Cypress-Fairbanks Independent School District

Bridgeland High School

2023-2024

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

Bridgeland High School students showed growth at all grade levels. In our academic core areas, elective programs, and extracurricular activities. BHS students continue to make strides and recuperate from the changes brought on by the COVID-19 pandemic.

EOC-tested subjects

- Algebra I met or exceeded the cluster group in the Approaches, Meets, and Masters categories by at least 4%.
- English I met or exceeded the cluster group in the Approaches, Meets, and Masters categories by at least 2%
- English II met or exceeded the cluster group in the Approaches, Meets, and Masters categories by at least 1%
- US History met or exceeded the cluster group in the Approaches, Meets, and Masters categories by at least 1%

Advanced Placement (AP) results

- BHS has increased the number of students taking AP courses to 1,006, this is 146 more students than the previous year and almost double our pre-pandemic number of students who were taking AP courses.
- 78% of the students who took an AP scored a 3 or higher, with an increase of 6% from the previous year.

CTE and Electives

- BHS had 1,492 earned certifications, a **28% growth over the previous year.** This exceeded their target growth by 18%
- BHS has been awarded the #1 spot for most certifications earned.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: African-American Male students missed the campus target by at least 2% in the Approaches, Meets, and Masters categories.   **Root Cause:** English Language Arts: Teacher Expectations and lack of culturally relevant materials.

Problem Statement 2: Math: African-American Male students missed the campus target by at least 9% in the Approaches, Meets, and Masters categories.   **Root Cause:** Math: Teachers lack of design anticipatory sets that promote appropriate levels of student engagement.

Problem Statement 3: Science: Economically disadvantaged students missed the campus target in the Masters category by 12%.   **Root Cause:** Science: lack of planning engaging and effective lessons that could reach economically disadvantaged students.

Problem Statement 4: Social Studies: Economically disadvantaged students missed the campus target in the Meets and Masters category by at least 2%.   **Root Cause:** Social Studies: Teachers will build more scaffolding into lessons to support students learning gaps.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: number of economically disadvantaged students enrolled in advanced and dual credit courses.   **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: we will continue to build scaffolds that support background knowledge gaps.

Problem Statement 6: CTE Approved Industry Certifications: number of students eligible to receive industry certifications   **Root Cause:** CTE Approved Industry Certifications: Increase the number of completed certifications by closely monitoring, tracking, and connecting students with resources when they need them to complete industry certifications.

Problem Statement 7: Graduation Rate: For 2023 we did not have 100% of eligible seniors graduate in May   **Root Cause:** Graduation Rate: The campus will implement ways to motivate economically disadvantaged students who have excessive absences or who are credit deficient to help them graduate.

Problem Statement 8: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

- Our teachers and assistant principals continue to collaborate to implement restorative discipline practices for all students.
- We successfully conducted the required safety drills for our campus each month in accordance with Lead Safely requirements.
- Through Advisory, lessons from Project Safety are discussed on themes pertaining to student wellbeing each month. Our instructors lead class discussions on the value of everyone on campus being safe, healthy, and compassionate.
- In addition, our campus completed all of the required character education lessons, which increased students' school pride by learning and celebrating our campus origin and traditions.
- All full-school festivities, including Open House, Homecoming dance, Prom, 9–12th Awards Night, Powder Puff, and King Kodiak, resumed in 21–22 after the pandemic and continue in the 22-23 school year. Additionally, we packed the campus for all performances of theater and concerts.
- The following programs had 80% of their students scored a 3 or higher in their AP tests: 2-D Art and Design, 3-D Art and Design, Art History, Biology, Calculus AB, Calculus BC, Chinese Language and Culture, Computer Science A, Computer Science Principles, Drawing, English Literature and Composition, European History, Macroeconomics, Physics C: Mechanics, Spanish Language and Culture, Spanish Literature and Culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Some students' consistent attendance continues to be a challenge, which has a detrimental influence on their results because of missed lessons and make-up work.   **Root Cause:** To address the issue of excessive absences, we must track and address each student individually and with a plan of action

