

Cypress-Fairbanks Independent School District

Jersey Village High School

2021-2022 Campus Improvement Plan



Mission Statement

The Falcon Mission is to:

- Provide quality first time learning through the use of intentional and purposeful planning for ALL students;
- Monitor and adjust our approaches to students, both academically and behaviorally, based on data analysis;
- Create a sense of belonging through celebrating successes, both big and small, of students and staff.

Vision

All students will graduate with a diploma and a "Flight Plan".

Value Statement

JVHS Values Integrity, Respect, Learning, Safety & Support

- **Do Right** - Even when No One is Looking = *Integrity*
- **Give Respect** to Everyone in Order to **Earn Respect** for Yourself = *Respect*
- **Develop** Who I am **Today** to Help me **Be Better Tomorrow** = *Continual Learning*
- **Create** a Safe Environment which Encourage Risk Taking while Protecting the Individual = *Safety & Support*

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Comprehensive Needs Assessment

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:

Our professional development has been purposeful and intentional to support teachers in their needs amid the changes that arose due to COVID and the on-going needs of our teachers and students. All professional development is aligned to our campus mission with a focus on being respectful of teachers time and needs. We have created support teams in following areas to ensure that we can provide training and support immediately as a need arises: Schoology, Virtual Learning, Parent/Student Communication, ELL and New Teacher Support.

As we unify our focus that all students will graduate with a diploma and a plan after they graduate, we are dedicated to hiring quality staff members that can help their students on their journey towards that mission. We developed a systematic hiring questionnaire and look-fors document which highlights a candidates skills in the following areas: providing quality first-time learning, monitoring & adjusting their instruction based student needs and celebrating student successes, to ensure that the candidates we choose will be aligned to the campus goals and that they will feel supported once they become a Falcon.

To ensure that new teachers are supported, a high-quality new teacher mentor program is utilized. We have a lead mentor that meets with new teachers regularly to provide needed information and support at the campus level. New teachers are also provided with a team mentor to provide team and content support.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The staff attendance rate has been dropped over the last few years. **Root Cause:** Teacher/Paraprofessional Attendance: Data was not analyzed as a campus and a detailed incentive plan was not developed.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

1. An intentional focus was placed on increasing timely, purposeful communication with the community through various methods.
 - Social Media - Instagram had a 1,446% increase in posts and we increased our followers by 335%. On Twitter, we increased our followers by 273%.
 - More frequent emails/callouts from the Principal
 - Marquee updated regularly
2. Campus Website Update - A campus committee was developed to discuss and update the campus website to ensure that it provided relevant and timely information.
3. According to a parent survey, 83% agreed that communication from Jersey Village is easy to understand.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: While many positive changes have occurred, a gap still remains in communication between the school, parents and the community has been identified. **Root Cause:** Parent and Community Engagement: We need a plan to streamline and increase our communication with all educational stakeholders.

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
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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





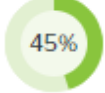

Goals











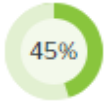

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.




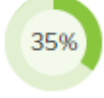
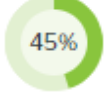
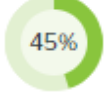
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.











