

# **Cypress-Fairbanks Independent School District**

## **Cypress Creek High School**

**2023-2024**



# Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global learners.

## Vision

Shaping the future, one mind at a time.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

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

English I performed at the district level across the board; Economically Disadvantaged students exceeded the target for Approaches; Special Education students met the target for Approaches; Emergent Bilingual students outperformed the district and the cluster; and Emergent Bilingual students met the target in Masters.

English II saw an improvement in At-Risk student performance; Emergent Bilingual students performed at the level of the cluster; and Hispanic students performed above the cluster.

Biology met the target for all students and met/exceeded the targets in all but one subgroup; Special Education and Emergent Bilingual students met the target in Masters; and students overall experienced significant gains from the previous year.

Algebra exceeded all schools in our cluster in all students Approaches; performed above the cluster in Economically Disadvantaged and Emergent Bilinguals subgroups in Approaches; exceeded the cluster in Meets for all subpopulations except Special education; and performed above the cluster in Masters in African American, Emergent Bilingual, and Special Education subgroups.

U.S. History met the overall Approaches target and exceeded the targets for Hispanic, Economically Disadvantaged, Emergent Bilingual, and At-Risk subgroups; exceeded the cluster for the White subpopulation; and exceeded the Meets target for Special Education students.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English Language Arts: Based on English I 2022-23 STAAR data, Emergent Bilingual and African American subpopulations performed lower than other student groups. Based on English II 2022-23 STAAR data, At-Risk and Economically Disadvantaged students performed lower than other student groups. **Root Cause:** English Language Arts: We will continue to work with students on making learning relevant and building on student experience to better connect to learning.

**Problem Statement 2:** Math: Based on 2022-23 STAAR data, At-Risk and Special Education student sub-groups performed lower than other student groups. **Root Cause:** Math: We will continue to work with students to build motivation and confidence through individualized learning needs.

**Problem Statement 3:** Science: Based on 2022-23 STAAR data, African American students are performing lower than the district and the cluster in the Approaches category, and more students across all subpopulations need to be pushed from Meets to Masters. **Root Cause:** Science: We need to work with students on social-emotional skills, academic discipline, and academic needs in order to overcome learning gaps.

#### Problem Statement 4:

Social Studies: Based on 2022-23 STAAR data, more students need to be pushed from Meets to Masters, especially the Hispanic and Emergent Bilingual sub-groups. **Root Cause:** Social Studies: We need to work with students on engagement through increasing motivation and interest in the lessons.

**Problem Statement 5:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Many of our Economically Disadvantaged students do not register due to lack of information, cost, or struggle to remain in these classes due to the level of rigor. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit

Courses: We need to work with parents and students to inform, encourage, and support will support the rigor of advanced courses.

**Problem Statement 6:** CTE Approved Industry Certifications: Our students do not see the relevance and value of the certifications and struggle to pay the fees for the certification tests. **Root Cause:** CTE Approved Industry Certifications: We need to help students make a connection between earning a certificate and high school and future employment opportunities.

**Problem Statement 7:** Graduation Rate: A significant amount of students are not on track to graduate in four years due to attendance. **Root Cause:** Graduation Rate: We need to help students catch up on credits that may have been lost due to attendance issues during the pandemic. Conduct informational meetings discussing financial assistance options.

**Problem Statement 8:** Students are beginning the 2023-24 school year with 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 Culture and Climate

### School Culture and Climate Strengths

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

Cypress Creek continues to implement restorative discipline strategies and techniques which have continued to minimize the number of students placed outside of the classroom. Additionally, the faculty and staff continue to implement, follow, and adhere to all safety protocols and guidelines that are required surrounding drills and project safety lessons.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: A correlation between student attendance and student discipline exists, which has the potential to influence students' academic progress negatively. **Root Cause:** School Culture and Climate: We need to work to ensure academic success for all students to reduce the number of mandatory ALC placements.