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- Bridgeland has a strong staff retention rate, and many district instructors cite Bridgeland when looking for transfers within the district.
- In order to interview potential new hires, department heads, and an administration partner look for highly qualified people who suit the campus and its pedagogical goals.
- First-year teachers and teachers who are new to the CFISD are supported in their development and success through the New Teacher Induction Program. All new teachers in Bridgeland's NTIP are paired with a campus mentor teacher, who serves as the program's lead mentor.
- A Campus Instructional Coach, who has more time to provide individualized coaching support, is assigned to first-year teachers.
- The NTIP provides targeted professional development at least twice per semester, with themes dependent on demand and time of year (class management, uploading grades, etc.).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Absences for teachers and paraprofessionals are much higher on Friday and Monday, especially in late fall and throughout the spring.   **Root Cause:** Teacher/Paraprofessional Attendance: We need to give incentives for instructors to be present on Fridays, as well as awards for outstanding attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Our Open House, with a come-and-go format, was widely attended and quite successful.
- We also organized our first vertical Horizons Showcase in March 2022, in collaboration with Salyards and Smith Middle Schools, and it was enthusiastically attended and well-received by teachers, students, and parents.
- Our Fine Arts department sponsored numerous shows and had numerous competition victories and their shows were widely attended by parents and the community at large.
- As part of "paying it forward," our campus clubs are expected to conduct community service projects, and we resumed the Food Drive with bagging rice that began in Bridgeland's inaugural year.

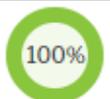**Problem Statements Identifying Parent and Community Engagement Needs**

Problem Statement 1: Our parents may need varied forms of communication in order to access information on classes, school events, and processes.   **Root Cause:** We must establish consistency and accountability in our methods for communicating with parents about academics and events.

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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details	Formative Reviews		

Strategy 1: English Language Arts: Teachers will establish stronger relationships with African-American students by increasing teacher expectations and introducing culturally relevant texts.
    Strategy's Expected Result/Impact: African-American students will meet or exceed the campus target on the attached CIP target tables.
    Staff Responsible for Monitoring: TL, Teachers, CIC, Director of Instruction
	Formative		

	Nov	**Feb**	**May**
	5%	50%	75%

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: In order to increase buy-in and engagement with our African-American students, we will design masterful anticipatory sets for our Algebra 1 topics.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: TL, teachers, CIC, Director of Instruction
	Formative		

	Nov	**Feb**	**May**
	5%	65%	80%

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: The biology team will focus on planning engaging and effective lessons to meet the needs of the Economically Disadvantaged student population and improve their mastery.
    Strategy's Expected Result/Impact: Meet or exceed targets on the attached CIP target tables.
    Staff Responsible for Monitoring: TL, teachers, CIC, Director of Instruction
	Formative		

	Nov	**Feb**	**May**
	25%	70%	100%

Strategy 4 Details	Formative Reviews		

Strategy 4: Social Studies: The US History Team will focus on academic vocabulary as they plan engaging and effective lessons to meet the needs of the Economically Disadvantaged and EB student population.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: TL, teachers, DHIT, CIC, Director of Instruction.
	Formative		

	Nov	Feb	May
	5%	40%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: As a campus, we recognize that this purpose is multifaceted and entails numerous lenses:
- Teachers will build relationships with students to boost confidence and encourage tutorials to stay in the course;
 - Counselors will recommend advanced courses to students when appropriate;
- CCS will target high-achieving Eco Dis students using PSAT results;
- AAS will make students aware of the benefits of the free/reduced lunch program toward AP and DC course fees.
 	
    Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit (completing a year) in these courses will increase by 2%.
    Staff Responsible for Monitoring: Academic Achievement Specialist
Counselors
Director of Instruction
College and Career Specialist
	Formative		

	Nov	Feb	May
	5%	5%	65%

Strategy 6 Details	Formative Reviews		

Strategy 6: CTE Approved Industry Certifications: Teachers will give interactive instruction and "road maps" that allow students to see how the course relates to career paths and industry certifications.
 	
    Strategy's Expected Result/Impact: The percentage of students obtaining an industry certification will rise by 2%.
    Staff Responsible for Monitoring: CTE counselor
CTE Dept Chair, CIC
Director of Instruction
Business Team Leader
	Formative		

	Nov	Feb	May
	40%	60%	100%

Strategy 7 Details	**Formative Reviews**		

Strategy 7: Graduation Rate: Our SIT process has been revamped to offer teachers support on tier 1 interventions and the SIT team meets with DI, AAS, lead counselor, and AP/counselor partners, and includes a review of seniors who are not on track to graduate. We have a Student Success Plan that can be implemented with a meeting between the AAS, counselor, AP, and the student to encourage the student toward credits needed and attendance targets.

	Formative		
	Nov	**Feb**	**May**
	25%	60%	100%

Strategy's Expected Result/Impact: All: 90% or higher or an increase of .10%
African American: 90% or higher or an increase of .10%
Hispanic: 90% or higher or an increase of .10%
White: 90% or higher or an increase of .10%
Economically Disadvantaged: 90% or higher or increase of .10%

Staff Responsible for Monitoring: AAS, Senior Guidance Counselors, APs, SIT team

Strategy 8 Details	**Formative Reviews**		

Strategy 8: Dropout Prevention: The campus attendance office, district attendance officer, CYS, AAS, counselors, and assistant principals will work together to keep kids from dropping out. Our SIT meets biweekly to discuss "dropout danger" students. Our AP over dropouts and CYS will make house visits as needed, giving families additional options. The AP, AAS, and Attendance officer will monitor the dropout list on a regular basis and contact families to offer assistance until a solution is found.

