

Cypress-Fairbanks Independent School District

Jersey Village High School

2022-2023



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".

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 encouragement and 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


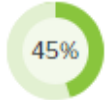


Problem Statement 1: Parent and Community Engagement: While many positive changes have occurred, a gap still remains in communication between the school, parents and the community has been identified. **Root Cause:** Parent and Community Engagement: We need a plan to streamline and increase our communication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








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts Writing: English I and II teachers will teach students how to analyze literary and nonfiction texts and self-assess their own writing through the use of intentional color-coding of text and commentary, using the process of ADD.</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>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: The Algebra I team will develop unit check for understanding quizzes based on the unit TEKS. Teachers will analyze results from the check 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>	Formative		
	Nov	Feb	May
			









Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: The Biology I team will use formative assessments mid-unit to assess students on readiness standards and plan reteach/enrichment activities prior to the summative assessment to increase all student's performance levels on EOC standards.</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 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: The US History team will use common unit quizzes containing STAAR questions to assess student mastery and skill level. They will use data from these unit quizzes to monitor and adjust their instruction, with the goal of improving student success on unit tests and STAAR EOC.</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
	N/A		
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>	Formative		
	Nov	Feb	May
		N/A	
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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 SpEd - Support SPED student academic growth by strengthening our ICS units</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>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Dropout Prevention: Bi-weekly analysis of dropout data - Attendance Talks with Attendance Officer 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 Excessive Absences Conversations with APs Tardy Reduction Plan Academic Recovery Plan - Baseline Assignments</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>	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>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
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: ESSER III: Throughout the 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: After School Program: Students who were unsuccessful on STAAR EOC will receive intentional support from degreed content specialists.</p> <p>Strategy's Expected Result/Impact: Students who attend the after school tutoring intervention will see progress on the EOC and/or course grade.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Science Content Area Specialist will 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: Student performance on unit and benchmark assessments will improve as compared to previous assessments and years.</p> <p>Staff Responsible for Monitoring: Principal</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 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.


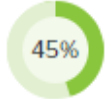






Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: State Compensatory Education: Reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other students. Strategy's Expected Result/Impact: Educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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 Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector 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 2022-23 school year, student attendance will be at 95% or higher.


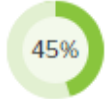


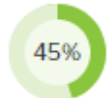
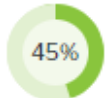
Evaluation Data Sources: Student attendance records









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: 1) Increase staff visibility in the hallways during passing periods 2) Staff will contact parents after 3 absences 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
			
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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 50%.

Evaluation Data Sources: Discipline reports





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 2022-23 school year, teacher/paraprofessional attendance will increase by .44%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will provide encouragement and support to increase attendance by utilizing the following strategies: (1) Writing encouraging notes and thank you cards throughout the year to provide specific feedback on their effect on the learning of their students; (2) Providing treats for perfect attendance; (3) admin visits with EAs; and, (4) Staff Shout out Form provided for the community to provide positive feedback to staff members.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .44%.</p> <p>Staff Responsible for Monitoring: Principal DI</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
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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

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"> - Analyzing and Integrating Common Expectations - Building and Responding to Checking for Understanding Opportunities - Developing Lessons that Encourage Two-Way Engagement - Planning and Promoting Learning Intentions and Success Criteria <p>Strategy's Expected Result/Impact: - Increase job satisfaction represented in the Teacher Satisfaction Survey</p> <p>Staff Responsible for Monitoring: DI</p>	Formative		
	Nov	Feb	May
			
 No Progress  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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement:</p> <ul style="list-style-type: none"> - Increase communication through social media (Twitter, Instagram, and Facebook) - Provide 24-hour access to needed campus/district documents (Parent Nest) - Increased parent and student campus activities - Grade-Level Meetings, College Talks, Open Village, Meet the Falcons(Athletics) - Solicit parent feedback (Parent Feedback Google Form) - Staff Shout out Form <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
			