# 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.

Professional development opportunities specific to each job responsibility continue to build the teachers' and paraprofessionals' instructional strategies and techniques. Additionally, the faculty and staff at Cypress Creek High School are able to work collaboratively within their own professional learning communities to build and strengthen their teaching capacities.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: When teachers and paraprofessionals are absent on particular days of the week, a shortage of substitutes causes other teachers to combine classes or lose one of their planning periods. **Root Cause:** Teacher/Paraprofessional Attendance: We need to work to reduce teacher absences on Mondays, Fridays, and days before/after a holiday.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

The parents and community of Cypress Creek High School continue to be engaged through various methods including athletic events, fine art course performances, and academic/advanced-level meetings. Furthermore, the campus has strengthened its efforts in translating informational meeting agendas to Spanish, implementing a Spanish Speaking Liaison role on our campus, and providing teachers with a translating schedule of staff who are Spanish-speaking to assist with parent phone calls, which helps to strengthen the campus' level of engagement with parents and the community.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Although the majority of the student population of Cypress Creek is minority, fewer minority parents attend school functions. **Root Cause:** Parent and Community Engagement: We need to provide parents with information on the benefits of attending campus events, provide various times for school events, and work to have translation services available as needed.

# 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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue the strategies to work toward meeting or exceeding the performance targets.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> English Language Arts: Teachers will continue to work toward meeting and exceeding the STAAR performance targets by building academic language and transferable skills, building relationships with and among students, differentiating lessons for all learners, and addressing learned helplessness and skills gaps through building student confidence.</p> <p><b>Strategy's Expected Result/Impact:</b> We will meet or exceed the STAAR performance targets in English I and English II (attached CIP target tables).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CICs, AASes, English Department Chair, English I &amp; II Team Leaders, In-class Support (Sped) English Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math: Teachers will continue to work toward meeting and exceeding the STAAR performance targets by focusing on individualized student needs, building math comprehension skills, and incorporating direct teaching of test-taking strategies to build confidence and motivation in our Algebra I students.</p> <p><b>Strategy's Expected Result/Impact:</b> We will meet or exceed the STAAR performance targets in Algebra I (attached CIP target tables).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CICs, AASes, Math Department Chair, Algebra I Team Leader, In-class Support (Sped) Algebra I Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Teachers will continue to work toward meeting and exceeding the STAAR performance targets by focusing on strategies to address academic discipline, academic needs (the ability to think and communicate academically), and social-emotional skills.</p> <p><b>Strategy's Expected Result/Impact:</b> We will meet or exceed the STAAR performance targets in Biology (attached CIP target tables).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CICs, AASes, Science Department Chair, Biology Team Leader, In-Class Support (Sped) Biology Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: We will continue to work toward meeting and exceeding the STAAR performance targets by increasing differentiation through a variety of engagement strategies to increase student motivation and interest in U.S. History.</p> <p><b>Strategy's Expected Result/Impact:</b> We will meet or exceed the STAAR performance targets in U.S. History (attached CIP target tables).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CICs, AASes, Social Studies Department Chair, U.S. History Team Leader, In-Class Support (Sped) U.S. History Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Campus administrators, the Dual Credit team, and current Advanced Placement and Dual Credit teachers will serve as a team in establishing outreach programs, including evening informational meetings that will be in English and Spanish. Campus administrators will host purposeful conferences with parents whose students have demonstrated academic ability to perform well in Advanced Placement and Dual Credit classes.</p> <p>-Our Dual Credit Team will provide financial aid information to our Economically disadvantaged students and parents through presentations at Open House, Emergent Bilingual Parent Night, and host informational meetings throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Coordinating Counselor, College &amp; Career Specialist, Dual Credit Counselor, Student Alpha-Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> CTE Approved Industry Certifications: Campus administrators and current CTE teachers will serve as a team in establishing outreach programs, including "Ask Me" Conference for all Freshman PACE students, Grade Level Parent Night, Elective night for Incoming Middle School students, and Emerging Bilingual Parent Night for current EB students.</p> <p>Flyers will also be sent home in English and Spanish informing students and parents of the CTE opportunities.</p> <p>Our College and Career Specialist will conduct Financial Aid presentations and CTE teachers and counselors will also work cohesively in conferencing with students, ensuring they are aware of financial assistance and the benefits of earning their certifications.</p> <p>We will execute data digs to determine areas of need and develop action plans to improve certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students earning an industry certification will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Coordinating Counselor, CTE Counselor, College &amp; Career Specialist, CTE Department Chair, Business Department Chair</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Graduation Rate: To increase the campus graduation rate, the Coordinating Counselor, along with students' alpha-counselors, will annually review each student's transcript to ensure they are assigned to the appropriate courses. The counseling team, with the help of the Academic Achievement Specialists and the Special Education Administrator, will work to ensure students are on track by the end of their sophomore year in high school, which increases the chance of students graduating in a four-year time frame.</p> <p><b>Strategy's Expected Result/Impact:</b> All: 90% or higher or an increase of .10%  African American: 90% or higher or an increase of .10%  Hispanic: 90% or higher or an increase of .10%  White: 90% or higher or an increase of .10%  Economically Disadvantaged: 90% or higher or an increase of .10%</p> <p><b>Staff Responsible for Monitoring:</b> Coordinating Counselor, Alpha-Counselors, Academic Achievement Specialists, Special Education Administrator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Dropout Prevention: The Coordinating Counselor, along with the Academic Achievement Specialists, students' alpha-counselors, Assistant Principals, and DCR teacher will host individual conferences with students and parents who are potential dropouts and/or will not graduate within four years. Possible interventions, including Saturday School, DCR, and CBE, will be discussed. Plans and contracts will be put in place to guide and support parents and students.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1.5%.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Coordinating Counselor, Academic Achievement Specialist, Assistant Principals, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CIC's, Core Department Chairs (i.e. math, English, science, social studies), In-Class Support (Sped) teachers, Special Ed Administrator, Academic Achievement Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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>			

