Cypress-Fairbanks Independent School District

Cypress Ridge High School

2022-2023

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

Mission Statement

As we seek to provide a framework for the future, we build on a foundation consisting of a strong academic focus, a belief in human potential, and respect for each individual. Committed to our quest - success for all, we will endeavor to transform the learners in the world of today into the successful leaders in the world of tomorrow.

Vision

Cypress Ridge uses HRT (High Expectations, Resiliency, and Tough Empathy) to produces graduates with PRIDE.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment:
Step 1: Teams participated in a data analysis of the STAAR 2021 results and other forms of local assessment data.
Step 2: Teams identified the problem and created a problem statement.
Step 3: Teams participated a root cause analysis to identify all the reasons that contributed to the problem.
Step 4: Teams determined what things were in their control and eliminated the causes that were out of their sphere of control.
Step 5: Teams identified the focus issue or the biggest reason that led to the problem.
Step 6: Teams used a "5 Why" strategy to determine the true root cause.

In summary, the comprehensive needs assessment denotes the following: Teams were able to identify student achievement problem statements and root causes in the areas of Reading, Math, Writing, Science, and Social Studies. There were also problem statements and root causes noted for the learning gaps that have occurred due to COVID-19 as well as the overall learning gaps experienced in our high population of economically disadvantaged households. Lastly, data was analyzed in the areas of school culture and climate, staff attendance, and parent and community engagement.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are in this plan directly behind this overview.

The Campus Performance Objective Council (CPOC) met on March 29 and April 19, 2022 to develop the CNA. The meetings were held in the Principal's Conference Room starting at 4:00 pm on both dates. Documentation of the process includes meeting minutes, agendas, and sign in sheets. The list of stakeholders involved and their roles is included in the CIP directly behind this needs assessment overview. We have also included the sign in sheets, agendas, and notes.

At the first meeting we reviewed what the CNA was and its purpose. We looked at the data sources listed in the Data Documentation (attached after the needs assessment overview) and brainstormed our problem statements and root causes. In our second meeting on April 19, we revisited our problem statements and identified our greatest areas of need. We also discussed ways that we could use Title I funding to address some of the areas of need. The team came to a consensus on three main priorities: attendance, student performance in Algebra, English I and II EOC and course passing rates, and accessibility of AP, Dual Credit and industry certifications for our economically disadvantaged students.

Additionally our Campus Positive Behavior Intervention Support (PBIS) Team also met to look at behavior data on March 30, 2022. Finally the campus Administration Team met to go over the needs assessment, projected Title I expenditures, and the Employee Perception Survey on April 26, 2022.

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings. We plan to meet again in September 20, 2022, November 15, 2022, February 15, 2023, and May 23, 2023 to review and revise our CNA and strategies as needed.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:
In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.
All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.
When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:
Registration and Enrollment Forms
Progress Reports
Report Cards
Campus Improvement Plans
School-Parent Compact
Parent Engagement Policy

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and the Courtland Copper Springs and Legacy Park apartments office.

Demographics

Demographics Strengths

Cypress Ridge high school is a diverse learning community that strives to meet the needs of all of our students no matter their ethnicity or race. We believe the diversity of our campus is one of our greatest strengths.

African American- 18.9%

Asian- 9.4%

Hispanic- 60.5%

American Indian- 1.2%

Pacific Islander- 0.2%

Two or More Races- 1.5%

White- 8.3%

Emergent Bilingual- 12.4%

Special Education- 9.9%

Economically Disadvantaged- 79%

Beginning in the 2022-23 school year, our campus will receive Title I funds to help support all of our students with a specific focus on Economically Disadvantaged.

Listed below are specific problem areas and root causes tied into specific student groups (demographics) that we will focus on this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to increase the number of Economically Disadvantaged students enrolled in our Advanced Courses/Dual credit classes.   **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to work with families to provide opportunities for them to receive assistance related to the costs associated with AP and Dual Credit classes.

Problem Statement 2: CTE Approved Industry Certifications: We need to continue to improve the number of students both taking career and technology courses as well as earning CTE Approved Industry Certifications.   **Root Cause:** CTE Approved Industry Certifications: We need to provide students assistance on course fees and certification exams by providing financial support on both course fees and certification exams.

