

Cypress-Fairbanks Independent School District

Cy-Fair High School

2021-2022 Campus Improvement Plan



Mission Statement

To create and to promote a safe, caring, loving environment where every student is known, valued and respected.

At Cy-Fair High School, we believe that all students have potential. It is our charge to reach every Bobcat and to challenge all students to higher grounds.

BFND.

Bobcat Fight Never Dies.

Vision



Value Statement

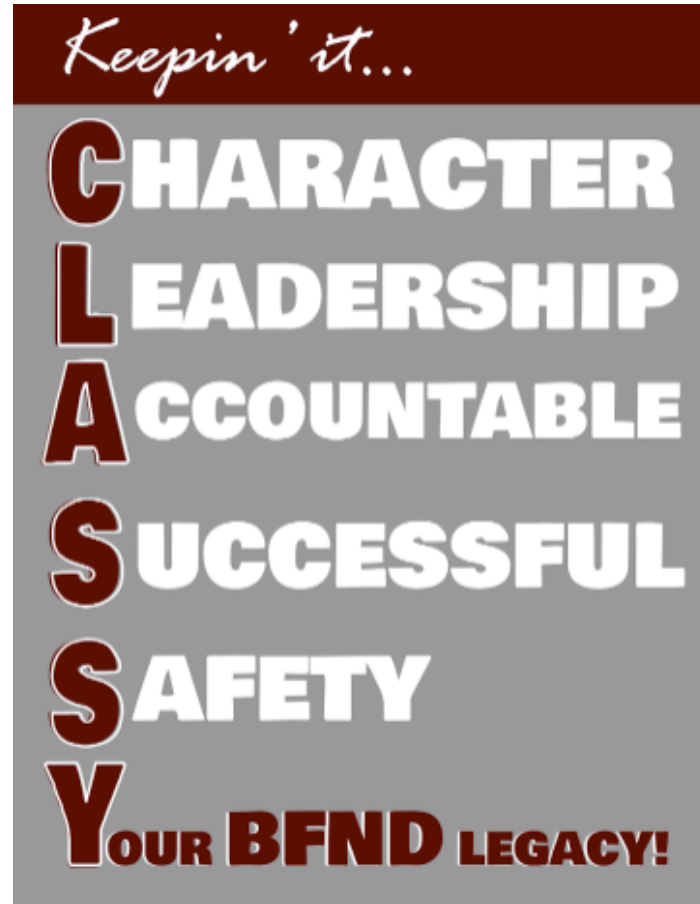


Table of Contents

- Comprehensive Needs Assessment 5
 - Student Achievement 5
 - School Culture and Climate 6
 - Staff Quality, Recruitment, and Retention 7
 - Parent and Community Engagement 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
 - 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. 13
 - Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 18
 - Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 22
 - Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 24
- State Compensatory 25
 - Budget for Cy-Fair High School 26
 - Personnel for Cy-Fair High School 26
- Campus Funding Summary 26
- Addendums 27

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Student Strengths based on 20-21 EOC Data are as follows:

- The number of English I testers that earned "Masters" on the EOC surpassed the CIP Growth Target of 22%.
- The number of English II testers that earned "Masters" on the EOC surpassed the CIP Growth Target of 13%.
- The number of English I testers that earned "Meets" on EOC surpassed the CIP Growth Target of 67%.
- The number of English II testers that earned "Meets" on EOC surpassed the CIP Growth Target of 68%.
- The number of US History testers that earned "Meets" on EOC met the CIP Growth Target of 89%.

National Merit:

Cy-Fair High School had 4 students qualify as National Merit Finalists in the 2021 School Year.

Academic UIL:

Cy-Fair High School had students compete at the State Academic UIL Contests in Social Studies, Debate, and Computer Science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: The Limited English Proficiency student group is under-performing on the ELAR EOC compared to the district Meets Mastery average. **Root Cause:** English Language Arts: We need to work to meet the specific learning needs of limited English proficient students due to academic losses during COVID-19.