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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: English I and II teachers will help students self-assess and analyze their own writing by using a foundational writing checklist called TEDSS (Thesis/theme, Example, Details, So, Why-Reflect, and Structure).</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: DI AAS CIC English I and II Team Leaders English Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English Language Arts Writing: English teachers will have intentional and direct student revision conversations for rough drafts through the use of a structured acronym (Reorder, Add, Delete, and Reorder).</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: DI AAS CIC English I-IV Team Leaders English Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: The Algebra I team will develop mid-unit checking for understanding quizzes based on most missed STAAR EOC content. Teachers will analyze results from the checking for understanding quizzes and provide small group intervention prior to the summative assessment.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: DI AAS CIC Algebra I Team Leader Math Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: The Biology I team will use small group instruction to tier learning and focus on moving students up in performance levels.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: DI AAS CIC Biology I Team Leader Science Department Chair</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: The US History Team will use common weekly CFU and use that data to guide closing the gap time.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: DI US History Team Leader Social Studies Department Chair</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Address high achieving economically disadvantaged students using ASPIRE and PSAT scores about the importance and benefits of enrolling in these courses. Also, we will hold dual credit drives to increase the enrollment in these courses.</p> <p>Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit in these courses will increase by 3%.</p> <p>Staff Responsible for Monitoring: CCIS</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CTE Approved Industry Certifications: Targeted focus on educating CTE students in introductory courses on the importance and benefits of remaining in CTE coherent sequence courses and taking/passing certifications exams. In CTE courses where there is a certification attached, activities and assessments will be aligned to the certification exams.</p> <p>Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 3%.</p> <p>Staff Responsible for Monitoring: CTE Teachers CTE Team Leader CTE Department Chair Director of Instruction</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Graduation Rate: As a campus, we will complete more specific data analysis and then develop plans to increase graduation rates. DI Office - Failure Notifications, focused support for EOC, Geometry, Algebra II and Chemistry teams Athletics - DASH Program</p> <p>Hire additional support staff for PEIMS identified at-risk students focusing on Algebra, English and ESL. Ambassadors of Compassion, Freshman Academy Interdisciplinary Teams Meetings, Attendance Talks</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>Staff Responsible for Monitoring: Director of Instruction Coordinating Counselor Sp Ed Administrator Athletic Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			











Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Dropout Prevention: Bi-weekly analysis of dropout data Targeted dropout recovery efforts will be completed regularly which will include individual phone calls and home visits to potential dropouts Conduct meetings with students on the 10-day list bi-weekly</p> <p>Hire additional support staff for PEIMS identified at-risk students focusing on Algebra, Biology, English and ESL. Ambassadors of Compassion, Freshman Academy Interdisciplinary Teams Meetings, Attendance Talks</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. Staff Responsible for Monitoring: AAS</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Core teams will provide targeted instruction that includes specific skills that are essential for success in their classes and that students may have missed in the last 1.5 years. A specific focus will be placed in EOC courses to work with students to retain or improve in performance levels(Approaches, Meets and Masters).</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: DI AAS Department Chairs Team Leaders</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

Performance Objective 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: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus wide weekly mandatory tutorial time for any student who is not demonstrating progress in one or more academic areas.</p> <p>Strategy's Expected Result/Impact: Students attending tutorials will reduce the number of zeros in class and increase their marking period averages.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Extra Duty Pay - ESSER III - \$25,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire a core Content Area Specialist in science to work closely with our science teams to facilitate vertical alignment and develop plans to address learning loss and increase student mastery.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, at least 95% of the students enrolled in Biology, Chemistry and Physics will receive credit for the course.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Additional Instructional Staff - ESSER III - \$75,000</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 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize additional staff members to develop intentional groups to provide individualized support and maximize student learning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction</p> <p>Funding Sources: Additional Teachers of Record - Special Allotment: Compensatory Education - \$324,000, Instructional supplies - Special Allotment: Compensatory Education - \$5,410</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Student Safety: By the end of the 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

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will increase staff visibility and supervision using the Falcon Connect plan:</p> <ul style="list-style-type: none"> - consistent adult supervision in the hallways during passing periods - prevent entrance at alternate access points throughout the building <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</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> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</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%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: No progress made toward meeting Objective








