Pride, Respect, Ownership, Willingness, and Leadership.. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
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. Increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc.) Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate, Assistant Principals, BI	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
	 Some Progress	 Moderate Progress	 Moderate Progress

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	 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 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Celebrations for attendance will take place through department and group activities. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: 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: Professional development will be offered to all teachers based on the data from the instructional walks and needs of our staff. These growth opportunities will be provided on campus as well as at the district level. On campus PD will be presented by our campus instructional team, as well as teachers who are considered "Master Teachers" in the area of development. Some areas of focus will be: Small Group Instruction with Tracking Sheets, Student Discourse, Quantum Learning, GT training, ESL Strategies, and more. Strategy's Expected Result/Impact: 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: CIC, Teachers, AAS, DI, Associate and Assistant Principals, 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 3%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Establish a consistent posting schedule across all Cypress Springs HS social media platforms (campus, athletics, arts, and organizations) to share celebrations, student achievements, and upcoming events. Strategy's Expected Result/Impact: Build trust through open, two-way communication that celebrates campus success and ensures stakeholders feel informed and valued. Staff Responsible for Monitoring: Coaches, Sponsors, CICs, Teachers, AAS, DI, Associate and Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: We will consistently share the activities/lessons teachers are doing in the classroom on social media. Strategy's Expected Result/Impact: Parents become aware of the lessons/activities their student is going through and want to be more engaged/involved with the school. Staff Responsible for Monitoring: CICs, Teachers, AAS, DI, Associate and Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Cypress Springs HS 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: Parents will feel more informed about school events and be better informed about opportunities. Staff Responsible for Monitoring: Principal & Administrative Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Host an annual "Cypress Springs HS Awards Night" featuring performance highlights and academic awards to strengthen the school-community relationship. Strategy's Expected Result/Impact: Foster a culture of collaboration and belonging by engaging parents and community partners as active contributors to the Cypress Springs HS experience. Staff Responsible for Monitoring: Principal & Administrative Team	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Plas Williams	Principal (there is only one principal)
Teacher #1	Chase Berry	Teacher #1
Teacher #2	Jonathan Lizarondo	Teacher #2
Teacher #3	Jerome Frederick	Teacher #3
Teacher #4	Jason Jonas	Teacher #4
Teacher #5	Adrain Hunt	Teacher #5
Teacher #6	Tanzanyika Williams	Teacher #6
Teacher #7	Kari Herring	Teacher #7
Teacher #8	Jose Guevara	Teacher #8
Other School Leader (Nonteaching Professional) #1	Priscilla Smith	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Vanessa Winfree	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Samantha Collins	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Virgil Maddox	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Aundrea Howard	Paraprofessional #1
Paraprofessional #2	Tricia Barnett	Paraprofessional #2
Administrator (LEA) #1	Vivian Bennett	Administrator (LEA) #1
Administrator (LEA) #2	Thoni Berry	Administrator (LEA) #2
Parent #1	Keytha Daniels	Parent #1
Parent #2	Robert Hill	Parent #2
Business Representative #1	Nicole Travis	Business Representative #1
Business Representative #2	Mikelyn Granato	Business Representative #2
Community Member #1	Stephen Bergman	Community Member #1
Community Member #2	Rylan Scott	Community Member #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus Cypress Springs

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	84%	86%	88%	90%	92%
Meets or Above	54%	57%	60%	63%	66%
Masters Grade Level	18%	21%	24%	27%	30%

