Cypress-Fairbanks Independent School District

Bridgeland High School

2021-2022 Campus Improvement Plan

Mission Statement

Bridgeland High School will develop, educate and empower all students to become caring, contributing citizens who can succeed in an ever changing world.

Vision

Bridgeland HS will strive to have every student feel valued and part of the greater school community. This will set the foundation for students to work with the staff, their parents and the community to form a successful team. This team will provide a safe, friendly and consistent learning environment, along with a well-balanced and challenging curriculum, so that every student can develop the skills necessary to be successful in learning, as well as in life, in an ever changing world. To ensure that all students obtain these skills, the staff, parents, and administrators will not only provide the opportunities for students to discover the enjoyment in the value of daily learning but will continually strive to help each student reach their full potential.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: November 10, 2021

Student Achievement

Student Achievement Strengths

Bridgeland students continued to excel in the midst of a challenging year with students in school face to face and virtually through CFISD Connect. In our academic core areas as well as electives and extra-curricular activities, Bears showed progress and success at all grade levels.

EOC-tested subjects

- Algebra I: all Focus groups scored within 4% of the highest group at Approaches; All Sub-pops increased at the Masters level
- Biology: all Focus groups scored within 6% of the highest group at Approaches
- English I: all Focus groups scored within 7% of the highest group at Approaches; SPED increased 17% at Approaches
- English II: overall Master % increased by 15%; Hispanic students increased by 21% at the Masters level
- US History: all Focus groups scored within 3% of the highest group at Approaches; Current LEP students increased at Masters level by 22%

CTE and Electives

- Certifications earned increased from 312 in 2020 to 755 in 2021, most in the district
- Kodiak Yearbook earned the Pacemaker award
- Band advanced to the UIL State Marching contest

Advanced Placement (AP) results

- 67% of exams taken scored at 3 or higher

- 36% of exams taken scored at 4 or 5

- 24 out of 27 exams sat for by Bears beat the State % for passing AP scores

National Merit Recognition

- 6 Finalists
- 11 Commended
- 4 Recognized Hispanic Scholars
- 2 Recognized African American Scholars
- 14 Recognized Small Town/Rural Scholars

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: In both English I and II EOC data, our African American students continue to show an achievement gap with scores in comparison to other focus groups. **Root Cause:** English Language Arts: English I - We need to select more materials that ensure African American students, particularly boys, see their reality reflected positively in classroom instruction. English II - We need to build more authentic relationships in class to encourage African American students to have higher participation in K-level classes and to reduce off-task behavior in L classes.

Problem Statement 2: Math: We did not meet the target at the Approaches level in Algebra I for three focus groups. **Root Cause:** Math: We need to plan lessons that foreground content connections with our struggling students. These are missing due to the 2020-21 year protocols, Connect online learners, and lack of hands-on learning.

Problem Statement 3: Science: Our SPED students missed campus targets in both Approaches and Meets for Biology EOC. **Root Cause:** Science: We did not dedicate time in team planning to focus on scaffolding lessons and addressing skills gaps.

Problem Statement 4: Social Studies: African American students score 15% or more behind other focus groups at the Masters level on USH EOC. **Root Cause:** Social Studies: We need to create systems that will increase the number of African American students in AP USH or DC USH. (28 AA vs. 129 W)

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: There is a discrepancy between the percentage of Eco Dis students enrolled at BHS and those taking Advanced Level courses. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to help students and families establish support systems at home that will build background skills and confidence to sign up for and succeed in advanced-level courses.

Problem Statement 6: CTE Approved Industry Certifications: Not all students are sitting for Certifications that they could be eligible for in their program of study. **Root Cause:** CTE Approved Industry Certifications: We need to communicate clearly with students the value of industry certifications and the process it takes to meet requirements to take the exams.

Problem Statement 7: Graduation Rate: For 2021, we did not have 100% of eligible seniors graduate in May. **Root Cause:** Graduation Rate: We need to build systems to motivate at-risk students with excessive absences or who are lacking required credits to help ensure they graduate.

Problem Statement 8: Students are beginning the 2021-22 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.

Face-to-face vs. Connect student attendance through the end of the 2020-2021 year consistently exceeded other CFISD high school campuses, validating one of our core mission points of wanting students to feel safe, welcome, and engaged at Bridgeland High School. Over 85% of our students are involved in at least one extracurricular activity, which further strengthens the school culture and their feelings of connectedness to the school.