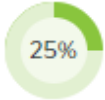

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance:</p> <p>1) Increase staff visibility in the hallways during passing periods</p> <p>2) Staff will contact parents after 3 absences</p> <p>3) Parent notifications system will be utilized to notify parents of excessive absences</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed (ENTER A NUMBER)%.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</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 be decreased by 50%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Although alternative discipline consequences were issued to students, restorative practices were not utilized to redirect behavior, thus leading to repeated misbehaviors. This year, Assistant Principals will seek out and utilize effective restorative discipline practices to change student behavior.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 50%</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions:</p> <ul style="list-style-type: none"> - We work collectively with parents/guardians, teachers, and behavior support staff to proactively and restoratively address behavior issues of our AA SPED students before classroom removals are needed. - We work closely with our SPED administrator, our campus behavioral team and our assigned district behavior management personnel to work with our top tier students in order to adjust BIPS and consistently monitor root causes and preceding antecedents for negative behaviors. Progress will be monitored weekly during AP Meetings. <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 75%.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Alternate consequences will be developed for skipping and not attending discipline assignments.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Assistant principals will use the single serious matrix, review current data and put students who have engaged in physical contact or other aggressive behaviors on behavior contracts to reduce the discretionary placements of African American students in DAEP.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: - We will continue to clearly communicate positive student and campus expectations through PSA videos, classroom visits, social media, relationship building between all staff and students with the expectation that every staff member and AP is visible in the halls and at their doorways every day between each class period to greet students, get to know all students, and serve as a visible safety presence.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced to 0%.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by .44%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: No progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: 1) Any teacher /paraprofessional with perfect attendance for a grading period will receive an incentive of their choice: - Sonic Run - Leave early/arrive late pass - Admin class coverage(2nd-6th)</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .44%. Staff Responsible for Monitoring: Principal DI</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 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

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional development will be provided to support teachers in the following areas:</p> <ul style="list-style-type: none"> - Developing campus-wide academic and behavioral expectations and common language - Planning and Utilizing Consistent Checks for Understanding - Monitor and Adjust - Closing the Feedback Loop <p>Strategy's Expected Result/Impact: - Increase job satisfaction represented in the Teacher Satisfaction Survey</p> <p>Staff Responsible for Monitoring: DI</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 20%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement:</p> <ul style="list-style-type: none"> - Increase number of likes/follows on social media page - Use campus website committee to monitor and update the campus website - Use information from parent surveys to increase our effectiveness and efficiency of communication <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%.</p> <p>Staff Responsible for Monitoring: Principal DI</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Jersey Village High School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

--

Personnel for Jersey Village High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	DI Helping Teacher	1
11 positions	Teacher	1
2 positions	AAS	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay		\$25,000.00
1	2	2	Additional Instructional Staff		\$75,000.00
Sub-Total					\$100,000.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional supplies		\$5,410.00
Sub-Total					\$5,410.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Additional Teachers of Record		\$324,000.00
Sub-Total					\$324,000.00