**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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Discontinue - ESSER III funds are no longer available

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional Staffing: Class Size Reduction Teacher in Algebra will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Smaller classes will allow teachers to focus on students' gaps and give more one on one instruction that allows teachers to differentiate and meets students' individual learning needs. We will raise the passing rate of students in Algebra 1 by 5% and passing the EOC exam by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Development: Staff will read the Ruby Payne book called, Emotional Poverty and do a book study. Ruby Payne will present a six hour presentation on Emotional Poverty. The cost of the presentation will be halved with Cy-Fair High School. The campus will use this training to address the social and emotional needs of students throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> High-Quality Professional Development: Teachers will receive additional professional development in the following areas: Emotional Poverty Supporting Emerging Bilinguals Developing Personal Professional Goals and Goal for student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Development: Teachers will be offered multiple training opportunities that are applicable to our campus and our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty and staff will actively participate in the following professional learning and training:</p> <ul style="list-style-type: none"> <li>-Book Studies and Staff Presentations with planning incorporated (</li> <li>-Campus professional development focused on building relationships and understanding Emotional Poverty</li> <li>-Promotion of PBIS</li> <li>-Emerging Bilingual Support</li> <li>-Special Education Lunch and Learns</li> </ul> <p>Through these professional learning and training, our faculty and staff will gather different approaches to more effectively working with our students (i.e. SPED African American) to reduce the number of In-School Suspension placements and increase the level and quality of first-time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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>			

**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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Discontinue - SCE funds are no longer available to our campus

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: State Compensatory Education:</b> Hired an additional counselor to support students' mental health. <b>Strategy's Expected Result/Impact:</b> Additional resource for students to utilize when mental health is a concern. <b>Staff Responsible for Monitoring:</b> Principal, Coordinating Counselor, all Counselors	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 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:** Continue this performance objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b></p> <p>By utilizing a "HELP" communication tool, along with the reinforcements of clear backpacks, IDs, and no headphones/earbuds in the hallways, we will create an environment that is safe and conducive to learning. These limited interruptions will enhance first-time instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be receiving instruction due to fewer students lingering in the hallways. Fewer non-compliance disruptions will occur.</p> <p>An increase in the quality and delivery of first-time instruction will be noted.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 95.7% or higher.