Our assistant principals and teachers work collaboratively with the restorative discipline model, resulting in a low incidence of OSS and DAEP placements. Aligned with Lead Safely guidelines, we successfully completed each month the required safety drills for our campus. Each month, Project Safety lessons are shared through Advisory over topics related to student well-being. Our teachers guide students in discussing the importance of safety, health, and compassion toward all peers and adults on campus.

Our 2nd graduating class of 2021 was able to reinstate several events canceled during the Spring of 2020, including Senior Awards night and an outdoor Prom and King Kodiak. Each of these events was very well attended and allowed our seniors to celebrate their successes with peers and staff at Bridgeland.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: School culture continues to rebuild with all students on campus again. **Root Cause:** School Culture and Climate: We need to assist students (some students have not been on campus for 18 months) on "relearning" campus expectations and procedures.

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.

Bridgeland has a high rate of retention of staff members and many district teachers list Bridgeland when seeking in-district transfers. For new hires, department chairs and a partner, usually an AP, seek out highly qualified candidates to interview based on content and teaching philosophy, campus-fit. Finalists are interviewed by the principal before recommending to hire. The New Teacher Induction Program is a CFISD program that supports the growth and success of first-year teachers and teachers new to CFISD. Bridgeland's NTIP is led by a Lead Mentor, with all new teachers assigned to a campus mentor teacher. First-year teachers are paired with a Campus Instructional Coach, who has more time to give individualized coaching support. The NTIP holds targeted PD at least twice each semester, topics based on need and time of year (class management, uploading grades, etc).

In February 2021, our campus professional development day was canceled due to extreme weather. The sessions we had planned focusing on training for students being 1:1 with devices were transitioned to "on-demand" training in SGY so that teachers could still access the training for new platforms.

In 2021-2022, Bridgeland continues to have 4 CICs, which allows for more support in team planning, coaching with all subject areas and electives, and coaching by request.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals will have more extended absences, up to 10 days in a row. **Root Cause:** Teacher/Paraprofessional Attendance: We need to encourage teachers to not be absent unless it is medically necessary.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

In fall 2020, due to Lead Safely guidelines to manage the spread of COVID, all in-person meetings for parents in the building were moved to Zoom options. To ensure parents still connected with teachers, we loaded a virtual Open House, with all teachers creating slides and a short video to introduce themselves and their course(s) to parents. We had several hundred views of the slide show linked on the school website. Through our campus organizations, parents continued to provide breakfast for the staff during our professional week, with staff facilitating the grab-and-go meals.

Our Fine Arts department did host performances, particularly in the spring. Our directors managed video performances and later in the year, had live performances with social distancing in place for audience members.

Our CCS and AP/DC counseling team hosted a Zoom meeting for parents in the spring to discuss "Dual Credit vs. Advanced Placement" options.

It is an expectation that our campus organizations lead community service projects as a part of "paying it forward" - this was slowed during 2020-21 school year due to safety guidelines, but food drives and book drives did continue for the campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Engagement with parents under current social distancing and safety guidelines will prevent normal face-to-face opportunities. **Root Cause:** Parent and Community Engagement: Communication through Zoom and virtual meetings is less engaging for parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Revised/Approved: November 11, 2021
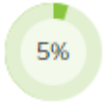
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.
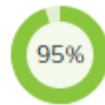
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

> **Evaluation Data Sources:** STAAR Reading, Writing, Math and Science results

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

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: We are using more student choice for engaging students in the texts and leveraging "high interest" anchor texts with literary elements for shoring up analysis skills.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** TL, teachers, CIC, Director of Instruction **TEA Priorities:** Build a foundation of reading and math	40%	75%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: English Language Arts Writing: We will use writing conferences focused on key writing skills tied to fluency and extension of details.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** TL, teachers, CIC, Director of Instruction **TEA Priorities:** Build a foundation of reading and math	35%	60%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Teachers will use Blended Learning stations within units to increase student engagement, targeted differentiation, and hands-on learning.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Algebra I TL, teachers, CIC, Director of Instruction **TEA Priorities:** Build a foundation of reading and math	35%	65%	95%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Science: Teachers in planning will focus on scaffolding instruction for SPED, EL, and on level students to ensure understanding and retention of content vocabulary and concepts.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Biology TL, teachers, CIC, Director of Instruction	35%	65%	85%