Problem Statement 3: Graduation Rate: In 2022 we missed the state targets in all subpops except for Asian. We need to continue to drive up these numbers towards our goal of 100% graduation.   **Root Cause:** Graduation Rate: We need consistent student attendance and the use of best practices to improve first time instruction for all our students.

Student Learning

Student Learning Strengths

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

- We have seen a return to pre-COVID passing rates for all of our grade levels with an overall school passing rate of 73% at the end of the first semester.

- We saw a 99% participation rate on the 2022 EOCs, a 2% increase from the previous year

- Our EOC teams have all participated in data digs for every unit test and also completed comprehensive data digs looking at trends once each semester. The spring comprehensive data dig served as our data measures for our EOC review plans.

- Our EOC teams held multiple STAAR after school tutorials that was attended by large groups of students.

- Our ELL/EB students increased passing rates in all 4 core areas on the STAAR EOC

- Overall we increased passing rates in the areas of Hispanic, Special Ed, and ELL/EB

- Our campus received a B rating on state accountability for the 2021-22 school year.

- Our campus succeeded in earning 6 of the 7 state distinction designations: ELA/Reading, Mathematics, Science, Social Studies, Comparative Academic Growth, and Comparative Closing the Gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: English Language Arts: (English I) : English I EOC approaches levels dropped in 5 out of 7 subpops, as well as overall from 2021-2022.   **Root Cause:** English Language Arts: (English I) Overall freshman had difficulties with attendance, making classroom/campus connections, and behavior, as well as academic gaps exist across all subpops.

Problem Statement 2: English Language Arts: (English II) Our students performed the lowest in Reporting Category 3: Understanding/Analysis of Informational Texts.   **Root Cause:** English Language Arts: (English II) We did not intentionally plan for nonfiction instruction and assessment, therefore our Reporting Category for nonfiction suffered. We must equip students with skills for nonfiction annotation and we must increase exposure and engagement with nonfiction texts.

Problem Statement 3: English Language Arts Writing: Students need to grow in their ability to craft strong evidence-based writing.   **Root Cause:** English Language Arts Writing: : We need to provide frequent individualized feedback, conferences, and opportunities to write for students to grow in their evidence-based writing skills.

Problem Statement 4: Math: Based on the 2022 STAAR data Category 3: Solving Linear Functions, Equations, and Inequalities. was our lowest performing topic.   **Root Cause:** Math: We had a lack of spiraling information from category 3 throughout the year.

Problem Statement 5: Science: Based on test data from the 2022-23 school year: our data, students lack science literacy skills.   **Root Cause:** Science: Our students have a lack of reading and writing skills due to their low science vocabulary and reading comprehension.

Problem Statement 6: Social Studies: Based on test data from the 2022-23school year our students struggle with analyzing primary sources.   **Root Cause:** Social Studies: Students suffered from the lack of formal full-class test debriefs after each unit test

Problem Statement 7: Students are beginning the 2022-23 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 Processes & Programs

School Processes & Programs Strengths

The following are strengths of the campus regarding school culture and climate.

Student Attendance:

- Continue to use PBIS committees, strategies and implementation.
- Increased monitoring of our freshman class through our Zap the Zeroes program that redirects 9th graders who refuse to turn in work
- RAMS meetings are held for students that are struggling in multiple areas, the committee includes the student's teachers, AP, counselor and the AAS.
- Increased emphasis on College and Career readiness as determined by Dual Credit enrollment, which has increased yearly.
- Increased emphasis on the College Academy program, enabling students to earn an Associates of Science degree.
- Tutorials are offered 4 days a week from 2:40-3:20 pm and at least one teacher per team stays until 4 pm each day.
- Our Student Advocate works with chronically absent students to get them to come to school regularly through parent conferences, coach up conversations, and home visits

Restorative Discipline:
Strengths include:

- Parent and student conferences to teach appropriate behaviors
- Tardy sweeps are conducted every period every day
- Our Student Advocate works with our chronic skippers to get them back to class
- Chronic skippers are put on a HOT (Here and On-Time) plan to track their attendance and get them to class, students are put on an attendance contract with incentives for consistent attendance

Campus Safety:
Staff and student safety continues to be our biggest priority, several steps have been taken to create a positive and safe culture on our campus:

- All students are required to wear ID badges
- All students are required to wear a clear backpack
- The number of entry points into the building have been limited
- A secure entryway has been constructed at the main entrance of our building
- Monthly safety drills and periodic metal detector check are conducted

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School Culture and Climate: Our student attendance rates are below our targeted goal of 96%. **Root Cause:** School Culture and Climate: We need to work to stay on top of students that are chronically absent and/or skipping.