Problem Statement 2: Math: Algebra passing EOC rates are below average in all student groups compared to District scores and CIP Target Growth Goals. **Root Cause:** Math: Need for data-driven decision making in team planning, engaging lessons, and student involvement.

Problem Statement 3: Science: The number of students earning "Masters" Grade Level on the Biology EOC is below the Target CIP Growth Goal and District Average. **Root Cause:** Science: We need to increase rigor and opportunities to engage in learning for honors and high achieving students.

Problem Statement 4: Social Studies: Need to increase the total number of students earning Advanced Placement/Dual Credit Completion in Social Studies courses. **Root Cause:** Social Studies: Need to improve the retention rate in AP/DC level courses in Social Studies.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The number of Economically Disadvantaged students in Advanced Placement/Dual Credit courses does not reflect the demographic representation. of our campus. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Efforts need to be made to communicate the benefits of enrolling and completing AP/DC level courses for postsecondary readiness.

Problem Statement 6: CTE Approved Industry Certifications: During the 20-21 school year there was a decrease in the number of CTE certifications earned by students. **Root Cause:** CTE Approved Industry Certifications: We need to reengage students in working to earn an industry certificate after absenteeism and participation rates were seriously and negatively impacted by the pandemic and distance learning.

Problem Statement 7: Graduation Rate: 96% for the 20-21 School Year **Root Cause:** Graduation Rate: We need to reengage students in school and continue to build their desire to graduate on time after absenteeism was seriously and negatively impacted by the pandemic and distance learning.

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:

- Teachers showed tenacity and resiliency throughout the 20-21 School Year.
- The Bobcat Family culture remained strong as we bonded together to take care of our students and each other.
- Students continued to advocate for Cy-Fair traditions throughout the last school year.
- Student athletic programs were successful and well attended, despite pandemic concerns.
- Students and faculty continued to work through course work, despite high numbers of absenteeism.

Bobcat Fight Never Dies

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: We must build the foundation of what education and learning should look like at Cy-Fair High School in the post-pandemic world. This includes reaching our students and community in ways not previously practiced prior to 2020. **Root Cause:** School Culture and Climate: We need to re-engage students and staff in regularly scheduled operations and events after participation was restricted due to COVID-19.

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:

1. Cy-Fair High School continues to have a high staff retention rate. Staff members that leave do so due to promotion or other life events. The staff members at Cy-Fair High School have a wealth of experience.
2. The staff is fully invested in the students, the culture, and the success of Cy-Fair High School.
3. Cy-Fair High School is fully-staffed with highly-qualified teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher and Paraprofessional absences disrupt first-time instruction in the classroom. **Root Cause:** Teacher/Paraprofessional Attendance: Need to protect instructional time in the classroom by limiting the number of teacher and paraprofessional absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

Community engagement is the strength of our campus. As the original high school of the district, we are fortunate to have a rich tradition of very supportive community members, parents, and business partners. The community supports Cy-Fair High School in the following areas:

CPOC

GT Liaison

VIPS

Extracurricular Attendance

Athletic Event Attendance

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: The number of active VIPS partners at Cy-Fair High School is diminishing. **Root Cause:** Parent and Community Engagement: Need to increase visibility and communication about and to our VIPS partners.

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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Equity data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data










- Processes and procedures for teaching and learning, including program implementation
- Communications data