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Social Studies: We will incorporate more lessons that involve students in project-style or inquiry-style learning, particularly on earlier periods of history.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** US History TL, teachers, CIC, Director of Instruction	5%	60%	80%

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: As a campus, we know this goal is multi-faceted and involves multiple lenses: teachers will develop relationships with students to encourage them to take advanced courses; our CAM will encourage our Eco Dis students to remain in College Academy; Counselors will recommend students to take advanced courses when advisable; our CCS will target high achieving Eco Dis students using PSAT results; and the AAS will ensure students are made aware of the benefits of the free/reduced lunch program.	**Formative**		
	Nov	**Feb**	**May**
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 2%. **Staff Responsible for Monitoring:** Academic Achievement Specialist Counselors Director of Instruction College and Career Specialist **TEA Priorities:** Connect high school to career and college	30%	65%	80%

Strategy 7 Details	**Formative Reviews**		
Strategy 7: CTE Approved Industry Certifications: The teachers will provide interactive instruction and "road maps" that allow students to see the relevancy of the course to career pathways and industry certifications.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 2%. **Staff Responsible for Monitoring:** CTE counselor CTE Dept Chair, CIC Director of Instruction Business Team Leader **TEA Priorities:** Connect high school to career and college	50%	75%	85%

Strategy 8 Details	Formative Reviews

Strategy 8: Graduation Rate: As a campus, our AAS will partner with a CIC to begin a teacher/student mentor program with embedded post-secondary goal setting, academic interventions, counselor support of post-secondary goals, College and Career Specialist support, Assistant Principal Support, AAS Support, CYS Support.

	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10% **Staff Responsible for Monitoring:** AAS, Senior Guidance Counselors, CYS worker, APs **TEA Priorities:** Connect high school to career and college	20%	55%	80%

Strategy 9 Details	Formative Reviews

Strategy 9: Dropout Prevention: The following supports will be in place to prevent students from dropping out: Attendance Office support, Attendance Officer support, CYS support, AAS support, Counselor support, Assistant Principal Support. Our SIT convenes weekly and discusses "drop out danger" students as needed. Our AP over dropouts and CYS will conduct home visits as needed, providing families with other options as needed. The AP, AAS, and Attendance officer will monitor the dropout list regularly and contact families offering support until a solution is devised.

	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** Principal, AAS, counselors, APs, CYS, and attendance office **TEA Priorities:** Connect high school to career and college	50%	75%	90%

Strategy 10 Details	Formative Reviews

Strategy 10: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Core teams and courses will provide 30 minutes of targeted instruction each week on a designated day. Teams will identify target skills and student groups for the learning gap and give other students extension activities focused on moving from meets to masters.

	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Director of Instruction Core Content DCs Core Content TLs Academic Achievement Specialist	40%	85%	95%

0% No Progress	100% 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 2: ESSER III: Throughout the 2021-22 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Road to Success tutoring:
--- 3 times each semester (following IPR 2, Marking period 1, and IPR5 in fall; following IPR 8, Marking period 3, and IPR 10 in spring) - invite students for Sat morning (8am-12:00pm) "camp" to tutor in core content areas based on current data and previous year STAAR scores
--- After school tutoring (M-Th) - invite students for 1.5 hour tutoring after school in core content areas based on current data and previous year STAAR scores
--- Planning and creation of materials - teachers will work off contract as needed to create materials in response to current data for students in tutoring.
 	
Teachers will re-teach key concepts, work with students on missing assignments, or retest/redo opportunities to strengthen content knowledge needed for upcoming units. We will invite students based on data, but target phone calls in 3 sub-populations: Economically disadvantaged, African American, Special Education. These Saturday and after school sessions will also address required hours for Accelerated Instruction as mandated by HB 4545.
    Strategy's Expected Result/Impact: Students attending at least 3/6 Saturday Road to Success sessions will have 100% passing rate in core content classes each semester.
    Staff Responsible for Monitoring: Director of Instruction, Academic Achievement Specialist
 	
    Funding Sources: study packets, writing supplies, snacks - ESSER III - $11,000
	Formative		