Perceptions

Perceptions Summary

Perceptions Strengths

According to the 2022 Employee Perception Survey our greatest campus strengths are:

- Quality work is expected of me. (99%)

- Opportunities for professional growth are available. (99%)

- Information related to my job is accessible. (98%)

The administrative staff at Cypress Ridge is purposeful in the hiring of highly qualified staff and understands the needs of the school population and also reflects the ethnic and linguistic diversity of the student population. A high retention rate is attributed to staff feeling that collaboration is encouraged and practiced and that there are opportunities to discuss concerns with campus administrators. Additionally, staff appreciates how various forms of feedback are given to improve job performance.

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

• The school has several teachers, administrators, and paraprofessionals available to translate conversations and documents in Spanish, Vietnamese, and Arabic for parents and students who are not English proficient or who request translation.
• Important written communication with parents is often provided in more than one language.
• Opportunities for campus tours for parents throughout the school year upon request. Parents and guardians are invited to campus open house/college night every fall.
• Opportunities for campus tours and Q & A sessions for incoming 9th graders during Ram Express before school starts in August.
• Use of parent volunteers (VIP) for several school events (dance and games ticket sales, school spirit items sales, and picture days).
• Consistent use of telephone call outs in English and Spanish to announce special events, school guidelines, and important messages to parents and to the community.
• Use of school web site and marquee to keep parents and community informed of current school events.
• Active participation of VIPs to assist with several school events Home Coming Dance, Prom, Senior Breakfast, and teacher appreciation week.
• Informational meetings to parents about college and career readiness including financial aid for college (Counselor Talks; AP Talks; Dual Credit Meetings).
• Parents are often acknowledged and appreciated by staff and students at several athletics events (parent appreciation night).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We need to continue to improve all staff attendance. **Root Cause:** Teacher/Paraprofessional Attendance: Our teacher and paraprofessional attendance is good but can always be better. Consistent staff attendance is a high priority.

Problem Statement 2: Parent and Community Engagement: Additional parent involvement and engagement are always needed. **Root Cause:** Parent and Community Engagement: Additional parent involvement and engagement activities are needed so that parents can get more comfortable interacting with our campus.

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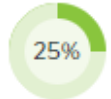
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, 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

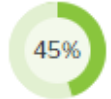**Next Year's Recommendation:** We need to continue to focus on finding strategies that have the greatest impact on first time instruction so that our students can continue to perform well on the STAAR EOCs.

Strategy 1 Details	Formative Reviews		

Strategy 1: English Language Arts- English I:
 We will contact parents earlier and more often, utilize planning time to discuss best practices for rebuilding classroom community/ connections, provide opportunities for these same connections through tutorials, and more frequently utilize our campus supports (behavior intervention, truancy officer, counselors, administration, AAS's, CIC) to assist with individual students.
     Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
     Staff Responsible for Monitoring: Team Leader, Department Chair, English CIC, Director of Instructor, Principal
	Formative		

	Nov	Feb	May
	70%	80%	80%

Strategy 2 Details	Formative Reviews		

Strategy 2: English Language Arts- English II:
 We will intentionally plan to direct teach nonfiction with exposure to nonfiction texts, annotation strategies, and engagement with nonfiction texts.
     Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
     Staff Responsible for Monitoring: Team Leader, Department Chair, English CIC, Director of Instruction, Principal
	Formative		

	Nov	Feb	May
	25%	50%	75%

Strategy 3 Details	Formative Reviews		

Strategy 3: English Language Arts Writing:
 We will provide frequent individualized feedback, conferences, and opportunities to write so that students can grow in their evidence-based writing skills.
     Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
     Staff Responsible for Monitoring: Team Leader, Department Chair, English CIC, Director of Instruction, Principal
	Formative		