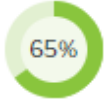
Goals











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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: Teachers will provide more choice for students in the selection of novels. Teachers will establish guardrails for the selection of texts that fit the appropriate rigor and are aligned to the skills being taught in that unit of study. Allowing more choice will help students find more relevance and connection in the texts they are reading.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Improve purposeful planning in all Math classes to increase the rigor and engagement in all levels of classes. All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. As a campus we are focusing on our purpose, purpose of lessons, purpose of activities, and purposeful planning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Improve purposeful planning in all Science classes to increase the rigor and engagement in all levels of classes. All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. As a campus we are focusing on our purpose, purpose of lessons, purpose of activities, and purposeful planning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Improve purposeful planning in all Social Studies classes to increase the rigor and engagement in all levels of classes.</p> <p>All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. As a campus we are focusing on our purpose, purpose of lessons, purpose of activities, and purposeful planning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Create a monitoring system for student performance in advanced level classes including course passing rates, unit tests, and DPM data. Use Campus Instructional Coaches to support targeted areas based on this data, in an effort to keep more students in advanced courses throughout the school year.</p> <p>Strategy's Expected Result/Impact: The number of economically disadvantaged students earning credit in advanced courses/dual credit courses will increase by 5%.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CTE Approved Industry Certifications: Create a monitoring system for teacher progress on industry certifications in CTE classes throughout the school year with built-in progress checks for teachers to insure that daily instruction is supporting students as they work towards the goal of earning an industry certification.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 5%.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Graduation Rate: Create a system where Academic Achievement Specialists monitor student attendance trends. The AAS will meet monthly with APs and Counselors to identify students with chronic absenteeism to develop a plan for student success and prevent potential dropouts.</p> <p>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%</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			

















Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: Teacher/Student Mentor Program, Community Mentor Program, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support, and Student Scholarships for CFISD Summer School for at-risk students</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day (in the form of "Bridge Time") that includes: remediation on TEKS missed in prerequisite courses or TEKS not mastered.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Digital Credit Recovery after school Strategy's Expected Result/Impact: Students attending DCR after school will have a target of 80% credit recovery by the end of each semester. Staff Responsible for Monitoring: Director of Instruction Funding Sources: After school DCR Program - ESSER III - \$3,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Class Size Reduction Teacher Strategy's Expected Result/Impact: Reduce class sizes in English 1 Staff Responsible for Monitoring: Team Lead & Director of Instruction Funding Sources: Class Size Reduction Teacher Allocation - ESSER III - \$72,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development to improve the delivery of instruction Strategy's Expected Result/Impact: Teachers will utilize research-based instructional strategies in their classrooms at least three times per week. Staff Responsible for Monitoring: Director of Instruction Funding Sources: Gimkit - ESSER III - \$1,000, ASCD Professional Development - \$3,000</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Accelerated Instruction After School Blitzes</p> <p>Strategy's Expected Result/Impact: Students that qualify for mandated AI will attend a one week after school "blitz" focused on and per their respective area(s) of need. This will be offered each semester for one week per content area (total of six weeks).</p> <p>Staff Responsible for Monitoring: DI, AAS, & CICs</p> <p>Funding Sources: Teacher & Tutor Pay - ESSER III - \$12,000, Snacks & Incentives - ESSER III - \$1,500</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Purchase a Campus Gimkit Subscription to aide in student engagement.</p> <p>Strategy's Expected Result/Impact: Increase student engagement with gamification and rewards system embedded in Gimkit.</p> <p>Staff Responsible for Monitoring: Director of Instruction, CICs, & AASs</p> <p>Funding Sources: - ESSER III - \$1,000</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Create flexible seating areas for intervention classrooms.</p> <p>Strategy's Expected Result/Impact: Provide students with areas that are more conducive to their individual learning needs.</p> <p>Staff Responsible for Monitoring: Intervention Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Closing the Gap: Provide additional instruction time to close gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed targets on attached data table</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialist</p> <p>Funding Sources: Supplies/Books - ESSER III - \$200</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide additional support to students at-risk of dropping out of school.</p> <p>Strategy's Expected Result/Impact: At-risk students will graduate</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies and Extra Duty Pay - Special Allotment: Compensatory Education - \$10,863</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

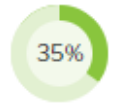
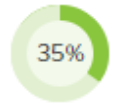





Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: The Campus will follow all COVID Safety Protocols as set forth in the LEAD Safety Document (District Guidelines).</p> <p>Strategy's Expected Result/Impact: Cy-Fair will see a decrease in the number of students sent home for COVID-19 infection.</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 95% or higher.