	Nov	**Feb**	**May**
	25%	50%	80%

Strategy 2 Details	Formative Reviews		

Strategy 2: Campus Science Coach: professional position to work with all science teams, focusing on Biology (EOC course). Coaching will be targeted to effective planning with data and for instructional differentiation; use of data and planning to support the growth of students in SPED, Eco Dis, AA populations; modeling lessons, especially in "ICS" partnerships. Position will also support individual student interventions as needed to increase student scores and close gaps due to COVID 19.
    Strategy's Expected Result/Impact: By the end of 2021-2022, students in targeted sub pops (AA, Eco Dis) will score within 5% of "all" in Approaches; within 10% of "all" in Meets and within 15% in Masters on the Biology EOC exam. Students in the SPED population will score within 10% of all in Approaches.
    Staff Responsible for Monitoring: Director of Instruction
 	
    Funding Sources: hiring of highly qualified individual - ESSER III - $77,208
	Formative		

	Nov	**Feb**	**May**
	40%	75%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Bear Huddles - Student groups based on interest and need that meet after school or in advisory period	**Formative**		
Strategy's Expected Result/Impact: Students attending and participating in Bear Huddles at least 5/8 sessions will have 98% attendance in school for 2021-2022 and will earn credit in 4 core classes each semester. **Staff Responsible for Monitoring:** Lead Counselor, Counseling staff, Academic Achievement Specialist **Funding Sources:** books used for book circles, snacks - ESSER III - $1,000	**Nov**	**Feb**	**May**
	0%	0%	0%
0% No Progress 100% 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 2021-2022 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
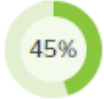
Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Bridgeland High School will implement all CFISD/campus safety practices throughout the year. Staff members will actively supervise students in the hallways, cafeteria, atrium, and classrooms to create a safe environment for all students and redirect when necessary. Staff members will also actively supervise students who remain for after school activities and ride the late buses. All staff will continue to support the policies on masks, clear backpacks and the student identification badge.
 	
    Strategy's Expected Result/Impact: Student and teacher engagement will increase, and student disruptions will decrease, resulting in a focused and engaged learning environment where students and staff feel safe and secure.
    Staff Responsible for Monitoring: *Principal
*Associate Principal
*Assistant Principals
*Teachers and Staff
	Formative		

	Nov	Feb	May
	40%	70%	90%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: *Assistant Principals
	Formative		

	Nov	Feb	May
	40%	75%	100%

0% No Progress	100% 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 2021-2022 school year, student attendance will be at 98%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective
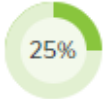
Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: All students are attending face to face for instruction. SIT monitors students with attendance concerns and checks with teachers, AP, and counselor to ensure accuracy of records and student/parent contact.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%. **Staff Responsible for Monitoring:** * Principal *Assistant Principals *Teachers *Academic Achievement Specialist (AAS) *Community Youth Services (CYS) *Attendance Officer *Attendance Office	45%	80%	90%
0% No Progress 100% 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: By the end of the 2021-2022 school year, discipline referrals and exclusionary discipline actions will be decreased by 2% in the spring compared to the fall semester.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: A proactive restorative approach will be used to transform student behavior through rebuilding and repairing relationships with peers and adults when conflicts occur. This consistent approach will allow students the opportunity to learn appropriate social skills and emotional responses, which will prevent further misbehaviors. Because of the large increase in student population, it is critical to continue to be consistent with discipline and follow up.
 	
   Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2% from the fall to the spring.
   Staff Responsible for Monitoring: *Principal
*Associate Principal
*Assistant Principals
*Teachers
	Formative		

	Nov	Feb	May
	20%	60%	90%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions will be reduced with the use of Restorative Discipline Practices. Our goal will be to correct the behavior, repair the harm and preserve the relationship.
   Strategy's Expected Result/Impact: In School Suspensions for SPED students will be reduced by 3%.
   Staff Responsible for Monitoring: *Principal
*Associate Principal
*Assistant Principals
	Formative		

	Nov	Feb	May
	45%	70%	85%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: Restorative practices will help to reduce the number of out of school suspensions decreasing the number of days students will miss first time instruction.
   Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 2% from the fall to the spring semester.
   Staff Responsible for Monitoring: *Principal
*Associate Principal
*Assistant Principals
	Formative		

	Nov	Feb	May
	25%	70%	70%

Strategy 4 Details	Formative Reviews

Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: continue to foster positive relationships with African-American students and reinforce good behavior to reduce discretionary placements at the DAEP.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 2%. **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals	70%	85%	100%

Strategy 5 Details	Formative Reviews

Strategy 5: Violence Prevention: The Threat Assessment tool will be an approach to violence prevention that involves an intervention with students who have threatened violence in some way.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals	50%	80%	100%

