

Cypress-Fairbanks Independent School District

Cypress Springs High School

2023-2024



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

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data:

- Algebra I EOC scores increased in meets and approaches.
- Biology EOC scores increased in approaches.
- US History EOC scores increased in approaches.
- CTE certifications earned jumped from 606 to 834 overall.
- Dual Credit course enrollment increased each semester. The fall saw an increase of 155 courses taken and the spring by 75.
- The graduation rate continues to improve.

We are proud of the teachers and scholars working hard to achieve these gains.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: Hispanic students are the lowest performing group in English I. In English II, more economically disadvantaged students need to move from approaches to meets. **Root Cause:** English Language Arts: There was not enough differentiation or formative assessment.

Problem Statement 2: Math: Emergent bilinguals are the lowest performing group. **Root Cause:** Math: Teachers placed too much emphasis on learning the new test requirements and finding appropriate resources.

Problem Statement 3: Science: Economically disadvantaged students are the lowest performing group. **Root Cause:** Science: There were not enough informal check-ins throughout the instructional day.

Problem Statement 4: Social Studies: Students achieving masters on their EOC went down significantly. **Root Cause:** Social Studies: There was not enough intentional planning and differentiation in lessons in advanced sections to push students to achieve higher.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The number of economically disadvantaged students in our advanced courses is not indicative of our student population's abilities. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Continued need for systemic processes to be put in place to identify candidates for advanced programs as well as systems to provide them with support.

Problem Statement 6: CTE Approved Industry Certifications: Though we have seen an increase in certifications, we are still not at 100%. **Root Cause:** CTE Approved Industry Certifications: We need to train new staff on the importance of the test as well as how to administer it.

Problem Statement 7: Graduation Rate: The campus graduation rate is 90%. **Root Cause:** Graduation Rate: We need to create plans with the necessary stakeholders beginning in 9th grade when we identify an uptick in behaviors that may lead students off-course with graduation (i.e. failing classes, poor attendance, or discipline issues).

Problem Statement 8: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** As we emerge from COVID-19 in the spring of 2020 and the implications

of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

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.

Parent and Community Engagement

Parent and Community Engagement Strengths







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










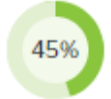
Goals







Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: Utilize small groups and blended learning strategies to increase differentiation and informal assessments. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Department chair, CIC, Teachers, AAS, DI, Appraiser	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Provide coaching and professional development for teachers to address the needs of emergent bilinguals in math. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Department chair, CIC, Teachers, AAS, DI, Appraiser	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Utilize small groups and blended learning strategies to increase informal assessments. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Department chair, CIC, Teachers, AAS, DI, Appraiser	Formative		
	Nov	Feb	May
			





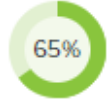
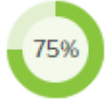


Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Provide coaching for teachers to address the depth of rigor required for students to achieve mastery on their EOC.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to have more training and professional development that will provide us with more tools and resources to help our LEP and SPED students in order to develop a strong plan of action to support these students in our classroom.</p> <p>Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 3%.</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser, CCS</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CTE Approved Industry Certifications: Continue our campaign to increase the awareness of stakeholders as it relates to the certifications offered at Cypress Springs.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 5%.</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser, CTE Counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Graduation Rate: A process to monitor students' attendance and grades will be put in place to address students' needs.</p> <p>Strategy's Expected Result/Impact: All: 90% or higher or increase of .10%</p> <p>African American: 90% or higher or increase of .10%</p> <p>Hispanic: 90% or higher or increase of .10%</p> <p>White: 90% or higher or increase of .10%</p> <p>Economically Disadvantaged: 90% or higher or increase of .10%</p> <p>Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Dropout Prevention: Conduct dropout recovery efforts that include phone calls and home visits to students identified as dropouts. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>Staff Responsible for Monitoring: AAS, Assistant Principals, Associate, Counselors, Attendance Officer, Attendance Committee, DI</p>	Formative		
	Nov	Feb	May
			













Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Team Leader, Department Chair, CIC, DI, AAS, Teachers</p>	Formative		
	Nov	Feb	May
			
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Summer Learning/Summer Enrichment: Panther Transition Prep - Transition incoming 9th graders and any at-risk student an opportunity to become acquainted with the school, build relationships with staff and other students, and familiarize themselves with the academic, social and behavioral expectations at Cypress Springs High School.</p> <p>Strategy's Expected Result/Impact: Students will meet at least 80% passing rate and attendance for each grading period.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Teachers will teach / reteach TEKS based knowledge and skills to students who underperformed on 2023 EOC and/or STAAR exams during after school and Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: Students attending after school and/or Saturday tutorials will show growth on their next administration of EOC exams.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Before/After School Program: Students will make up time and assignments missed from being late or absent from class during study hall.</p> <p>Strategy's Expected Result/Impact: Student attendance will improve each grading period with specific time to make up EA hours and assignments and consistent parent notification.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Extended Instructional Time (Closing the Gaps): Student Empowerment Week will be conducted to support students in closing academic and behavioral gaps as a result of COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: Behavior Management System (i.e. Bloomz) Strategy's Expected Result/Impact: After attending training, teachers will have fewer discipline referrals and room calls resulting in more time on task in class for all students. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Professional Development: Blended Learning Implementation Training Strategy's Expected Result/Impact: 9th grade teachers in EOC tested areas will attend on-going training to implement blended learning strategies to improve growth in meets and masters on Spring 2024 EOC exams Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Mental Health Supports: Students will attend sessions focusing on academic, personal, and social achievement during Student Empowerment Week. Strategy's Expected Result/Impact: Students will meet or exceed SMART goals on the CIP data tables. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Before/After School Program: Students will attend educational sessions focusing on bridging the gap between the school and community to improve academic and transition achievement. Strategy's Expected Result/Impact: Students will show growth in graduation rate. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.










Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy 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		
<p>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</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy 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
			
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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.








Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. 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..</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: 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.)</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Associate, Assistant Principals, BI</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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		
<p>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</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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		
<p>Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on the surveyed 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: Blended Learning, GT training, ESL Strategies, and more.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Cypress Springs will exercise varied communication approaches (such as School Messenger, marquee, Remind 101, written information sent home in English/Spanish, Twitter, Facebook, etc.) so that parents remain informed of current events, support and informational opportunities, important dates, and deadlines (such as CPOC, Boosters, VIPS, Open House, Grade Level Parent Meetings, College and Career campus and district events, monthly newsletters, On-line calendar, reporting period dates, grades, etc.)</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary, Associate, DI, Counselors, Teachers, College & Career Specialist</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Cheryl Henry	Principal
Teacher #1	Dorothy Yalekhue	Teacher #1
Teacher #2	Kevin Castillo	Teacher #2
Teacher #3	Jerome Frederick	Teacher #3
Teacher #4	Nicole Nicholson	Teacher #4
Teacher #5	Adrian Hunt	Teacher #5
Teacher #6	Matthew Ober	Teacher #6
Teacher #7	Erin Rowland	Teacher #7
Teacher #8	Michelle Cox	Teacher #8
Other School Leader (Nonteaching Professional) #1	Kaitlin Arno	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Vanessa Winfree	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Samantha Collins	Administrator (LEA) #1
Parent #1	Shari More	Parent #1
Parent #2	Maya Weatherton	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Michael Leinweber	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Troy Collavo	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Priscilla Smith	Other School Leader (Nonteaching Professional) #4
Parent	Jose Mielo	Parent
District-level Professional	Deborah Stewart	Chief of Employee & Student Services
Parent	Javonne Lietey	Parent
Other School Leader (Nonteaching Professional) #1	Fiona Brown	Counselor
Parent	Keandra Walker	Parent
Parent	Katrina Hagger	Parent
Parent	Simone AlShomade	Parent