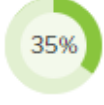
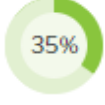







Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Working with the Attendance Officer, Registrar Team, and Achievement Team, Cy-Fair students will be encouraged to attend school.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will decrease by 5% when compared to Marking Period 1 Discipline Data.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Implementation of PBIS strategies. Strategy's Expected Result/Impact: Discipline referrals will decrease by 1.5% each Marking Period.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Utilizing PBIS and restorative discipline practices we will see a reduction in the number of students receiving in school suspension. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10% when compared to Marking Period 1 Discipline Data. Staff Responsible for Monitoring: Associate Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: With the additional disciplinary options, Cy-Fair High School will decrease the number of out of school suspensions. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 20% compared to Marking Period 1 Discipline Data.</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Through relationship strategies and implementation of PBIS, Cy-Fair High School will decrease the number of African American students assigned to a DAEP. Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 25% compared to Marking Period 1 Discipline Data.</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Utilizing Safety resources and CFPD Strategy's Expected Result/Impact: Violent incidents will continue to be 0%	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 326 661 370">  No Progress </div> <div data-bbox="764 326 980 370">  Accomplished </div> <div data-bbox="1079 326 1331 370">  Continue/Modify </div> <div data-bbox="1434 326 1629 370">  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 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 5% when compared to 20-21 School Year attendance rate.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The Cy-Fair Administration will meet the needs of teachers in order to decrease absenteeism.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5% when compared to 20-21 School Year attendance rate.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 2021-22 school year, 100% of teachers will receive job-targeted professional development based on identified needs.








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Cy-Fair Admin team will provide/host relevant professional development opportunities for teachers and paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Teachers will attend the required number of professional development hours.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 2021-22 school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Utilizing various forms of communication and sending communication in both English and Spanish (and offering additional languages when able).</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%.</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>			

State Compensatory

Budget for Cy-Fair High School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

--

Personnel for Cy-Fair High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 Position	DI Helping Teacher	1
2 Position	Academic Achievement Specialist	1
8 Position	Teacher	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	After school DCR Program		\$3,000.00
1	2	2	Class Size Reduction Teacher Allocation		\$72,000.00
1	2	3	Gimkit		\$1,000.00
1	2	4	Snacks & Incentives		\$1,500.00
1	2	4	Teacher & Tutor Pay		\$12,000.00
1	2	5			\$1,000.00
1	2	7	Supplies/Books		\$200.00
Sub-Total					\$90,700.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Extra Duty Pay		\$10,863.00
Sub-Total					\$10,863.00