0% No Progress	100% 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 2021-2022 school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teacher workdays included in CFISD calendar provide a paid opportunity for teachers during the year to work on planning and grading, leading to fewer "sick" days.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal Attendance secretary Director of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals	35%	55%	75%
0% No Progress 100% 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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-2022 school year, 100% of teachers will receive job-targeted professional development based on identified needs.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Coaching cycles with CICs based on request, CF-TESS goals, and need.	**Formative**		
Strategy's Expected Result/Impact: Teachers will receive targeted support on individualized needs by experience and content, allowing teachers to improve craft and impact on student success. **Staff Responsible for Monitoring:** Principal Director of Instruction CIC team **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Feb**	**May**
	40%	65%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: DIHT, CIC team plan campus-level choice PDs based on sub pops, appraiser feedback.	**Formative**		
Strategy's Expected Result/Impact: Teacher engagement on implementation of strategies increases based on choice, investment. **Staff Responsible for Monitoring:** Director of Instruction DI Helping Teacher CIC team	**Nov**	**Feb**	**May**
	40%	60%	75%

	0% No Progress	100% 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 2021-2022 school year, parent and family engagement will increase by 20% from the prior year with strict limits placed on parent/volunteer visits inside the school building.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will offer varied opportunities for families to learn of academic pathways for students and advertise more effectively in advance of meetings. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal Director of Instruction Lead Counselor College Career Specialist	**Formative**		
	Nov	**Feb**	**May**
	50%	80%	85%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Budget for Bridgeland High School

Total SCE Funds:
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Bridgeland High School

Name	Position	FTE
1 position	Academic Achievement Specialist	1
1 position	Teacher	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	study packets, writing supplies, snacks		$11,000.00
1	2	2	hiring of highly qualified individual		$77,208.00
1	2	3	books used for book circles, snacks		$1,000.00
				Sub-Total	$89,208.00