2025-26	Target Check
88%	Met District Strategic Target
60%	Met District Strategic Target
24%	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 Springs	HS3	All	489	66%	421	86%	33%	278	57%	14%	106	22%
HS	Algebra I	Cypress Springs	HS3	Hispanic	212	69%	182	86%	33%	120	57%	16%	44	21%
HS	Algebra I	Cypress Springs	HS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
HS	Algebra I	Cypress Springs	HS3	Asian	17	95%	17	100%	63%	11	65%	37%	7	41%
HS	Algebra I	Cypress Springs	HS3	African Am.	208	59%	178	86%	29%	118	57%	10%	44	21%
HS	Algebra I	Cypress Springs	HS3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
HS	Algebra I	Cypress Springs	HS3	White	27	83%	24	89%	38%	16	59%	*	6	22%
HS	Algebra I	Cypress Springs	HS3	Two or More	23	71%	20	87%	43%	13	57%	*	5	22%
HS	Algebra I	Cypress Springs	HS3	Eco. Dis.	412	64%	354	86%	32%	235	57%	14%	86	21%
HS	Algebra I	Cypress Springs	HS3	EB	153	56%	131	65%	23%	38	25%	7%	12	8%
HS	Algebra I	Cypress Springs	HS3	At-Risk	378	63%	325	86%	27%	215	57%	10%	79	21%
HS	Algebra I	Cypress Springs	HS3	SPED	96	55%	83	65%	17%	24	25%	*	5	5%
HS	Biology	Cypress Springs	HS3	All	649	87%	577	89%	52%	387	60%	11%	135	21%
HS	Biology	Cypress Springs	HS3	Hispanic	297	88%	264	89%	55%	169	57%	9%	62	21%
HS	Biology	Cypress Springs	HS3	Am. Indian	2	*	2	100%	*	0	0%	*	0	0%
HS	Biology	Cypress Springs	HS3	Asian	37	100%	37	100%	81%	30	81%	22%	8	22%
HS	Biology	Cypress Springs	HS3	African Am.	241	83%	210	87%	41%	137	57%	9%	51	21%
HS	Biology	Cypress Springs	HS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
HS	Biology	Cypress Springs	HS3	White	40	91%	37	93%	75%	31	78%	27%	8	20%
HS	Biology	Cypress Springs	HS3	Two or More	31	90%	29	94%	62%	20	65%	*	6	19%
HS	Biology	Cypress Springs	HS3	Eco. Dis.	533	85%	462	87%	47%	304	57%	9%	111	21%
HS	Biology	Cypress Springs	HS3	EB	220	73%	165	75%	27%	66	30%	*	11	5%
HS	Biology	Cypress Springs	HS3	At-Risk	449	84%	386	86%	41%	256	57%	6%	94	21%
HS	Biology	Cypress Springs	HS3	SPED	96	68%	67	70%	19%	29	30%	*	5	5%
HS	English I	Cypress Springs	HS3	All	633	66%	544	86%	51%	368	58%	13%	137	22%
HS	English I	Cypress Springs	HS3	Hispanic	293	68%	251	86%	53%	167	57%	11%	61	21%
HS	English I	Cypress Springs	HS3	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
HS	English I	Cypress Springs	HS3	Asian	37	94%	35	95%	77%	29	78%	34%	13	35%
HS	English I	Cypress Springs	HS3	African Am.	233	58%	200	86%	43%	132	57%	9%	48	21%
HS	English I	Cypress Springs	HS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
HS	English I	Cypress Springs	HS3	White	38	83%	33	87%	77%	22	58%	23%	9	24%
HS	English I	Cypress Springs	HS3	Two or More	30	79%	26	87%	58%	18	60%	25%	8	27%
HS	English I	Cypress Springs	HS3	Eco. Dis.	523	62%	450	86%	47%	298	57%	10%	110	21%
HS	English I	Cypress Springs	HS3	EB	216	37%	140	65%	20%	54	25%	*	10	5%
HS	English I	Cypress Springs	HS3	At-Risk	446	58%	383	86%	41%	254	57%	6%	94	21%
HS	English I	Cypress Springs	HS3	SPED	94	26%	61	65%	14%	23	24%	*	3	3%
HS	English II	Cypress Springs	HS3	All	662	70%	569	86%	52%	381	58%	8%	140	21%
HS	English II	Cypress Springs	HS3	Hispanic	299	65%	256	86%	48%	165	55%	5%	63	21%
HS	English II	Cypress Springs	HS3	Am. Indian	4	*	4	100%	*	0	0%	*	0	0%
HS	English II	Cypress Springs	HS3	Asian	34	91%	32	94%	87%	30	88%	26%	10	29%
HS	English II	Cypress Springs	HS3	African Am.	251	71%	215	86%	48%	138	55%	7%	52	21%
HS	English II	Cypress Springs	HS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%

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 Springs	HS3	White	45	87%	40	89%	70%	32	71%	17%	10	22%
HS	English II	Cypress Springs	HS3	Two or More	28	67%	24	86%	50%	16	57%	*	5	18%
HS	English II	Cypress Springs	HS3	Eco. Dis.	491	66%	422	86%	45%	280	57%	5%	103	21%
HS	English II	Cypress Springs	HS3	EB	228	39%	148	65%	19%	70	31%	*	5	2%
HS	English II	Cypress Springs	HS3	At-Risk	459	59%	394	86%	38%	261	57%	5%	96	21%
HS	English II	Cypress Springs	HS3	SPED	72	33%	47	65%	19%	22	31%	*	2	3%
HS	US History	Cypress Springs	HS3	All	632	94%	601	95%	67%	432	68%	34%	224	35%
HS	US History	Cypress Springs	HS3	Hispanic	282	94%	267	95%	67%	191	68%	31%	93	33%
HS	US History	Cypress Springs	HS3	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
HS	US History	Cypress Springs	HS3	Asian	46	98%	46	100%	91%	46	100%	61%	29	63%
HS	US History	Cypress Springs	HS3	African Am.	237	94%	225	95%	62%	149	63%	30%	78	33%
HS	US History	Cypress Springs	HS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	US History	Cypress Springs	HS3	White	40	96%	39	98%	69%	28	70%	44%	16	40%
HS	US History	Cypress Springs	HS3	Two or More	26	88%	24	92%	65%	18	69%	29%	8	31%
HS	US History	Cypress Springs	HS3	Eco. Dis.	445	93%	418	94%	61%	276	62%	30%	142	32%
HS	US History	Cypress Springs	HS3	EB	251	84%	223	89%	28%	75	30%	8%	22	9%
HS	US History	Cypress Springs	HS3	At-Risk	383	90%	348	91%	52%	218	57%	20%	114	30%
HS	US History	Cypress Springs	HS3	SPED	54	85%	47	87%	32%	18	33%	*	0	0%

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.