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2022-2023 CPOC

Committee Role	Name	Position
Administrator	Maggie Wiley	Principal
Classroom Teacher	Meredith King	Teacher - Science
Classroom Teacher	Stephanie Foley	Teacher - English
Classroom Teacher	Alina Castillo	Teacher - English-Dual Credit
Classroom Teacher	Brandi Lira	Teacher - English I
Classroom Teacher	Eric Wolff	Teacher - Math
Classroom Teacher	Kimberly Wise	Teacher - CATE
Classroom Teacher	Laurie Kelly	Teacher - SpEd
Classroom Teacher	Elizabeth Starr	Teacher - CATE
Administrator	Michelle Arroyo-Peterson	Director of Instruction
Administrator	Lynn Blakeslee	Associate Principal
District-level Professional	Jose Munoz	Administrator (LEA) - District
Parent	Al Hall	Parent
Parent	Amy Austin	Parent
Non-classroom Professional	Nicole Douresseau	Diagnostician
Parent	Britni Strait	Parent
Parent	Christine Jankowiak	Parent
Parent	Erica Rocha	Parent
Parent	Kaydin Downey	Parent
Parent	Ken Nguyen	Parent
Parent	Kristi Kincaid	Parent
Parent	Marilyn Zavatsky	Parent
Parent	May Nguyen	Parent
Parent	Nicole Lopez-Livingston	Parent
Parent	Sylvia Vallejo	Parent
Non-classroom Professional	Sandra Wells	Diagnostician
Non-classroom Professional	Sarah Podvin	DIHT

Committee Role	Name	Position
Parent	Tiffany Thorn	Parent
Parent	Yianis Selinidis	Parent
Paraprofessional	Lisa Cash	Administrative Secretary
Parent	Amy Weyer	Parent
Parent	Catherine Perez	Parent
Parent	Irene Rangel	Parent
Parent	Sharon Johnson	Parent
Parent	Jennifer Garcia	Parent
Non-classroom Professional	Jessica(JB) Brooks	CIC
Classroom Teacher	Moniqua Battle	Algebra TL
Classroom Teacher	Jessica Lott	Biology TL
Non-classroom Professional	Inyang Ekong	CIC
Administrator	Christopher Scott	AP
Classroom Teacher	Paula Martinson	Social Studies DC
Non-classroom Professional	Whitney McCoy	CIC
Classroom Teacher	Nicole Carrillo	US History TL
Classroom Teacher	Michelle Nelsen	Math DC

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: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
			2022	#	%			#	%			#	%		
			#	#	%			#	%			#	%		
English II	Jersey Village	White	115	107	93%	96%	89%	95	83%	86%	84%	20	17%	20%	20%
English II	Jersey Village	Two or More	17	16	94%	97%	92%	15	88%	91%	85%	4	24%	27%	*
English II	Jersey Village	Eco. Dis.	592	438	74%	77%	75%	340	57%	60%	52%	49	8%	11%	6%
English II	Jersey Village	Emergent Bilingual	147	61	41%	46%	38%	23	16%	21%	11%	0	0%	3%	*
English II	Jersey Village	At-Risk	485	307	63%	66%	62%	201	41%	44%	35%	9	2%	5%	1%
English II	Jersey Village	SPED	84	30	36%	41%	38%	14	17%	22%	24%	0	0%	3%	*
US History	Jersey Village	All	802	743	93%	96%	97%	632	79%	82%	79%	447	56%	59%	54%
US History	Jersey Village	Hispanic	482	447	93%	96%	96%	367	76%	79%	75%	240	50%	53%	47%
US History	Jersey Village	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Jersey Village	Asian	97	92	95%	98%	99%	87	90%	93%	95%	76	78%	81%	84%
US History	Jersey Village	African Am.	95	80	84%	87%	96%	63	66%	69%	72%	35	37%	40%	41%
US History	Jersey Village	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Jersey Village	White	110	106	96%	99%	99%	97	88%	91%	92%	81	74%	77%	71%
US History	Jersey Village	Two or More	13	13	100%	100%	100%	13	100%	100%	80%	11	85%	88%	67%
US History	Jersey Village	Eco. Dis.	496	447	90%	93%	96%	368	74%	77%	75%	233	47%	50%	49%
US History	Jersey Village	Emergent Bilingual	118	91	77%	82%	90%	51	43%	48%	34%	15	13%	16%	12%
US History	Jersey Village	At-Risk	401	343	86%	89%	94%	245	61%	64%	64%	119	30%	33%	33%
US History	Jersey Village	SPED	63	44	70%	75%	84%	26	41%	46%	41%	9	14%	17%	19%

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

- 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.