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue this performance objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p><b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue this performance objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> 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. Faculty and staff will actively participate in the following professional learning and training:</p> <ul style="list-style-type: none"> <li>-Book Studies and Staff Presentations with planning incorporated</li> <li>-Campus professional development focused on building relationships and understanding Emotional Poverty</li> <li>-Promotion of PBIS.</li> <li>-Emerging Bilingual Support</li> <li>-Special Education Lunch and Learns</li> </ul> <p>Additionally, specific faculty/staff will be trained on and will utilize Suite 360 and Everyday Speech programs in order to assist in reducing students' violent behaviors in school.</p> <p>Through these professional learning and training, our faculty and staff will gather different approaches to more effectively working with our students (i.e. SPED African American) to reduce the number of DAEP placements and increase the level and quality of first-time instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals</p>	Formative		
	Nov	Feb	May
	 <p>40%</p>	 <p>65%</p>	 <p>100%</p>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers struggling with classroom management techniques that lead to student office referrals will be supported by Campus Instructional Coaches and Appraisers. Assistant principals will utilize the CFISD Code of Conduct, the districts suggested restorative interventions list, and the Cy Creek behavior continuum, developed by the Assistant Principals, to guide and support students who are struggling to adhere to the campus expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction, Special Ed Administrator, CICs</p>	Formative		
	Nov	Feb	May
	 <p>45%</p>	 <p>70%</p>	 <p>100%</p>

 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 10%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue this performance objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: The administrative team will provide incentives, including consumable treats and other rewards for teachers and paraprofessionals who exemplify attendance practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Director of Instruction</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>			

**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 2023-24 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  
 Teacher feedback/Survey

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue this performance objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Teachers will receive additional professional development in the following areas:                      Emotional Poverty                      Supporting Emerging Bilinguals                      Developing Personal Professional Goals and Goals for Student Growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop their instructional and relational capacity to effectively teach and build relationships with their students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CICs, Department Chairs, Team Leaders, Appraisal Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**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:** Communication with parents  
Translated documents  
Agendas for events with dates/times

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue this performance objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Parent and Family Engagement:</b></p> <p>Through community outreach programs, including Cougar Camp (9th grade orientation), 10th-12th Orientation, bilingual parent meetings and events, Spanish Speaking Secretaries Translating Schedule to assist staff with contact, and the implementation of our Spanish Speaking Liaison, will see an increase of minority students' parents attending school-related activities. We will also use our new Cougar Links, parents and students are able access all Cy Creek information through a QR code.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Dir of Instruction</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
District-level Professional	Eric Hernandez	College Academy Coordinator
Paraprofessional	Nicole Livesay	Finance Secretary
Other School Leader (Nonteaching Professional) #4	Elizabeth Fielder	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Michael George	Assistant Principal
Business Representative #2	Luis Alvarez	Office Depot - Willowbrook
Business Representative #1	Jeff Handojo	Business Representative #1
Community Member #2	Allison Stivers	Community Member #2
Community Member #1	Karen Hill	Community Member #1
Parent #2	Jennifer Conine	Parent #2
Parent #1	Koren Karshall	Parent #1
Administrator (LEA) #1	Frank Fraley	Associate Principal
Other School Leader (Nonteaching Professional) #2	Barbara Johnson	Librarian
Other School Leader (Nonteaching Professional) #1	Krystal Love-Hoyer	Director of Instruction
Teacher #8	Kathryn Esparza	English Teacher / CIC
Teacher #7	Lisa Barcellona	DI Helping Teacher
Teacher #6	Benjamin Khosravi	Chemistry Teacher / Wrestling Coach
Teacher #5	Chloe Shroff	Theatre Teacher
Teacher #4	Bryan McDaniel	US History Teacher
Teacher #3	Tracey Blackman	CTE Teacher
Teacher #2	John Henthorn	Math Teacher
Teacher #1	Chelsea Mason	Physics Teacher
Principal	Martin L. Drayton	Principal

# Addendums

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

### Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

### Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

### Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

## High School Content Area Standard Expectations

### English Language Arts/Reading

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
  - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
  - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
  - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
  - Engage with digital texts and resources to create, collaborate with peers, and think.
  - Exercise digital literacy through judicious use of appropriate online resources for the research process.
  - Produce original products in a digital environment.

### Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- 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 to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

## Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
  - encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
  - provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
  - allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
  - seek current level of student understanding and provide appropriate next steps for learning;
  - clearly define and communicate learning outcomes to students;
  - incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
  - allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
  - provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
  - locate and access information and resources stored in different platforms;
  - explore simulations;
  - collect and represent data using probeware and other digital tools;
  - analyze and interpret data using various digital tools;
  - communicate and share conclusions.

## Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- 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 student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
  - engage in collaborative problem-solving activities and discussions
  - use research tools such as primary and secondary sources for in depth study and relevant applications
  - analyze visuals (cartoons, maps, images) using critical thinking skills
  - access differentiated content for readiness and skill level and/or interests
  - utilize devices for self-directed learning
  - demonstrate mastery by using various digital tools and creating a variety of products

## LOTE

- 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.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
  - use Chromebook devices to engage in face to face and/or digital communication.
  - locate and access information and resources stored in different platforms such as Schoology.
  - receive immediate, individualized feedback.
  - connect to speakers outside of the classroom.
  - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
  - increase opportunities for individuals participating in unrehearsed communication.

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

Content	Campus	2024 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				2023	#	%	%	#	%	%	#	%	%	#	%	%
				#												
Algebra I	Cypress Creek	HS 2	All	611	492	81%	84%	79%	262	43%	45%	39%	100	16%	20%	15%
Algebra I	Cypress Creek	HS 2	Hispanic	265	217	82%	84%	80%	110	42%	45%	43%	42	16%	20%	17%
Algebra I	Cypress Creek	HS 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Creek	HS 2	Asian	17	16	94%	97%	95%	12	71%	74%	63%	9	53%	60%	*
Algebra I	Cypress Creek	HS 2	African Am.	236	180	76%	79%	77%	95	40%	44%	29%	29	12%	15%	12%
Algebra I	Cypress Creek	HS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Creek	HS 2	White	72	63	88%	91%	83%	36	50%	53%	47%	15	21%	25%	12%
Algebra I	Cypress Creek	HS 2	Two or More	19	14	74%	76%	69%	8	42%	45%	44%	5	26%	30%	*
Algebra I	Cypress Creek	HS 2	Eco. Dis.	408	334	82%	84%	78%	167	41%	44%	36%	58	14%	17%	14%
Algebra I	Cypress Creek	HS 2	Emergent Bilingual	86	59	69%	72%	75%	26	30%	33%	38%	11	13%	17%	18%
Algebra I	Cypress Creek	HS 2	At-Risk	431	339	79%	82%	76%	155	36%	39%	31%	48	11%	15%	10%
Algebra I	Cypress Creek	HS 2	SPED	53	23	43%	46%	56%	8	15%	18%	21%	5	9%	11%	7%
Biology	Cypress Creek	HS 2	All	866	777	90%	93%	89%	539	62%	67%	55%	191	22%	27%	16%
Biology	Cypress Creek	HS 2	Hispanic	369	328	89%	91%	89%	211	57%	60%	50%	58	16%	20%	11%
Biology	Cypress Creek	HS 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Creek	HS 2	Asian	75	73	97%	97%	98%	69	92%	92%	88%	46	61%	65%	46%
Biology	Cypress Creek	HS 2	African Am.	268	229	85%	88%	81%	135	50%	55%	36%	32	12%	15%	6%
Biology	Cypress Creek	HS 2	Pac. Islander	1	*	*	*	*	*	*	87	*	*	*	*	*
Biology	Cypress Creek	HS 2	White	129	125	97%	98%	96%	108	84%	87%	83%	50	39%	44%	28%
Biology	Cypress Creek	HS 2	Two or More	23	20	87%	90%	97%	15	65%	70%	72%	5	22%	25%	28%
Biology	Cypress Creek	HS 2	Eco. Dis.	532	478	90%	92%	85%	311	58%	62%	45%	80	15%	18%	11%
Biology	Cypress Creek	HS 2	Emergent Bilingual	111	80	72%	75%	85%	32	29%	31%	33%	8	7%	8%	6%
Biology	Cypress Creek	HS 2	At-Risk	513	435	85%	90%	84%	239	47%	50%	39%	48	9%	11%	8%
Biology	Cypress Creek	HS 2	SPED	56	42	75%	78%	75%	13	23%	25%	27%	5	9%	11%	*
English I	Cypress Creek	HS 2	All	963	708	74%	78%	68%	537	56%	60%	57%	139	14%	16%	19%
English I	Cypress Creek	HS 2	Hispanic	396	288	73%	75%	64%	210	53%	55%	53%	39	10%	12%	14%
English I	Cypress Creek	HS 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Creek	HS 2	Asian	80	74	93%	95%	90%	67	84%	86%	85%	38	48%	50%	48%
English I	Cypress Creek	HS 2	African Am.	325	213	66%	68%	59%	147	45%	47%	45%	21	6%	8%	12%
English I	Cypress Creek	HS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Creek	HS 2	White	129	109	84%	86%	87%	97	75%	77%	74%	37	29%	31%	33%
English I	Cypress Creek	HS 2	Two or More	31	23	74%	76%	79%	16	52%	54%	71%	*	*	*	21%
English I	Cypress Creek	HS 2	Eco. Dis.	607	432	71%	73%	62%	305	50%	52%	49%	57	9%	11%	13%
English I	Cypress Creek	HS 2	Emergent Bilingual	130	53	41%	43%	42%	29	22%	24%	28%	*	*	*	*
English I	Cypress Creek	HS 2	At-Risk	596	379	64%	66%	55%	236	40%	42%	41%	18	3%	5%	8%
English I	Cypress Creek	HS 2	SPED	53	17	32%	34%	41%	8	15%	17%	26%	*	*	*	*