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	Jersey Village	All	551	421	76%	79%	3%	599	443	74%
Algebra I	All Testers	Jersey Village	Hispanic	375	272	73%	78%	5%	427	312	73%
Algebra I	All Testers	Jersey Village	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Jersey Village	Asian	20	20	100%	100%	0%	17	16	94%
Algebra I	All Testers	Jersey Village	African Am.	83	63	76%	78%	2%	100	69	69%
Algebra I	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Jersey Village	White	58	53	91%	93%	2%	48	40	83%
Algebra I	All Testers	Jersey Village	Two or More	11	10	91%	93%	2%	*	*	*
Algebra I	All Testers	Jersey Village	Eco. Dis.	397	291	73%	77%	4%	460	331	72%
Algebra I	All Testers	Jersey Village	LEP Current	103	58	56%	64%	8%	132	77	58%
Algebra I	All Testers	Jersey Village	At-Risk	372	257	69%	71%	2%	475	332	70%
Algebra I	All Testers	Jersey Village	SPED	62	36	58%	61%	3%	65	37	57%
Biology	All Testers	Jersey Village	All	801	706	88%	90%	2%	821	727	89%
Biology	All Testers	Jersey Village	Hispanic	489	412	84%	87%	3%	537	467	87%
Biology	All Testers	Jersey Village	Am. Indian	6	5	83%	85%	2%	5	4	80%
Biology	All Testers	Jersey Village	Asian	79	78	99%	100%	1%	82	79	96%
Biology	All Testers	Jersey Village	African Am.	98	87	89%	91%	2%	111	93	84%
Biology	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Jersey Village	White	107	103	96%	98%	2%	77	75	97%
Biology	All Testers	Jersey Village	Two or More	21	20	95%	97%	2%	9	9	100%
Biology	All Testers	Jersey Village	Eco. Dis.	522	441	84%	86%	2%	583	508	87%
Biology	All Testers	Jersey Village	LEP Current	115	63	55%	64%	9%	146	97	66%
Biology	All Testers	Jersey Village	At-Risk	431	343	80%	82%	2%	531	444	84%
Biology	All Testers	Jersey Village	SPED	63	38	60%	62%	2%	61	41	67%
English I	All Testers	Jersey Village	All	855	638	75%	77%	2%	908	646	71%
English I	All Testers	Jersey Village	Hispanic	528	362	69%	73%	4%	592	394	67%
English I	All Testers	Jersey Village	Am. Indian	6	4	67%	69%	2%	*	*	*
English I	All Testers	Jersey Village	Asian	82	76	93%	95%	2%	87	82	94%
English I	All Testers	Jersey Village	African Am.	104	74	71%	73%	2%	130	84	65%
English I	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Jersey Village	White	112	101	90%	92%	2%	85	74	87%
English I	All Testers	Jersey Village	Two or More	22	20	91%	93%	2%	10	8	80%
English I	All Testers	Jersey Village	Eco. Dis.	559	382	68%	72%	4%	654	435	67%
English I	All Testers	Jersey Village	LEP Current	137	30	22%	29%	7%	183	53	29%
English I	All Testers	Jersey Village	At-Risk	471	262	56%	58%	2%	605	360	60%
English I	All Testers	Jersey Village	SPED	71	26	37%	39%	2%	72	17	24%

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	Jersey Village	All	858	666	78%	80%	2%	889	703	79%
English II	All Testers	Jersey Village	Hispanic	534	397	74%	76%	2%	541	415	77%
English II	All Testers	Jersey Village	Am. Indian	5	5	100%	100%	0%	*	*	*
English II	All Testers	Jersey Village	Asian	111	102	92%	94%	2%	88	82	93%
English II	All Testers	Jersey Village	African Am.	98	65	66%	71%	5%	124	80	65%
English II	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Jersey Village	White	97	85	88%	91%	3%	115	107	93%
English II	All Testers	Jersey Village	Two or More	12	11	92%	94%	2%	17	16	94%
English II	All Testers	Jersey Village	Eco. Dis.	526	383	73%	75%	2%	592	438	74%
English II	All Testers	Jersey Village	LEP Current	140	53	38%	40%	2%	147	61	41%
English II	All Testers	Jersey Village	At-Risk	463	283	61%	63%	2%	485	307	63%
English II	All Testers	Jersey Village	SPED	67	20	30%	36%	6%	84	30	36%
US History	All Testers	Jersey Village	All	850	787	93%	95%	2%	802	743	93%
US History	All Testers	Jersey Village	Hispanic	486	442	91%	93%	2%	482	447	93%
US History	All Testers	Jersey Village	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Jersey Village	Asian	138	133	96%	98%	2%	97	92	95%
US History	All Testers	Jersey Village	African Am.	74	63	85%	90%	5%	95	80	84%
US History	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Jersey Village	White	127	125	98%	100%	2%	110	106	96%
US History	All Testers	Jersey Village	Two or More	23	22	96%	98%	2%	13	13	100%
US History	All Testers	Jersey Village	Eco. Dis.	461	414	90%	92%	2%	496	447	90%
US History	All Testers	Jersey Village	LEP Current	83	56	67%	69%	2%	118	91	77%
US History	All Testers	Jersey Village	At-Risk	282	228	81%	83%	2%	401	343	86%
US History	All Testers	Jersey Village	SPED	45	30	67%	69%	2%	63	44	70%