Addendums

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

Level	Campus	EOC	2023 Cluster	Student Group	Tested	2023: Approaches		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%	#	%	%	#	%	%			
HS	Cypress Springs	Algebra I	HS 3	All	546	399	73%	80%	7%	190	35%	48%	13%	66	12%	18%	6%
HS	Cypress Springs	Algebra I	HS 3	Hispanic	265	187	71%	75%	4%	85	32%	42%	10%	28	11%	20%	9%
HS	Cypress Springs	Algebra I	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	Algebra I	HS 3	Asian	20	17	85%	90%	5%	12	60%	70%	10%	7	35%	42%	7%
HS	Cypress Springs	Algebra I	HS 3	African Am.	203	149	73%	78%	5%	63	31%	40%	9%	18	9%	18%	9%
HS	Cypress Springs	Algebra I	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	Algebra I	HS 3	White	33	27	82%	90%	8%	18	55%	60%	5%	8	24%	30%	6%
HS	Cypress Springs	Algebra I	HS 3	Two or More	20	16	80%	85%	5%	11	55%	62%	7%	*	*	*	*
HS	Cypress Springs	Algebra I	HS 3	Eco. Dis.	401	281	70%	75%	5%	126	31%	40%	9%	43	11%	18%	7%
HS	Cypress Springs	Algebra I	HS 3	Emergent Bilingual	104	61	59%	65%	6%	24	23%	35%	12%	9	9%	15%	6%
HS	Cypress Springs	Algebra I	HS 3	At-Risk	434	300	69%	75%	6%	121	28%	35%	7%	31	7%	15%	8%
HS	Cypress Springs	Algebra I	HS 3	SPED	56	30	54%	60%	6%	13	23%	35%	12%	*	*	*	*
HS	Cypress Springs	Biology	HS 3	All	743	647	87%	90%	3%	381	51%	55%	4%	133	18%	20%	2%
HS	Cypress Springs	Biology	HS 3	Hispanic	356	305	86%	90%	4%	173	49%	53%	4%	56	16%	18%	2%
HS	Cypress Springs	Biology	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	Biology	HS 3	Asian	41	39	95%	96%	1%	31	76%	80%	4%	17	41%	43%	2%
HS	Cypress Springs	Biology	HS 3	African Am.	255	218	85%	90%	5%	120	47%	50%	3%	29	11%	13%	2%
HS	Cypress Springs	Biology	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	Biology	HS 3	White	58	54	93%	95%	2%	40	69%	73%	4%	24	41%	43%	2%
HS	Cypress Springs	Biology	HS 3	Two or More	28	27	96%	97%	1%	16	57%	60%	3%	7	25%	27%	2%
HS	Cypress Springs	Biology	HS 3	Eco. Dis.	509	432	85%	88%	3%	225	44%	50%	6%	61	12%	14%	2%
HS	Cypress Springs	Biology	HS 3	Emergent Bilingual	121	80	66%	70%	4%	21	17%	20%	3%	5	4%	6%	2%
HS	Cypress Springs	Biology	HS 3	At-Risk	497	415	84%	88%	4%	190	38%	42%	4%	40	8%	10%	2%
HS	Cypress Springs	Biology	HS 3	SPED	60	39	65%	70%	5%	11	18%	20%	2%	6	10%	12%	2%
HS	Cypress Springs	English I	HS 3	All	817	567	69%	75%	6%	408	50%	55%	5%	79	10%	15%	5%
HS	Cypress Springs	English I	HS 3	Hispanic	375	260	69%	75%	6%	177	47%	55%	8%	29	8%	15%	7%
HS	Cypress Springs	English I	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	English I	HS 3	Asian	42	35	83%	88%	5%	31	74%	80%	6%	13	31%	40%	9%
HS	Cypress Springs	English I	HS 3	African Am.	300	197	66%	72%	6%	139	46%	50%	4%	17	6%	10%	4%
HS	Cypress Springs	English I	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	English I	HS 3	White	64	51	80%	85%	5%	42	66%	70%	4%	15	23%	30%	7%
HS	Cypress Springs	English I	HS 3	Two or More	29	22	76%	80%	4%	18	62%	68%	6%	5	17%	20%	3%