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

Content	Campus	2024 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				2023	#	%	%	#	%	%	#	%	%	#	%	%
				#												
English II	Cypress Creek	HS 2	All	928	700	75%	77%	78%	539	58%	60%	65%	84	9%	11%	11%
English II	Cypress Creek	HS 2	Hispanic	391	298	76%	78%	73%	225	58%	60%	58%	23	6%	8%	7%
English II	Cypress Creek	HS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Creek	HS 2	Asian	75	69	92%	95%	94%	61	81%	85%	91%	19	25%	28%	38%
English II	Cypress Creek	HS 2	African Am.	274	170	62%	65%	76%	114	42%	45%	59%	9	3%	5%	4%
English II	Cypress Creek	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Creek	HS 2	White	147	130	88%	90%	88%	112	76%	80%	80%	30	20%	23%	19%
English II	Cypress Creek	HS 2	Two or More	39	31	79%	80%	81%	26	67%	68%	81%	*	*	*	*
English II	Cypress Creek	HS 2	Eco. Dis.	534	382	72%	75%	74%	270	51%	54%	60%	24	4%	5%	7%
English II	Cypress Creek	HS 2	Emergent Bilingual	122	50	41%	43%	44%	22	18%	20%	27%	*	*	*	*
English II	Cypress Creek	HS 2	At-Risk	492	299	61%	65%	61%	161	33%	35%	44%	5	1%	3%	2%
English II	Cypress Creek	HS 2	SPED	68	25	37%	38%	29%	12	18%	19%	17%	*	*	*	*
US History	Cypress Creek	HS 2	All	748	712	95%	97%	96%	547	73%	80%	73%	324	43%	50%	43%
US History	Cypress Creek	HS 2	Hispanic	323	308	95%	97%	96%	232	72%	77%	72%	119	37%	43%	38%
US History	Cypress Creek	HS 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Creek	HS 2	Asian	79	78	99%	100%	97%	73	92%	95%	89%	56	71%	75%	70%
US History	Cypress Creek	HS 2	African Am.	200	180	90%	95%	94%	118	59%	65%	60%	51	26%	33%	30%
US History	Cypress Creek	HS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Creek	HS 2	White	123	123	100%	100%	99%	108	88%	93%	89%	85	69%	72%	60%
US History	Cypress Creek	HS 2	Two or More	21	21	100%	100%	100%	14	67%	75%	73%	11	52%	55%	58%
US History	Cypress Creek	HS 2	Eco. Dis.	435	408	94%	96%	95%	297	68%	75%	67%	155	36%	40%	36%
US History	Cypress Creek	HS 2	Emergent Bilingual	64	55	86%	90%	86%	25	39%	42%	43%	*	*	*	20%
US History	Cypress Creek	HS 2	At-Risk	328	297	91%	94%	92%	172	52%	60%	54%	55	17%	23%	22%
US History	Cypress Creek	HS 2	SPED	54	40	74%	80%	86%	17	31%	35%	40%	*	*	*	*