	Formative		
	Nov	**Feb**	**May**
	15%	30%	50%

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%.

Staff Responsible for Monitoring: Principal, AAS, counselors, APs, CYS, and attendance office, SIT

Strategy 9 Details	**Formative Reviews**		

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 over the past two years.

	Formative		
	Nov	**Feb**	**May**
	50%	50%	100%

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

Staff Responsible for Monitoring: Director of Instruction
Core Content DCs
Core Content TLs
Academic Achievement Specialist

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention Tutorial Programs: After School and Saturday tutoring for STAAR - Accelerated instruction retesters.	Formative		
Strategy's Expected Result/Impact: Students attending at least three sessions will increase EOC raw score by 20% **Staff Responsible for Monitoring:** Academic Team	Nov	Feb	May
	35%	50%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): No Red Ink Premium subscription for students to improve their academic performance.	Formative		
Strategy's Expected Result/Impact: Students using the platform, a minimum of one time per week, will show an increase of their DPM writing scores by 20% from September to February. **Staff Responsible for Monitoring:** Academic Team	Nov	Feb	May
	75%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Extended Instructional Time (Closing the gaps): Temporary Core Content Area Specialists will be hired to work with students in the Spring who need additional Accelerated Instruction support to pass STAAR exams in content areas in which they failed the previous year.	Formative		
Strategy's Expected Result/Impact: 90% of Students assigned extra support staff will show success on Spring administration. **Staff Responsible for Monitoring:** Academic Team	Nov	Feb	May
	35%	50%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Coaching: Increase impact of instructional coaching team through the implementation of video coaching.	Formative		
Strategy's Expected Result/Impact: Coaches will be able to achieve larger gains with teachers in a shorter period of time via video coaching. **Staff Responsible for Monitoring:** Academic Team	Nov	Feb	May
	25%	60%	85%

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Technology Support: Implement technology to close the gaps in language acquisition via acquiring headset devices for student use in LOTE and support technology for all first time instructors to better execute lessons via warless technology accessories for the Promethean panels.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: TEKS Scores will increase by 10% compared to last year.	100%	100%	100%

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Professional Development: Train Academic Achievement team to face modern challenges via the TCEA Convention & Exposition	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Prepare Instructional Coaches, Academic Achievement Specialist, and Director of Instruction to offer better PD in an educational environment that has to navigate the challenges of AI, engaging multi-lingual learners with technology, and blended learning. **Staff Responsible for Monitoring:** Academic Team	N/A	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 current 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		

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

	Nov	Feb	May
	25%	100%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, 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: *Assistant Principals
	Formative		

	Nov	Feb	May
	35%	70%	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 current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate	Nov	Feb	May
Staff Responsible for Monitoring: Principal	50%	65%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate	Nov	Feb	May
Staff Responsible for Monitoring: Principal	25%	60%	75%

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: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed at teaching rules, procedures, and expectations that create a positive school climate.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The Threat Assessment tool will be an approach to violence prevention that involves an intervention with students who have threatened violence in some way.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: *Principal
*Associate Principal
*Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	50%	60%	75%

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. A proactive restorative approach will be used to transform student behavior through rebuilding and repairing relationships with peers and adults when conflicts occur. This consistent approach will allow students the opportunity to learn appropriate social skills and emotional responses, which will prevent further misbehaviors. Because of the large enrollment in the school, it is critical to continue to be consistent with discipline and follow-up.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: *Principal
*Associate Principal
*Assistant Principals
*Teachers
	Formative		

	Nov	**Feb**	**May**
	25%	60%	100%

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

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

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

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: We will build systems that support our teachers and paraprofessionals to feel successful (teacher efficacy) such as:
- Instructional Shout Outs each week,
- incentives/rewards for consistent Friday attendance,
- new teacher support through NTIP,
- frequent classroom visits with precision feedback,
- Sunshine Committee events to build camaraderie and school pride.
 	