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	Jersey Village	All	551	226	41%	46%	5%	599	228	38%
Algebra I	All Testers	Jersey Village	Hispanic	375	142	38%	40%	2%	427	156	37%
Algebra I	All Testers	Jersey Village	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Jersey Village	Asian	20	18	90%	92%	2%	17	12	71%
Algebra I	All Testers	Jersey Village	African Am.	83	25	30%	36%	6%	100	35	35%
Algebra I	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Jersey Village	White	58	34	59%	61%	2%	48	23	48%
Algebra I	All Testers	Jersey Village	Two or More	11	6	55%	57%	2%	*	*	*
Algebra I	All Testers	Jersey Village	Eco. Dis.	397	145	37%	39%	2%	460	161	35%
Algebra I	All Testers	Jersey Village	LEP Current	103	24	23%	29%	6%	132	32	24%
Algebra I	All Testers	Jersey Village	At-Risk	372	118	32%	34%	2%	475	137	29%
Algebra I	All Testers	Jersey Village	SPED	62	15	24%	26%	2%	65	11	17%
Biology	All Testers	Jersey Village	All	801	505	63%	70%	7%	821	535	65%
Biology	All Testers	Jersey Village	Hispanic	489	267	55%	64%	9%	537	322	60%
Biology	All Testers	Jersey Village	Am. Indian	6	4	67%	69%	2%	5	4	80%
Biology	All Testers	Jersey Village	Asian	79	76	96%	98%	2%	82	76	93%
Biology	All Testers	Jersey Village	African Am.	98	53	54%	56%	2%	111	59	53%
Biology	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Jersey Village	White	107	89	83%	88%	5%	77	66	86%
Biology	All Testers	Jersey Village	Two or More	21	15	71%	73%	2%	9	8	89%
Biology	All Testers	Jersey Village	Eco. Dis.	522	285	55%	60%	5%	583	341	58%
Biology	All Testers	Jersey Village	LEP Current	115	18	16%	25%	9%	146	33	23%
Biology	All Testers	Jersey Village	At-Risk	431	172	40%	42%	2%	531	262	49%
Biology	All Testers	Jersey Village	SPED	63	15	24%	29%	5%	61	16	26%
English I	All Testers	Jersey Village	All	855	524	61%	63%	2%	908	520	57%
English I	All Testers	Jersey Village	Hispanic	528	284	54%	57%	3%	592	309	52%
English I	All Testers	Jersey Village	Am. Indian	6	4	67%	69%	2%	*	*	*
English I	All Testers	Jersey Village	Asian	82	75	91%	93%	2%	87	76	87%
English I	All Testers	Jersey Village	African Am.	104	52	50%	52%	2%	130	59	45%
English I	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Jersey Village	White	112	90	80%	82%	2%	85	65	76%
English I	All Testers	Jersey Village	Two or More	22	18	82%	84%	2%	10	8	80%
English I	All Testers	Jersey Village	Eco. Dis.	559	299	53%	55%	2%	654	331	51%
English I	All Testers	Jersey Village	LEP Current	137	11	8%	12%	4%	183	19	10%
English I	All Testers	Jersey Village	At-Risk	471	173	37%	39%	2%	605	242	40%
English I	All Testers	Jersey Village	SPED	71	10	14%	19%	5%	72	10	14%