	Nov	Feb	May
	50%	70%	80%

Strategy 4 Details	Formative Reviews		

Strategy 4: Math:
We will utilize more small group instruction to provide students with process time to better grasp the curriculum.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Team Leader, Department Chair, Director of Instruction, Principal
	Formative		

	Nov	Feb	May
	15%	5%	45%

Strategy 5 Details	Formative Reviews		

Strategy 5: Science:
The Biology team will use the strategy CER (Claim, Evidence and Reasoning) to improve reading and writing skills.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Team Leader, Science Department Chair/CIC, Director of Instruction, Principal
	Formative		

	Nov	Feb	May
	20%	80%	100%

Strategy 6 Details	Formative Reviews		

Strategy 6: Social Studies:
We will designate time the day after each unit test to debrief the test whole class and in small groups so that students can see the items they did not perform well on and adjust instruction for the next unit.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Team Leader, Department Chair, Social Studies CIC, Director of Instruction, Principal
	Formative		

	Nov	Feb	May
	90%	95%	100%

Strategy 7 Details	Formative Reviews		

Strategy 7: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses:
 	
* We will hire a Community Outreach person to work contacts from our zoning area to make sure we are meeting the needs of all our neighborhoods, apartments, etc.
* We will use Title I funds to cover the cost of Advanced Placement Exams
* We will use Title I funds to cover the cost of Dual Credit tuition
    Strategy's Expected Result/Impact: The number of economically disadvantaged students earning industry certifications, enrolled in advanced courses/dual credit courses will increase by 10%.
    Staff Responsible for Monitoring: College and Career Specialist, Director of Instruction, Lead Counselor
	Formative		

	Nov	Feb	May
	90%	100%	100%

Strategy 8 Details	Formative Reviews		

Strategy 8: CTE Approved Industry Certifications:
* We will execute CTE data digs to analyze earned certificates and develop an action plan.
* We will use Title I funds to cover the course fees for entry level electives courses and cover the cost of industry certification exams
    Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 10%.
    Staff Responsible for Monitoring: Department Chair, CTE Teachers, AAS, Director of Instruction, CTE Counselor
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 9 Details	Formative Reviews		
Strategy 9: Graduation Rate: Increase graduation rates across the board but especially in our African American and Special Ed. population as these populations both dipped below 90% this year. Identify, assess, and implement best practices to ensure strong first time instruction aligned with the needs of respective groups and provide assistance with course fees for entry level courses needed for graduation. **Strategy's Expected Result/Impact:** All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10% **Staff Responsible for Monitoring:** Assistant Principals, Student Advocate, CIC's, AAS's, Director of Instruction, Principal	**Formative**		
	Nov	**Feb**	**May**
	40%	100%	100%

Strategy 10 Details	Formative Reviews		
Strategy 10: Dropout Prevention: Conduct focused dropout recovery efforts including targeted phone calls and home visits to students identified as dropouts. Address excessive absences, and develop a plan of action (contract)to meet the needs of consistently truant students. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** Assistant Principals, Student Advocate, Counselors, Attendance Officer, Attendance Committee	**Formative**		
	Nov	**Feb**	**May**
	45%	60%	85%

Strategy 11 Details	Formative Reviews		
Strategy 11: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Team Leader, Department Chair, CIC, Director of Instruction, Principal	**Formative**		
	Nov	**Feb**	**May**
	60%	80%	100%

Strategy 12 Details	Formative Reviews		
Strategy 12: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Examples include: Social Emotional Lessons (CRS committee), after school clubs, Veterans' Day celebration, Talent Show, Mr. Ram, and Leadworthy. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Club Sponsors	**Formative**		
	Nov	**Feb**	**May**
	50%	80%	100%

Strategy 13 Details	Formative Reviews		
Strategy 13: At risk Students: At-risk and special education students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Team Leaders, Department Chairs/CICs, Director of Instruction, Principal	45%	65%	70%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Next Year's Recommendation: We would like to continue to utilize our finds for employee a CIC for English. We need to continue to looks for ways to target our 9th graders. Plans for a Zap classroom as an intervention are underway for next year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: 9th grade targeted assistance	**Formative**		
Strategy's Expected Result/Impact: 9th grade students attending the 2022-23 Targeted Coach up Sessions will see an increase in academic success on the following progress report/report card. Also, students will see a decrease in the frequency they are invited to coach up sessions. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	45%	75%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Campus Content Instructional Specialist English	**Formative**		
Strategy's Expected Result/Impact: By the end of the 22-23 school year, 90% of students working with the English Campus Instructional Coach will reach approaches or higher on the English 2 EOC and pass the course. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Due to years of experience we were not able to use our SCE funds for this position.