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	Cy-Fair	All	429	340	79%	82%	3%	452	378	84%
Algebra I	All Testers	Cy-Fair	Hispanic	179	135	75%	78%	3%	198	157	79%
Algebra I	All Testers	Cy-Fair	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cy-Fair	Asian	24	20	83%	86%	3%	7	5	71%
Algebra I	All Testers	Cy-Fair	African Am.	87	60	69%	72%	3%	125	105	84%
Algebra I	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cy-Fair	White	122	111	91%	94%	3%	106	97	92%
Algebra I	All Testers	Cy-Fair	Two or More	14	12	86%	89%	3%	14	12	86%
Algebra I	All Testers	Cy-Fair	Eco. Dis.	257	191	74%	77%	3%	275	219	80%
Algebra I	All Testers	Cy-Fair	LEP Current	58	37	64%	67%	3%	47	30	64%
Algebra I	All Testers	Cy-Fair	At-Risk	246	174	71%	74%	3%	308	244	79%
Algebra I	All Testers	Cy-Fair	SPED	50	30	60%	63%	3%	62	43	69%
Biology	All Testers	Cy-Fair	All	839	794	95%	96%	1%	842	778	92%
Biology	All Testers	Cy-Fair	Hispanic	298	275	92%	93%	1%	328	298	91%
Biology	All Testers	Cy-Fair	Am. Indian	5	4	80%	81%	1%	*	*	*
Biology	All Testers	Cy-Fair	Asian	81	79	98%	99%	1%	57	56	98%
Biology	All Testers	Cy-Fair	African Am.	135	118	87%	88%	1%	156	131	84%
Biology	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cy-Fair	White	287	286	100%	100%	0%	266	258	97%
Biology	All Testers	Cy-Fair	Two or More	33	32	97%	98%	1%	32	32	100%
Biology	All Testers	Cy-Fair	Eco. Dis.	371	334	90%	91%	1%	396	349	88%
Biology	All Testers	Cy-Fair	LEP Current	59	44	75%	76%	1%	49	32	65%
Biology	All Testers	Cy-Fair	At-Risk	304	261	86%	87%	1%	363	305	84%
Biology	All Testers	Cy-Fair	SPED	57	46	81%	82%	1%	67	50	75%
English I	All Testers	Cy-Fair	All	858	747	87%	88%	1%	884	705	80%
English I	All Testers	Cy-Fair	Hispanic	312	255	82%	83%	1%	356	270	76%
English I	All Testers	Cy-Fair	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cy-Fair	Asian	80	73	91%	92%	1%	57	54	95%
English I	All Testers	Cy-Fair	African Am.	133	108	81%	82%	1%	163	104	64%
English I	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cy-Fair	White	295	275	93%	94%	1%	271	247	91%
English I	All Testers	Cy-Fair	Two or More	34	32	94%	95%	1%	33	28	85%
English I	All Testers	Cy-Fair	Eco. Dis.	383	301	79%	80%	1%	430	304	71%
English I	All Testers	Cy-Fair	LEP Current	65	23	35%	36%	1%	65	18	28%
English I	All Testers	Cy-Fair	At-Risk	323	219	68%	69%	1%	404	245	61%
English I	All Testers	Cy-Fair	SPED	55	28	51%	52%	1%	67	29	43%

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	Cy-Fair	All	790	665	84%	85%	1%	874	747	85%
English II	All Testers	Cy-Fair	Hispanic	290	231	80%	81%	1%	319	260	82%
English II	All Testers	Cy-Fair	Am. Indian	6	4	67%	68%	1%	*	*	*
English II	All Testers	Cy-Fair	Asian	73	68	93%	94%	1%	85	78	92%
English II	All Testers	Cy-Fair	African Am.	105	77	73%	74%	1%	139	102	73%
English II	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cy-Fair	White	294	264	90%	91%	1%	291	270	93%
English II	All Testers	Cy-Fair	Two or More	21	20	95%	96%	1%	36	33	92%
English II	All Testers	Cy-Fair	Eco. Dis.	313	232	74%	75%	1%	379	291	77%
English II	All Testers	Cy-Fair	LEP Current	53	15	28%	29%	1%	68	35	51%
English II	All Testers	Cy-Fair	At-Risk	299	186	62%	63%	1%	323	211	65%
English II	All Testers	Cy-Fair	SPED	58	16	28%	29%	1%	66	34	52%
US History	All Testers	Cy-Fair	All	814	790	97%	98%	1%	779	744	96%
US History	All Testers	Cy-Fair	Hispanic	290	279	96%	97%	1%	289	266	92%
US History	All Testers	Cy-Fair	Am. Indian	*	*	*	*	*	6	6	100%
US History	All Testers	Cy-Fair	Asian	81	80	99%	100%	1%	72	72	100%
US History	All Testers	Cy-Fair	African Am.	105	96	91%	92%	1%	101	95	94%
US History	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cy-Fair	White	307	306	100%	100%	0%	289	283	98%
US History	All Testers	Cy-Fair	Two or More	27	25	93%	94%	1%	21	21	100%
US History	All Testers	Cy-Fair	Eco. Dis.	309	287	93%	94%	1%	303	280	92%
US History	All Testers	Cy-Fair	LEP Current	26	20	77%	78%	1%	46	33	72%
US History	All Testers	Cy-Fair	At-Risk	190	166	87%	88%	1%	266	232	87%
US History	All Testers	Cy-Fair	SPED	53	39	74%	75%	1%	46	31	67%