Addendums

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Algebra I	All Testers	Bridgeland	All	294	273	93%	95%	2%	311	286	92%
Algebra I	All Testers	Bridgeland	Hispanic	96	86	90%	94%	4%	98	88	90%
Algebra I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Bridgeland	Asian	14	13	93%	94%	1%	16	16	100%
Algebra I	All Testers	Bridgeland	African Am.	64	60	94%	95%	1%	53	44	83%
Algebra I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Bridgeland	White	108	103	95%	97%	2%	131	125	95%
Algebra I	All Testers	Bridgeland	Two or More	11	10	91%	95%	4%	11	11	100%
Algebra I	All Testers	Bridgeland	Eco. Dis.	77	67	87%	92%	5%	86	75	87%
Algebra I	All Testers	Bridgeland	LEP Current	19	16	84%	90%	6%	21	19	90%
Algebra I	All Testers	Bridgeland	At-Risk	138	120	87%	91%	4%	169	148	88%
Algebra I	All Testers	Bridgeland	SPED	37	33	89%	90%	1%	53	44	83%
Biology	All Testers	Bridgeland	All	842	813	97%	99%	2%	903	882	98%
Biology	All Testers	Bridgeland	Hispanic	202	189	94%	97%	3%	213	201	94%
Biology	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Bridgeland	Asian	83	81	98%	100%	2%	103	102	99%
Biology	All Testers	Bridgeland	African Am.	102	96	94%	97%	3%	120	116	97%
Biology	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Bridgeland	White	411	403	98%	100%	2%	433	429	99%
Biology	All Testers	Bridgeland	Two or More	41	41	100%	100%	0%	32	32	100%
Biology	All Testers	Bridgeland	Eco. Dis.	122	111	91%	96%	5%	162	152	94%
Biology	All Testers	Bridgeland	LEP Current	20	13	65%	80%	15%	24	20	83%
Biology	All Testers	Bridgeland	At-Risk	179	154	86%	90%	4%	244	225	92%
Biology	All Testers	Bridgeland	SPED	39	30	77%	84%	7%	58	48	83%
English I	All Testers	Bridgeland	All	839	780	93%	94%	1%	901	824	91%
English I	All Testers	Bridgeland	Hispanic	198	180	91%	92%	1%	212	182	86%
English I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Bridgeland	Asian	86	82	95%	96%	1%	104	102	98%
English I	All Testers	Bridgeland	African Am.	100	86	86%	88%	2%	121	107	88%
English I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Bridgeland	White	411	389	95%	96%	1%	430	400	93%
English I	All Testers	Bridgeland	Two or More	41	40	98%	99%	1%	32	31	97%
English I	All Testers	Bridgeland	Eco. Dis.	123	106	86%	88%	2%	157	133	85%
English I	All Testers	Bridgeland	LEP Current	20	13	65%	68%	3%	25	17	68%
English I	All Testers	Bridgeland	At-Risk	178	129	72%	75%	3%	250	185	74%
English I	All Testers	Bridgeland	SPED	38	19	50%	53%	3%	57	26	46%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
English II	All Testers	Bridgeland	All	847	789	93%	94%	1%	855	800	94%
English II	All Testers	Bridgeland	Hispanic	196	182	93%	94%	1%	201	182	91%
English II	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Bridgeland	Asian	84	82	98%	100%	2%	94	92	98%
English II	All Testers	Bridgeland	African Am.	103	83	81%	84%	3%	115	98	85%
English II	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Bridgeland	White	424	404	95%	96%	1%	400	385	96%
English II	All Testers	Bridgeland	Two or More	35	33	94%	96%	2%	42	40	95%
English II	All Testers	Bridgeland	Eco. Dis.	145	120	83%	88%	5%	157	136	87%
English II	All Testers	Bridgeland	LEP Current	19	11	58%	60%	2%	27	17	63%
English II	All Testers	Bridgeland	At-Risk	174	126	72%	77%	5%	168	119	71%
English II	All Testers	Bridgeland	SPED	49	24	49%	51%	2%	46	24	52%
US History	All Testers	Bridgeland	All	755	744	99%	100%	1%	986	968	98%
US History	All Testers	Bridgeland	Hispanic	167	164	98%	99%	1%	245	241	98%
US History	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Bridgeland	Asian	64	63	98%	100%	2%	108	107	99%
US History	All Testers	Bridgeland	African Am.	80	77	96%	97%	1%	125	120	96%
US History	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Bridgeland	White	417	413	99%	100%	1%	467	460	99%
US History	All Testers	Bridgeland	Two or More	22	22	100%	100%	0%	36	35	97%
US History	All Testers	Bridgeland	Eco. Dis.	104	103	99%	100%	1%	187	181	97%
US History	All Testers	Bridgeland	LEP Current	12	12	100%	100%	0%	22	19	86%
US History	All Testers	Bridgeland	At-Risk	99	92	93%	95%	2%	164	149	91%
US History	All Testers	Bridgeland	SPED	37	29	78%	82%	4%	51	41	80%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Algebra I	All Testers	Bridgeland	All	294	200	68%	77%	9%	311	220	71%
Algebra I	All Testers	Bridgeland	Hispanic	96	56	58%	65%	7%	98	70	71%
Algebra I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Bridgeland	Asian	14	11	79%	85%	6%	16	14	88%
Algebra I	All Testers	Bridgeland	African Am.	64	41	64%	67%	3%	53	33	62%
Algebra I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Bridgeland	White	108	82	76%	82%	6%	131	92	70%
Algebra I	All Testers	Bridgeland	Two or More	11	9	82%	88%	6%	11	9	82%