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	Jersey Village	All	858	570	66%	68%	2%	889	575	65%
English II	All Testers	Jersey Village	Hispanic	534	329	62%	64%	2%	541	327	60%
English II	All Testers	Jersey Village	Am. Indian	5	5	100%	100%	0%	*	*	*
English II	All Testers	Jersey Village	Asian	111	95	86%	88%	2%	88	77	88%
English II	All Testers	Jersey Village	African Am.	98	49	50%	52%	2%	124	59	48%
English II	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Jersey Village	White	97	81	84%	86%	2%	115	95	83%
English II	All Testers	Jersey Village	Two or More	12	10	83%	85%	2%	17	15	88%
English II	All Testers	Jersey Village	Eco. Dis.	526	315	60%	62%	2%	592	340	57%
English II	All Testers	Jersey Village	LEP Current	140	28	20%	22%	2%	147	23	16%
English II	All Testers	Jersey Village	At-Risk	463	199	43%	45%	2%	485	201	41%
English II	All Testers	Jersey Village	SPED	67	13	19%	24%	5%	84	14	17%
US History	All Testers	Jersey Village	All	850	684	80%	83%	3%	802	632	79%
US History	All Testers	Jersey Village	Hispanic	486	368	76%	78%	2%	482	367	76%
US History	All Testers	Jersey Village	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Jersey Village	Asian	138	128	93%	95%	2%	97	87	90%
US History	All Testers	Jersey Village	African Am.	74	47	64%	71%	7%	95	63	66%
US History	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Jersey Village	White	127	117	92%	94%	2%	110	97	88%
US History	All Testers	Jersey Village	Two or More	23	22	96%	98%	2%	13	13	100%
US History	All Testers	Jersey Village	Eco. Dis.	461	346	75%	77%	2%	496	368	74%
US History	All Testers	Jersey Village	LEP Current	83	30	36%	38%	2%	118	51	43%
US History	All Testers	Jersey Village	At-Risk	282	152	54%	56%	2%	401	245	61%
US History	All Testers	Jersey Village	SPED	45	20	44%	46%	2%	63	26	41%

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	Jersey Village	All	551	92	17%	19%	2%	599	107	18%
Algebra I	All Testers	Jersey Village	Hispanic	375	54	14%	18%	4%	427	75	18%
Algebra I	All Testers	Jersey Village	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Jersey Village	Asian	20	12	60%	62%	2%	17	6	35%
Algebra I	All Testers	Jersey Village	African Am.	83	7	8%	14%	6%	100	11	11%
Algebra I	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Jersey Village	White	58	15	26%	31%	5%	48	14	29%
Algebra I	All Testers	Jersey Village	Two or More	11	4	36%	38%	2%	*	*	*
Algebra I	All Testers	Jersey Village	Eco. Dis.	397	52	13%	16%	3%	460	73	16%
Algebra I	All Testers	Jersey Village	LEP Current	103	10	10%	13%	3%	132	12	9%
Algebra I	All Testers	Jersey Village	At-Risk	372	38	10%	12%	2%	475	55	12%
Algebra I	All Testers	Jersey Village	SPED	62	4	6%	8%	2%	65	5	8%
Biology	All Testers	Jersey Village	All	801	186	23%	32%	9%	821	218	27%
Biology	All Testers	Jersey Village	Hispanic	489	69	14%	23%	9%	537	116	22%
Biology	All Testers	Jersey Village	Am. Indian	6	3	50%	52%	2%	5	1	20%
Biology	All Testers	Jersey Village	Asian	79	49	62%	64%	2%	82	47	57%
Biology	All Testers	Jersey Village	African Am.	98	11	11%	20%	9%	111	16	14%
Biology	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
Biology	All Testers	Jersey Village	White	107	46	43%	52%	9%	77	33	43%
Biology	All Testers	Jersey Village	Two or More	21	8	38%	40%	2%	9	5	56%
Biology	All Testers	Jersey Village	Eco. Dis.	522	83	16%	22%	6%	583	113	19%
Biology	All Testers	Jersey Village	LEP Current	115	0	0%	4%	4%	146	3	2%
Biology	All Testers	Jersey Village	At-Risk	431	27	6%	8%	2%	531	52	10%
Biology	All Testers	Jersey Village	SPED	63	2	3%	6%	3%	61	3	5%
English I	All Testers	Jersey Village	All	855	163	19%	21%	2%	908	153	17%
English I	All Testers	Jersey Village	Hispanic	528	65	12%	14%	2%	592	76	13%
English I	All Testers	Jersey Village	Am. Indian	6	2	33%	35%	2%	*	*	*
English I	All Testers	Jersey Village	Asian	82	41	50%	52%	2%	87	38	44%
English I	All Testers	Jersey Village	African Am.	104	7	7%	9%	2%	130	9	7%
English I	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
English I	All Testers	Jersey Village	White	112	39	35%	37%	2%	85	27	32%
English I	All Testers	Jersey Village	Two or More	22	9	41%	43%	2%	10	3	30%
English I	All Testers	Jersey Village	Eco. Dis.	559	69	12%	14%	2%	654	79	12%
English I	All Testers	Jersey Village	LEP Current	137	0	0%	2%	2%	183	2	1%
English I	All Testers	Jersey Village	At-Risk	471	15	3%	5%	2%	605	23	4%
English I	All Testers	Jersey Village	SPED	71	1	1%	3%	2%	72	3	4%