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	Cy-Fair	All	429	192	45%	48%	3%	452	211	47%
Algebra I	All Testers	Cy-Fair	Hispanic	179	75	42%	45%	3%	198	87	44%
Algebra I	All Testers	Cy-Fair	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cy-Fair	Asian	24	13	54%	57%	3%	7	4	57%
Algebra I	All Testers	Cy-Fair	African Am.	87	24	28%	31%	3%	125	48	38%
Algebra I	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cy-Fair	White	122	69	57%	60%	3%	106	63	59%
Algebra I	All Testers	Cy-Fair	Two or More	14	10	71%	74%	3%	14	7	50%
Algebra I	All Testers	Cy-Fair	Eco. Dis.	257	95	37%	40%	3%	275	117	43%
Algebra I	All Testers	Cy-Fair	LEP Current	58	21	36%	39%	3%	47	9	19%
Algebra I	All Testers	Cy-Fair	At-Risk	246	86	35%	38%	3%	308	104	34%
Algebra I	All Testers	Cy-Fair	SPED	50	11	22%	25%	3%	62	13	21%
Biology	All Testers	Cy-Fair	All	839	640	76%	77%	1%	842	637	76%
Biology	All Testers	Cy-Fair	Hispanic	298	213	71%	72%	1%	328	234	71%
Biology	All Testers	Cy-Fair	Am. Indian	5	2	40%	41%	1%	*	*	*
Biology	All Testers	Cy-Fair	Asian	81	70	86%	87%	1%	57	50	88%
Biology	All Testers	Cy-Fair	African Am.	135	73	54%	55%	1%	156	91	58%
Biology	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cy-Fair	White	287	256	89%	90%	1%	266	235	88%
Biology	All Testers	Cy-Fair	Two or More	33	26	79%	80%	1%	32	24	75%
Biology	All Testers	Cy-Fair	Eco. Dis.	371	231	62%	63%	1%	396	270	68%
Biology	All Testers	Cy-Fair	LEP Current	59	18	31%	32%	1%	49	15	31%
Biology	All Testers	Cy-Fair	At-Risk	304	151	50%	51%	1%	363	193	53%
Biology	All Testers	Cy-Fair	SPED	57	23	40%	41%	1%	67	23	34%
English I	All Testers	Cy-Fair	All	858	652	76%	77%	1%	884	578	65%
English I	All Testers	Cy-Fair	Hispanic	312	214	69%	70%	1%	356	214	60%
English I	All Testers	Cy-Fair	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cy-Fair	Asian	80	63	79%	80%	1%	57	52	91%
English I	All Testers	Cy-Fair	African Am.	133	85	64%	70%	6%	163	64	39%
English I	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cy-Fair	White	295	257	87%	88%	1%	271	219	81%
English I	All Testers	Cy-Fair	Two or More	34	30	88%	89%	1%	33	27	82%
English I	All Testers	Cy-Fair	Eco. Dis.	383	238	62%	63%	1%	430	226	53%
English I	All Testers	Cy-Fair	LEP Current	65	9	14%	15%	1%	65	8	12%
English I	All Testers	Cy-Fair	At-Risk	323	148	46%	47%	1%	404	147	36%
English I	All Testers	Cy-Fair	SPED	55	16	29%	30%	1%	67	15	22%