Algebra I	All Testers	Bridgeland	Eco. Dis.	77	43	56%	62%	6%	86	49	57%
Algebra I	All Testers	Bridgeland	LEP Current	19	12	63%	66%	3%	21	16	76%
Algebra I	All Testers	Bridgeland	At-Risk	138	78	57%	65%	8%	169	93	55%
Algebra I	All Testers	Bridgeland	SPED	37	22	59%	64%	5%	53	24	45%
Biology	All Testers	Bridgeland	All	842	741	88%	90%	2%	903	817	90%
Biology	All Testers	Bridgeland	Hispanic	202	162	80%	84%	4%	213	179	84%
Biology	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Bridgeland	Asian	83	80	96%	97%	1%	103	99	96%
Biology	All Testers	Bridgeland	African Am.	102	77	75%	78%	3%	120	105	88%
Biology	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Bridgeland	White	411	378	92%	93%	1%	433	400	92%
Biology	All Testers	Bridgeland	Two or More	41	41	100%	100%	0%	32	32	100%
Biology	All Testers	Bridgeland	Eco. Dis.	122	91	75%	78%	3%	162	125	77%
Biology	All Testers	Bridgeland	LEP Current	20	10	50%	51%	1%	24	15	63%
Biology	All Testers	Bridgeland	At-Risk	179	108	60%	65%	5%	244	172	70%
Biology	All Testers	Bridgeland	SPED	39	15	38%	43%	5%	58	27	47%
English I	All Testers	Bridgeland	All	839	722	86%	87%	1%	901	766	85%
English I	All Testers	Bridgeland	Hispanic	198	159	80%	81%	1%	212	168	79%
English I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Bridgeland	Asian	86	79	92%	93%	1%	104	96	92%
English I	All Testers	Bridgeland	African Am.	100	75	75%	76%	1%	121	96	79%
English I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Bridgeland	White	411	367	89%	91%	2%	430	374	87%
English I	All Testers	Bridgeland	Two or More	41	39	95%	96%	1%	32	30	94%
English I	All Testers	Bridgeland	Eco. Dis.	123	86	70%	73%	3%	157	116	74%
English I	All Testers	Bridgeland	LEP Current	20	7	35%	38%	3%	25	13	52%
English I	All Testers	Bridgeland	At-Risk	178	91	51%	53%	2%	250	141	56%
English I	All Testers	Bridgeland	SPED	38	9	24%	26%	2%	57	14	25%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
English II	All Testers	Bridgeland	All	847	734	87%	88%	1%	855	748	87%
English II	All Testers	Bridgeland	Hispanic	196	164	84%	86%	2%	201	172	86%
English II	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Bridgeland	Asian	84	77	92%	95%	3%	94	91	97%
English II	All Testers	Bridgeland	African Am.	103	76	74%	76%	2%	115	81	70%
English II	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Bridgeland	White	424	382	90%	91%	1%	400	365	91%
English II	All Testers	Bridgeland	Two or More	35	30	86%	90%	4%	42	37	88%
English II	All Testers	Bridgeland	Eco. Dis.	145	101	70%	73%	3%	157	123	78%
English II	All Testers	Bridgeland	LEP Current	19	7	37%	38%	1%	27	15	56%
English II	All Testers	Bridgeland	At-Risk	174	88	51%	53%	2%	168	85	51%
English II	All Testers	Bridgeland	SPED	49	17	35%	36%	1%	46	17	37%
US History	All Testers	Bridgeland	All	755	707	94%	95%	1%	986	926	94%
US History	All Testers	Bridgeland	Hispanic	167	151	90%	92%	2%	245	233	95%
US History	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Bridgeland	Asian	64	61	95%	98%	3%	108	103	95%
US History	All Testers	Bridgeland	African Am.	80	68	85%	87%	2%	125	107	86%
US History	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Bridgeland	White	417	401	96%	97%	1%	467	445	95%
US History	All Testers	Bridgeland	Two or More	22	22	100%	100%	0%	36	33	92%
US History	All Testers	Bridgeland	Eco. Dis.	104	89	86%	88%	2%	187	162	87%
US History	All Testers	Bridgeland	LEP Current	12	9	75%	77%	2%	22	15	68%
US History	All Testers	Bridgeland	At-Risk	99	75	76%	78%	2%	164	117	71%
US History	All Testers	Bridgeland	SPED	37	19	51%	52%	1%	51	28	55%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Algebra I	All Testers	Bridgeland	All	294	132	45%	46%	1%	311	136	44%
Algebra I	All Testers	Bridgeland	Hispanic	96	33	34%	35%	1%	98	42	43%
Algebra I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Bridgeland	Asian	14	10	71%	72%	1%	16	11	69%
Algebra I	All Testers	Bridgeland	African Am.	64	25	39%	40%	1%	53	16	30%
Algebra I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Bridgeland	White	108	56	52%	53%	1%	131	61	47%
Algebra I	All Testers	Bridgeland	Two or More	11	7	64%	65%	1%	11	6	55%
Algebra I	All Testers	Bridgeland	Eco. Dis.	77	30	39%	40%	1%	86	25	29%
Algebra I	All Testers	Bridgeland	LEP Current	19	9	47%	48%	1%	21	11	52%
Algebra I	All Testers	Bridgeland	At-Risk	138	35	25%	27%	2%	169	49	29%
Algebra I	All Testers	Bridgeland	SPED	37	10	27%	28%	1%	53	12	23%
Biology	All Testers	Bridgeland	All	842	494	59%	61%	2%	903	523	58%
Biology	All Testers	Bridgeland	Hispanic	202	86	43%	45%	2%	213	97	46%
Biology	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
Biology	All Testers	Bridgeland	Asian	83	69	83%	84%	1%	103	83	81%