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: We will hire a Student Advocate to work on intervening with students that are chronically absent. The Advocate will conduct home visits, conference with students, and help to coach up students with consistent absences. **Strategy's Expected Result/Impact:** By the end of the 2022-23 school year our dropout rate will be at or below 15%. **Staff Responsible for Monitoring:** Associate Principal, Principal	**Formative**		
	Nov	**Feb**	**May**
	50%	100%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

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

    Summative Evaluation: Met Objective

    Next Year's Recommendation: We will continue to hold routine safety drills and teach the Project Safety lessons on our campus.

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety:
Students will participate in "Project Safety" lessons provided by the district. These lessons will be incorporated into our second period school-wide announcements.
    Strategy's Expected Result/Impact: Successful and complete participation in all drills.
    Staff Responsible for Monitoring: Principal , Associate Principal, Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	60%	80%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Principal , Associate Principal, Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	70%	85%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Although we had lots of interventions in place, student attendance was a big struggle this year. We will continue to utilize a student advocate but will also look at more ways to connect with our chronically absent students.

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance:
Truancy Prevention Measures will be implemented for students with 6 or more absences or have been identified as chronic skippers. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students.
    Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%.
    Staff Responsible for Monitoring: Assistant Principals, Student Advocate, Behavior Interventionist, Counselors, Associate Principal, Attendance Committee, Academic Achievement Specialist
	Formative		

	Nov	Feb	May
	60%	80%	90%

Strategy 2 Details	Formative Reviews		

Strategy 2: Student Attendance:
School-wide lessons will be provided every Progress Report through assembly schedule. These lessons focus on our campus theme or Connect-Reset-Support. Lessons will include attendance, academics, connecting to school through extracurricular activities, and mental health and wellness.
    Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%.
    Staff Responsible for Monitoring: Assistant Principals, Student Advocate, Behavior Interventionist, Counselors, Associate Principal, Attendance Committee, Academic Achievement Specialist
	Formative		

	Nov	Feb	May
	50%	80%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Our students struggled with behavior this year, specifically skipping and tardies. Next year we continue to use tardy calculator and eHallpass to work on getting better data on our students and continue to look at our restorative interventions when addressing student behavior.

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline:
The assistant principals will utilize the CFISD Code of Conduct and the district's Restorative Interventions list as a reference when addressing student discipline. We will use culturally responsive practices as well as work to build relationships between the teacher, student, and parents in order to reduce the discipline issues in the classroom.
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions:
Our campus principals met to re-evaluate our current consequences for the various discipline infractions. We are also implementing a reflective piece to help prevent the student's behavior from escalating. By working with the student to reflect on their behavior we are hoping to give them the tools to stop the behavior at that level before it escalates.
    Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals
	Formative		

	Nov	Feb	May
	80%	85%	90%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions:
Our campus principals met to re-evaluate our current consequences for the various discipline infractions. We are also implementing a reflective piece to help prevent the student's behavior from escalating. By working with the student to reflect on their behavior we are hoping to give them to tools the stop the behavior at that level before it escalates.
    Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.
    Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals
	Formative		

	Nov	Feb	May
	80%	85%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements:	**Formative**		
Our campus principals met to re-evaluate our current consequences for the various discipline infractions. We are also implementing a reflective piece to help prevent the student's behavior from escalating. By working with the student to reflect on their behavior we are hoping to give them to tools to stop the behavior at that level before it escalates. Finally, we will continue to look at the six mitigating factors before placing as well as the extent of time for the placement.	**Nov**	**Feb**	**May**
	80%	85%	90%
Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 10%.			
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals			