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	Cy-Fair	All	790	588	74%	75%	1%	874	629	72%
English II	All Testers	Cy-Fair	Hispanic	290	193	67%	68%	1%	319	209	66%
English II	All Testers	Cy-Fair	Am. Indian	6	3	50%	51%	1%	*	*	*
English II	All Testers	Cy-Fair	Asian	73	66	90%	91%	1%	85	67	79%
English II	All Testers	Cy-Fair	African Am.	105	65	62%	63%	1%	139	78	56%
English II	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cy-Fair	White	294	243	83%	84%	1%	291	242	83%
English II	All Testers	Cy-Fair	Two or More	21	17	81%	82%	1%	36	30	83%
English II	All Testers	Cy-Fair	Eco. Dis.	313	197	63%	64%	1%	379	222	59%
English II	All Testers	Cy-Fair	LEP Current	53	10	19%	20%	1%	68	14	21%
English II	All Testers	Cy-Fair	At-Risk	299	136	45%	46%	1%	323	134	41%
English II	All Testers	Cy-Fair	SPED	58	7	12%	13%	1%	66	17	26%
US History	All Testers	Cy-Fair	All	814	723	89%	90%	1%	779	667	86%
US History	All Testers	Cy-Fair	Hispanic	290	249	86%	87%	1%	289	228	79%
US History	All Testers	Cy-Fair	Am. Indian	*	*	*	*	*	6	5	83%
US History	All Testers	Cy-Fair	Asian	81	76	94%	95%	1%	72	70	97%
US History	All Testers	Cy-Fair	African Am.	105	77	73%	74%	1%	101	80	79%
US History	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cy-Fair	White	307	294	96%	97%	1%	289	265	92%
US History	All Testers	Cy-Fair	Two or More	27	24	89%	90%	1%	21	19	90%
US History	All Testers	Cy-Fair	Eco. Dis.	309	249	81%	82%	1%	303	232	77%
US History	All Testers	Cy-Fair	LEP Current	26	10	38%	39%	1%	46	21	46%
US History	All Testers	Cy-Fair	At-Risk	190	125	66%	67%	1%	266	172	65%
US History	All Testers	Cy-Fair	SPED	53	27	51%	52%	1%	46	13	28%

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	Cy-Fair	All	429	73	17%	20%	3%	452	110	24%
Algebra I	All Testers	Cy-Fair	Hispanic	179	30	17%	20%	3%	198	45	23%
Algebra I	All Testers	Cy-Fair	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cy-Fair	Asian	24	9	38%	41%	3%	7	3	43%
Algebra I	All Testers	Cy-Fair	African Am.	87	6	7%	10%	3%	125	24	19%
Algebra I	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cy-Fair	White	122	23	19%	22%	3%	106	34	32%
Algebra I	All Testers	Cy-Fair	Two or More	14	5	36%	39%	3%	14	3	21%
Algebra I	All Testers	Cy-Fair	Eco. Dis.	257	32	12%	15%	3%	275	61	22%
Algebra I	All Testers	Cy-Fair	LEP Current	58	9	16%	19%	3%	47	7	15%
Algebra I	All Testers	Cy-Fair	At-Risk	246	25	10%	13%	3%	308	45	15%
Algebra I	All Testers	Cy-Fair	SPED	50	2	4%	7%	3%	62	3	5%
Biology	All Testers	Cy-Fair	All	839	290	35%	36%	1%	842	295	35%
Biology	All Testers	Cy-Fair	Hispanic	298	73	24%	25%	1%	328	94	29%
Biology	All Testers	Cy-Fair	Am. Indian	5	1	20%	21%	1%	*	*	*
Biology	All Testers	Cy-Fair	Asian	81	47	58%	59%	1%	57	41	72%
Biology	All Testers	Cy-Fair	African Am.	135	22	16%	17%	1%	156	19	12%
Biology	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Cy-Fair	White	287	127	44%	45%	1%	266	124	47%
Biology	All Testers	Cy-Fair	Two or More	33	20	61%	62%	1%	32	15	47%
Biology	All Testers	Cy-Fair	Eco. Dis.	371	81	22%	23%	1%	396	100	25%
Biology	All Testers	Cy-Fair	LEP Current	59	5	8%	9%	1%	49	5	10%
Biology	All Testers	Cy-Fair	At-Risk	304	40	13%	14%	1%	363	44	12%
Biology	All Testers	Cy-Fair	SPED	57	5	9%	10%	1%	67	7	10%
English I	All Testers	Cy-Fair	All	858	231	27%	28%	1%	884	158	18%
English I	All Testers	Cy-Fair	Hispanic	312	58	19%	20%	1%	356	55	15%
English I	All Testers	Cy-Fair	Am. Indian	*	*	*	*	*	*	*	*
English I	All Testers	Cy-Fair	Asian	80	36	45%	46%	1%	57	28	49%
English I	All Testers	Cy-Fair	African Am.	133	15	11%	12%	1%	163	10	6%
English I	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Cy-Fair	White	295	103	35%	36%	1%	271	55	20%
English I	All Testers	Cy-Fair	Two or More	34	18	53%	54%	1%	33	10	30%
English I	All Testers	Cy-Fair	Eco. Dis.	383	55	14%	15%	1%	430	51	12%
English I	All Testers	Cy-Fair	LEP Current	65	1	2%	3%	1%	65	0	0%
English I	All Testers	Cy-Fair	At-Risk	323	17	5%	6%	1%	404	15	4%
English I	All Testers	Cy-Fair	SPED	55	0	0%	1%	1%	67	2	3%