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

Level	Campus	EOC	2023 Cluster	Student Group	Tested	2023: Approaches		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%	#	%	%	#	%	%			
HS	Cypress Springs	English I	HS 3	Eco. Dis.	571	372	65%	70%	5%	251	44%	50%	6%	35	6%	10%	4%
HS	Cypress Springs	English I	HS 3	Emergent Bilingual	138	52	38%	45%	7%	22	16%	20%	4%	*	*	*	*
HS	Cypress Springs	English I	HS 3	At-Risk	578	348	60%	65%	5%	210	36%	42%	6%	14	2%	5%	3%
HS	Cypress Springs	English I	HS 3	SPED	77	22	29%	35%	6%	11	14%	20%	6%	*	*	*	*
HS	Cypress Springs	English II	HS 3	All	814	621	76%	82%	6%	439	54%	60%	6%	61	7%	15%	8%
HS	Cypress Springs	English II	HS 3	Hispanic	413	319	77%	80%	3%	233	56%	60%	4%	20	5%	10%	5%
HS	Cypress Springs	English II	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	English II	HS 3	Asian	54	48	89%	92%	3%	46	85%	90%	5%	16	30%	35%	5%
HS	Cypress Springs	English II	HS 3	African Am.	269	191	71%	80%	9%	111	41%	50%	9%	18	7%	15%	8%
HS	Cypress Springs	English II	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	English II	HS 3	White	46	37	80%	92%	12%	31	67%	75%	8%	*	*	*	*
HS	Cypress Springs	English II	HS 3	Two or More	24	21	88%	92%	4%	17	71%	75%	4%	*	*	*	*
HS	Cypress Springs	English II	HS 3	Eco. Dis.	548	397	72%	80%	8%	264	48%	53%	5%	26	5%	10%	5%
HS	Cypress Springs	English II	HS 3	Emergent Bilingual	120	47	39%	45%	6%	21	18%	25%	7%	*	*	*	*
HS	Cypress Springs	English II	HS 3	At-Risk	502	326	65%	76%	11%	170	34%	40%	6%	5	1%	5%	4%
HS	Cypress Springs	English II	HS 3	SPED	61	17	28%	45%	17%	6	10%	15%	5%	*	*	*	*
HS	Cypress Springs	US History	HS 3	All	676	646	96%	98%	2%	490	72%	74%	2%	290	43%	47%	4%
HS	Cypress Springs	US History	HS 3	Hispanic	317	306	97%	98%	1%	235	74%	76%	2%	133	42%	46%	4%
HS	Cypress Springs	US History	HS 3	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	US History	HS 3	Asian	51	49	96%	98%	2%	43	84%	86%	2%	31	61%	65%	4%
HS	Cypress Springs	US History	HS 3	African Am.	237	220	93%	95%	2%	153	65%	67%	2%	81	34%	38%	4%
HS	Cypress Springs	US History	HS 3	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cypress Springs	US History	HS 3	White	44	44	100%	100%	0%	37	84%	86%	2%	29	66%	70%	4%
HS	Cypress Springs	US History	HS 3	Two or More	25	25	100%	100%	0%	20	80%	82%	2%	14	56%	60%	4%
HS	Cypress Springs	US History	HS 3	Eco. Dis.	427	404	95%	97%	2%	294	69%	71%	2%	164	38%	42%	4%
HS	Cypress Springs	US History	HS 3	Emergent Bilingual	64	56	88%	90%	2%	18	28%	30%	2%	8	13%	17%	4%
HS	Cypress Springs	US History	HS 3	At-Risk	321	295	92%	94%	2%	174	54%	56%	2%	67	21%	25%	4%
HS	Cypress Springs	US History	HS 3	SPED	40	33	83%	85%	2%	13	33%	35%	2%	7	18%	22%	4%