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention:	**Formative**		
Our campus will continue to utilize PBIS, Ram PRIDE, in order to teach the expected student behaviors. These lessons are taught explicitly at the beginning of each semester and are reinforced each time a student is out of compliance. PRIDE stands for Punctuality, Respect, Integrity, Determination, and Enthusiasm. We also will include behavior expectations in our Connect-Reset-Support lessons taught school-wide each progress report.	**Nov**	**Feb**	**May**
	50%	80%	100%
Strategy's Expected Result/Impact: Violent Incidents will be reduced by 10%.			
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Overall staff attendance was better, we will continue to create a positive atmosphere by celebrating the positives on our campus and looking for ways to acknowledge our staff more frequently.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff Acknowledgement-Nominate Key Awards for exemplary staff; provide star catchers to acknowledge various measures of extended efforts; highlight celebrations on social media and campus webpage, on the campus Celebrations wall, and Principal's Friday morning message.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 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: Met Objective

Next Year's Recommendation: Continue to offer more on-campus Professional Development options so that teachers can earn their hours on campus. Plans to include a technology series are already underway.

Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our campus REACH team. Some areas of focus for this will be: Understanding by Design, Differentiation strategies, EB Strategies, Culturally Responsive Teaching practices, and more.
    Strategy's Expected Result/Impact: As result of these professional development trainings teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students.
    Staff Responsible for Monitoring: Director of Instruction, Campus REACH team, Principal
	Formative		

	Nov	**Feb**	**May**
	80%	90%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We held many more parent involvement activities this year but we need to improve participation at these events. We will continue to hold the events but work on ways to make them more accessible to all parents.

Strategy 1 Details			Formative Reviews		
Strategy 1: Parent and Family Engagement: Increase opportunities for parental involvement through the VIPS program. Invite parents to Open House, Awards and College Night. Conduct counselor talks; financial aid workshops; and Advanced Placement and Dual Credit after school Conferences. Hold additional parent engagement opportunities: Emergent Bilingual Open House, 9th Grade Intervention Parent meeting, and more.			**Formative**		
			Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Director of Instruction			80%	95%	95%
0% No Progress	100% Accomplished		→ Continue/Modify		✖ Discontinue

2022-2023 CPOC

Committee Role	Name	Position
Principal	Stephanie Meshell	Principal
Classroom Teacher	Rodolfo Erazo	Teacher #1
Classroom Teacher	Johnevia Deckard	Teacher #2
Classroom Teacher	Miranda Bussey	Teacher #3
Classroom Teacher	Christine Beard	Teacher #4
Classroom Teacher	Jamie Carden	Teacher #5
Classroom Teacher	Candice Watkins	Teacher #6
Classroom Teacher	Radhika Gupta	Teacher #7
Classroom Teacher	Cara Regitz	Teacher #8
Non-classroom Professional	Lesley Ward	Other School Leader #1
Non-classroom Professional	Brandi Blomquist	Other School Leader #2
Non-classroom Professional	Roshay Washington	Other School Leader #3
Classroom Teacher	Michelle Perkins	Teacher #10
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Kenya Turner	Administrator (LEA) #2
Parent	Leanne Lauck	Parent #1
Parent	Christine Bivins	Parent #2
Community Representative	Becky Marsh	Community Resident #1
Community Representative	Kristin Shell	Community Resident #2
Business Representative	Fred Stewart	Business Representative #1
Business Representative	Matt Milks	Business Representative #2
Paraprofessional	Jennifer Carmichael	Paraprofessional #1
Paraprofessional	Jissel Hernandez	Paraprofessional #2
Classroom Teacher	Lauren Maier	Teacher #9
Non-classroom Professional	Heidy Jones	Other School Leader #4