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	Cy-Fair	All	790	174	22%	23%	1%	874	111	13%
English II	All Testers	Cy-Fair	Hispanic	290	46	16%	17%	1%	319	33	10%
English II	All Testers	Cy-Fair	Am. Indian	6	1	17%	18%	1%	*	*	*
English II	All Testers	Cy-Fair	Asian	73	32	44%	45%	1%	85	24	28%
English II	All Testers	Cy-Fair	African Am.	105	8	8%	9%	1%	139	4	3%
English II	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Cy-Fair	White	294	85	29%	30%	1%	291	40	14%
English II	All Testers	Cy-Fair	Two or More	21	2	10%	11%	1%	36	10	28%
English II	All Testers	Cy-Fair	Eco. Dis.	313	39	12%	13%	1%	379	21	6%
English II	All Testers	Cy-Fair	LEP Current	53	1	2%	3%	1%	68	0	0%
English II	All Testers	Cy-Fair	At-Risk	299	14	5%	6%	1%	323	7	2%
English II	All Testers	Cy-Fair	SPED	58	0	0%	1%	1%	66	2	3%
US History	All Testers	Cy-Fair	All	814	549	67%	68%	1%	779	501	64%
US History	All Testers	Cy-Fair	Hispanic	290	174	60%	61%	1%	289	160	55%
US History	All Testers	Cy-Fair	Am. Indian	*	*	*	*	*	6	3	50%
US History	All Testers	Cy-Fair	Asian	81	61	75%	76%	1%	72	60	83%
US History	All Testers	Cy-Fair	African Am.	105	48	46%	47%	1%	101	53	52%
US History	All Testers	Cy-Fair	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Cy-Fair	White	307	242	79%	80%	1%	289	210	73%
US History	All Testers	Cy-Fair	Two or More	27	21	78%	79%	1%	21	15	71%
US History	All Testers	Cy-Fair	Eco. Dis.	309	164	53%	54%	1%	303	160	53%
US History	All Testers	Cy-Fair	LEP Current	26	4	15%	16%	1%	46	7	15%
US History	All Testers	Cy-Fair	At-Risk	190	70	37%	38%	1%	266	104	39%
US History	All Testers	Cy-Fair	SPED	53	10	19%	20%	1%	46	5	11%

Cy-Fair

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 80% to 88% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
80%	82%	84%	86%	88%

Closing the Gaps Student Groups Yearly Targets

Annual Graduates	Reporting Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-21	2021-22	65%	73%	88%		89%			73%	66%		46%	83%	58%
2021-22	2022-23	67%	75%	90%	NA	91%	NA	NA	75%	68%	NA	48%	85%	60%
2022-23	2023-24	69%	77%	92%	NA	93%	NA	NA	77%	70%	NA	50%	87%	62%
2023-24	2024-25	71%	79%	94%	NA	95%	NA	NA	79%	72%	NA	52%	89%	64%
2024-25	2025-26	73%	81%	96%	NA	97%	NA	NA	81%	74%	NA	54%	91%	66%

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.