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	Jersey Village	All	858	136	16%	18%	2%	889	110	12%
English II	All Testers	Jersey Village	Hispanic	534	47	9%	11%	2%	541	47	9%
English II	All Testers	Jersey Village	Am. Indian	5	0	0%	2%	2%	*	*	*
English II	All Testers	Jersey Village	Asian	111	44	40%	42%	2%	88	28	32%
English II	All Testers	Jersey Village	African Am.	98	10	10%	12%	2%	124	10	8%
English II	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
English II	All Testers	Jersey Village	White	97	29	30%	32%	2%	115	20	17%
English II	All Testers	Jersey Village	Two or More	12	5	42%	44%	2%	17	4	24%
English II	All Testers	Jersey Village	Eco. Dis.	526	48	9%	11%	2%	592	49	8%
English II	All Testers	Jersey Village	LEP Current	140	1	1%	3%	2%	147	0	0%
English II	All Testers	Jersey Village	At-Risk	463	9	2%	4%	2%	485	9	2%
English II	All Testers	Jersey Village	SPED	67	1	1%	3%	2%	84	0	0%
US History	All Testers	Jersey Village	All	850	500	59%	61%	2%	802	447	56%
US History	All Testers	Jersey Village	Hispanic	486	244	50%	53%	3%	482	240	50%
US History	All Testers	Jersey Village	Am. Indian	*	*	*	*	*	*	*	*
US History	All Testers	Jersey Village	Asian	138	112	81%	83%	2%	97	76	78%
US History	All Testers	Jersey Village	African Am.	74	28	38%	45%	7%	95	35	37%
US History	All Testers	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*
US History	All Testers	Jersey Village	White	127	98	77%	79%	2%	110	81	74%
US History	All Testers	Jersey Village	Two or More	23	18	78%	80%	2%	13	11	85%
US History	All Testers	Jersey Village	Eco. Dis.	461	232	50%	52%	2%	496	233	47%
US History	All Testers	Jersey Village	LEP Current	83	12	14%	16%	2%	118	15	13%
US History	All Testers	Jersey Village	At-Risk	282	83	29%	31%	2%	401	119	30%
US History	All Testers	Jersey Village	SPED	45	14	31%	33%	2%	63	9	14%

Jersey Village

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 75% to 83% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
75%	77%	79%	81%	83%

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	64%	71%	87%		91%			88%	72%		62%	78%	53%
2021-22	2022-23	66%	73%	89%	NA	93%	NA	NA	90%	74%	NA	64%	80%	55%
2022-23	2023-24	68%	75%	91%	NA	95%	NA	NA	92%	76%	NA	66%	82%	57%
2023-24	2024-25	70%	77%	93%	NA	97%	NA	NA	94%	78%	NA	68%	84%	59%
2024-25	2025-26	72%	79%	95%	NA	99%	NA	NA	96%	80%	NA	70%	86%	61%

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.