Addendums

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

Content	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Algebra I	Cypress Ridge	All	655	468	71%	80%	73%	252	38%	45%	32%	114	17%	25%	12%
Algebra I	Cypress Ridge	Hispanic	387	289	75%	80%	74%	162	42%	56%	35%	79	20%	25%	14%
Algebra I	Cypress Ridge	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Ridge	Asian	20	17	85%	90%	93%	14	70%	75%	33%	10	50%	55%	*
Algebra I	Cypress Ridge	African Am.	190	124	65%	80%	72%	50	26%	47%	26%	13	7%	25%	6%
Algebra I	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Ridge	White	39	30	77%	85%	75%	19	49%	62%	29%	9	23%	30%	21%
Algebra I	Cypress Ridge	Two or More	15	6	40%	60%	56%	5	33%	40%	*	2	13%	25%	*
Algebra I	Cypress Ridge	Eco. Dis.	551	387	70%	80%	73%	194	35%	45%	31%	85	15%	25%	11%
Algebra I	Cypress Ridge	Emergent Bilingual	145	92	63%	70%	68%	44	30%	36%	25%	18	12%	17%	7%
Algebra I	Cypress Ridge	At-Risk	526	354	67%	80%	72%	175	33%	45%	27%	74	14%	20%	9%
Algebra I	Cypress Ridge	SPED	70	29	41%	65%	59%	13	19%	28%	22%	8	11%	19%	10%
Biology	Cypress Ridge	All	820	700	85%	90%	88%	510	62%	67%	53%	172	21%	26%	14%
Biology	Cypress Ridge	Hispanic	479	404	84%	89%	87%	295	62%	65%	54%	97	20%	21%	13%
Biology	Cypress Ridge	Am. Indian	*	*	*	*	88%	*	*	*	*	*	*	*	*
Biology	Cypress Ridge	Asian	53	52	98%	98%	98%	50	94%	97%	86%	33	62%	65%	52%
Biology	Cypress Ridge	African Am.	203	166	82%	89%	84%	98	48%	50%	40%	13	6%	11%	6%
Biology	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Ridge	White	59	56	95%	97%	100%	49	83%	85%	70%	22	37%	40%	23%
Biology	Cypress Ridge	Two or More	21	17	81%	86%	85%	14	67%	70%	50%	7	33%	35%	*
Biology	Cypress Ridge	Eco. Dis.	653	550	84%	89%	86%	376	58%	60%	49%	109	17%	20%	12%
Biology	Cypress Ridge	Emergent Bilingual	158	100	63%	65%	76%	52	33%	35%	30%	9	6%	10%	5%
Biology	Cypress Ridge	At-Risk	574	471	82%	87%	84%	296	52%	55%	40%	56	10%	13%	6%
Biology	Cypress Ridge	SPED	72	41	57%	59%	80%	17	24%	26%	29%	4	6%	8%	*
English I	Cypress Ridge	All	864	586	68%	73%	67%	473	55%	60%	48%	115	13%	18%	10%
English I	Cypress Ridge	Hispanic	502	340	68%	73%	66%	273	54%	59%	46%	63	13%	18%	7%
English I	Cypress Ridge	Am. Indian	5	4	80%	85%	71%	3	60%	65%	*	0	0%	5%	*
English I	Cypress Ridge	Asian	56	53	95%	100%	91%	50	89%	94%	84%	26	46%	51%	42%
English I	Cypress Ridge	African Am.	219	123	56%	61%	63%	88	40%	45%	41%	6	3%	8%	5%
English I	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Ridge	White	59	50	85%	90%	84%	46	78%	83%	69%	14	24%	29%	22%
English I	Cypress Ridge	Two or More	21	15	71%	76%	60%	12	57%	62%	52%	6	29%	34%	*
English I	Cypress Ridge	Eco. Dis.	698	447	64%	69%	64%	349	50%	55%	44%	70	10%	15%	7%
English I	Cypress Ridge	Emergent Bilingual	163	59	36%	41%	40%	36	22%	27%	18%	0	0%	5%	*
English I	Cypress Ridge	At-Risk	620	363	59%	64%	58%	265	43%	48%	35%	25	4%	9%	2%
English I	Cypress Ridge	SPED	69	15	22%	27%	42%	10	14%	19%	15%	2	3%	8%	*
English II	Cypress Ridge	All	760	550	72%	77%	75%	442	58%	63%	55%	63	8%	13%	7%
English II	Cypress Ridge	Hispanic	476	345	72%	77%	72%	267	56%	61%	53%	24	5%	10%	5%
English II	Cypress Ridge	Am. Indian	5	4	80%	85%	*	4	80%	85%	*	1	20%	25%	*
English II	Cypress Ridge	Asian	57	51	89%	94%	98%	46	81%	86%	90%	18	32%	37%	21%
English II	Cypress Ridge	African Am.	150	95	63%	68%	69%	73	49%	54%	42%	6	4%	9%	*
English II	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
English II	Cypress Ridge	White	56	44	79%	84%	84%	41	73%	78%	74%	12	21%	26%	19%
English II	Cypress Ridge	Two or More	12	8	67%	72%	85%	8	67%	72%	55%	1	8%	13%	*
English II	Cypress Ridge	Eco. Dis.	616	433	70%	75%	71%	346	56%	61%	49%	36	6%	11%	3%
English II	Cypress Ridge	Emergent Bilingual	151	57	38%	43%	43%	27	18%	23%	20%	0	0%	5%	*
English II	Cypress Ridge	At-Risk	484	284	59%	64%	63%	200	41%	46%	36%	9	2%	7%	*
English II	Cypress Ridge	SPED	69	14	20%	25%	32%	8	12%	17%	14%	1	1%	6%	*
US History	Cypress Ridge	All	716	651	91%	94%	95%	548	77%	80%	74%	365	51%	56%	44%
US History	Cypress Ridge	Hispanic	456	412	90%	93%	95%	336	74%	79%	73%	205	45%	50%	42%
US History	Cypress Ridge	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Ridge	Asian	70	69	99%	100%	98%	66	94%	97%	88%	63	90%	93%	68%
US History	Cypress Ridge	African Am.	124	107	86%	90%	95%	88	71%	76%	69%	51	41%	46%	30%
US History	Cypress Ridge	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Ridge	White	50	47	94%	97%	95%	44	88%	91%	84%	35	70%	75%	70%
US History	Cypress Ridge	Two or More	12	12	100%	100%	88%	11	92%	95%	71%	9	75%	80%	59%
US History	Cypress Ridge	Eco. Dis.	560	502	90%	93%	95%	409	73%	78%	72%	256	46%	51%	40%
US History	Cypress Ridge	Emergent Bilingual	124	91	73%	76%	86%	59	48%	51%	36%	21	17%	22%	12%
US History	Cypress Ridge	At-Risk	429	369	86%	90%	93%	271	63%	68%	61%	136	32%	37%	29%
US History	Cypress Ridge	SPED	52	35	67%	70%	83%	20	38%	41%	26%	6	12%	17%	*