Biology	All Testers	Bridgeland	African Am.	102	37	36%	37%	1%	120	61	51%
Biology	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Bridgeland	White	411	269	65%	66%	1%	433	264	61%
Biology	All Testers	Bridgeland	Two or More	41	31	76%	77%	1%	32	18	56%
Biology	All Testers	Bridgeland	Eco. Dis.	122	45	37%	38%	1%	162	68	42%
Biology	All Testers	Bridgeland	LEP Current	20	3	15%	16%	1%	24	6	25%
Biology	All Testers	Bridgeland	At-Risk	179	32	18%	20%	2%	244	52	21%
Biology	All Testers	Bridgeland	SPED	39	4	10%	11%	1%	58	7	12%
English I	All Testers	Bridgeland	All	839	328	39%	40%	1%	901	388	43%
English I	All Testers	Bridgeland	Hispanic	198	62	31%	33%	2%	212	67	32%
English I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Bridgeland	Asian	86	45	52%	54%	2%	104	72	69%
English I	All Testers	Bridgeland	African Am.	100	25	25%	26%	1%	121	34	28%
English I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Bridgeland	White	411	180	44%	45%	1%	430	197	46%
English I	All Testers	Bridgeland	Two or More	41	15	37%	40%	3%	32	18	56%
English I	All Testers	Bridgeland	Eco. Dis.	123	22	18%	20%	2%	157	42	27%
English I	All Testers	Bridgeland	LEP Current	20	2	10%	11%	1%	25	2	8%
English I	All Testers	Bridgeland	At-Risk	178	10	6%	8%	2%	250	27	11%
English I	All Testers	Bridgeland	SPED	38	2	5%	6%	1%	57	1	2%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
English II	All Testers	Bridgeland	All	847	276	33%	34%	1%	855	254	30%
English II	All Testers	Bridgeland	Hispanic	196	62	32%	33%	1%	201	50	25%
English II	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
English II	All Testers	Bridgeland	Asian	84	39	46%	47%	1%	94	39	41%
English II	All Testers	Bridgeland	African Am.	103	20	19%	20%	1%	115	21	18%
English II	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Bridgeland	White	424	141	33%	34%	1%	400	129	32%
English II	All Testers	Bridgeland	Two or More	35	13	37%	38%	1%	42	14	33%
English II	All Testers	Bridgeland	Eco. Dis.	145	30	21%	22%	1%	157	24	15%
English II	All Testers	Bridgeland	LEP Current	19	0	0%	1%	1%	27	1	4%
English II	All Testers	Bridgeland	At-Risk	174	7	4%	5%	1%	168	8	5%
English II	All Testers	Bridgeland	SPED	49	1	2%	3%	1%	46	1	2%
US History	All Testers	Bridgeland	All	755	581	77%	78%	1%	986	823	83%
US History	All Testers	Bridgeland	Hispanic	167	124	74%	76%	2%	245	201	82%
US History	All Testers	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Bridgeland	Asian	64	53	83%	86%	3%	108	98	91%
US History	All Testers	Bridgeland	African Am.	80	48	60%	62%	2%	125	90	72%
US History	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Bridgeland	White	417	336	81%	84%	3%	467	399	85%
US History	All Testers	Bridgeland	Two or More	22	17	77%	79%	2%	36	31	86%
US History	All Testers	Bridgeland	Eco. Dis.	104	67	64%	66%	2%	187	133	71%
US History	All Testers	Bridgeland	LEP Current	12	5	42%	43%	1%	22	6	27%
US History	All Testers	Bridgeland	At-Risk	99	44	44%	45%	1%	164	80	49%
US History	All Testers	Bridgeland	SPED	37	11	30%	31%	1%	51	16	31%

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 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 is not limited to 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 (Grade 6)
- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

English Language Arts/Reading (Grade 7 & 8)
- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

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 student 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 the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.

Science
- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
  - spiraling content and skills from prior units of study, courses and/or disciplines;
  - making explicit connections between concepts in different units, courses and/or disciplines;
  - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
  - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
  - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
  - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
  - create physical and cognitive models and identify the strengths and limitations of those models;
  - communicate results orally or in writing; and
  - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

Social Studies
- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students' 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 technology for student learning.

LOTE
- Speak the target language more than English in all levels.
- Limit English translation by using visual clues to enhance student comprehension.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- 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 expectations.