Cypress Ridge

College, Career, and Military Readiness (CCMR) Plans

The percent of graduates that meet the criteria for CCMR will increase from 76% to 84% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
76%	78%	80%	82%	84%

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	71%	73%	87%		92%			93%	75%		66%	79%	63%
2021-22	2022-23	73%	75%	89%	NA	94%	NA	NA	95%	77%	NA	68%	81%	65%
2022-23	2023-24	75%	77%	91%	NA	96%	NA	NA	97%	79%	NA	70%	83%	67%
2023-24	2024-25	77%	79%	93%	NA	98%	NA	NA	99%	81%	NA	72%	85%	69%
2024-25	2025-26	79%	81%	95%	NA	100%	NA	NA	100%	83%	NA	74%	87%	71%

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.

Updated July 2020 / HB

High School Content Area
Standard Expectations

English Language Arts/Reading

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Ensure that students frequently engage in independent, choice reading to improve fluency and stamina.
- Utilize reading and writing routines to teach and reinforce the TEKS by routinely modeling the thinking and doing of skills:
    - Demonstrate & facilitate readers' skills through chunking of text, annotation, and modeling of active thinking.
    - Demonstrate & facilitate the writing process through planning, drafting, revising, editing, publishing, and reflection.
    - Conduct regular reading and writing conferences to offer specific, actionable, individualized feedback to monitor progress and growth.
- Create collaborative opportunities for students to clarify, solidify, or deepen their thinking.
    - Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
    - Reduce teacher talk time and allow more time for student practice and application.
- Teach sentence fluency and grammar skills via sentence imitation methods such as those incorporated in *Patterns of Power* and Killgallons' Grammar Series. Encourage application of healthy sentence patterns in writing.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and determine CTG/AI instruction.
- Utilize appropriate scaffolds to meet the unique needs of all learners.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.
    - Promote digital literacy through judicious use of appropriate online resources.
    - Students should conduct research, experience digital and multi-media texts, and engage in digital assignments.

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.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
    - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

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

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;

- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

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

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
  - use Chromebook devices to engage in face to face and/or digital communication.
  - locate and access information and resources stored in different platforms such as Schoology.
  - receive immediate, individualized feedback.
  - connect to speakers outside of the classroom.
  - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
  - increase opportunities for individuals participating in unrehearsed communication.