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1% - supporting school vision of "wanting to be here every day."
    Staff Responsible for Monitoring: Principal
Attendance secretary
Director of Instruction
	Formative		

	Nov	**Feb**	**May**
	5%	50%	75%

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

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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		
Strategy 1: High-Quality Professional Development: Coaching cycles with CICs based on request, CF-TESS goals, and need.	**Formative**		
Strategy's Expected Result/Impact: Teachers will receive targeted support on individualized needs by experience and content, allowing teachers to improve craft and impact on student success.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Director of Instruction CIC team	20%	60%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: The instructional team will revamp our campus professional library and share with teachers personalized training and book study options.	**Formative**		
Strategy's Expected Result/Impact: Teacher engagement on implementation of strategies increases based on choice, investment.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Director of Instruction DI Helping Teacher CIC team	10%	30%	100%

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

Goal 4: Family and Community Engagement: We will improve communication and alignment for processes around campus events and academics so that parents have more awareness of how to find this information for their students or themselves.

Performance Objective 1: By the end of the current school year, we will have fewer parent concerns about school or classroom processes.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
decrease in tip lines
Email communication

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will use varied forms of communication, including more SMS texts to parents for key information about events.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parents will have a clearer understanding of school processes, deadlines, and contact information. **Staff Responsible for Monitoring:** Principal Director of Instruction Lead Counselor Assistant Principals	65%	80%	90%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Associate Principal	Yolonda Sneed	Associate Principal
Other School Leader (Nonteaching Professional) #1	Z Smith	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #4	Erin Francis	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	April Young	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	J.R. Satchell	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Steven Murry	Community Member #1
Parent #2	Amy Lippincott	Parent #2
Parent #1	Obiageli Nwosu	Parent #1
Administrator (LEA) #1	John Morrison	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Christina Nelmes	Other School Leader (Nonteaching Professional) #2
Administrator	Ruth Stephen	Administrator
Teacher #8	Talia Dudley	Teacher #8
Teacher #7	Melanie Hogue	Teacher #7
Teacher #6	Kris Behenna	Teacher #6
Teacher #5	Luis Lopez	Teacher #5
Teacher #4	Courtney Holdampf	Teacher #4
Teacher #3	Colleen Noble	Teacher #3
Teacher #2	Christina Howard	Teacher #2
Teacher #1	Alex Garcia	Teacher #1
Principal	Mike Smith	Principal

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	2024 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				#	#	%	%	%	#	%	%	%	#	%	%	%
Algebra I	Bridgeland	HS 1	All	332	318	96%	98%	93%	239	72%	75%	66%	108	33%	35%	36%
Algebra I	Bridgeland	HS 1	Hispanic	86	81	94%	96%	92%	60	70%	73%	64%	26	30%	32%	33%
Algebra I	Bridgeland	HS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Bridgeland	HS 1	Asian	19	19	100%	100%	96%	18	95%	96%	80%	14	74%	76%	48%
Algebra I	Bridgeland	HS 1	African Am.	76	69	91%	94%	89%	46	61%	70%	51%	15	20%	30%	26%
Algebra I	Bridgeland	HS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Bridgeland	HS 1	White	133	131	98%	99%	94%	99	74%	77%	71%	46	35%	37%	40%
Algebra I	Bridgeland	HS 1	Two or More	17	17	100%	100%	96%	15	88%	90%	65%	6	35%	37%	39%
Algebra I	Bridgeland	HS 1	Eco. Dis.	88	82	93%	95%	91%	57	65%	70%	52%	19	22%	27%	27%
Algebra I	Bridgeland	HS 1	Emergent Bilingual	26	22	85%	90%	80%	18	69%	72%	45%	5	19%	25%	*
Algebra I	Bridgeland	HS 1	At-Risk	178	167	94%	96%	85%	105	59%	64%	45%	32	18%	23%	15%
Algebra I	Bridgeland	HS 1	SPED	51	48	94%	96%	73%	26	51%	56%	35%	5	10%	15%	10%
Biology	Bridgeland	HS 1	All	915	905	99%	100%	99%	823	90%	92%	91%	500	55%	61%	50%
Biology	Bridgeland	HS 1	Hispanic	201	197	98%	99%	98%	172	86%	89%	90%	81	40%	47%	46%
Biology	Bridgeland	HS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Bridgeland	HS 1	Asian	113	113	100%	100%	98%	110	97%	98%	97%	89	79%	80%	73%
Biology	Bridgeland	HS 1	African Am.	111	106	95%	96%	99%	86	77%	86%	82%	36	32%	40%	29%
Biology	Bridgeland	HS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Bridgeland	HS 1	White	434	433	100%	100%	99%	401	92%	94%	92%	263	61%	66%	50%
Biology	Bridgeland	HS 1	Two or More	53	53	100%	100%	98%	51	96%	98%	88%	29	55%	57%	43%
Biology	Bridgeland	HS 1	Eco. Dis.	148	145	98%	99%	97%	117	79%	83%	81%	49	33%	40%	38%
Biology	Bridgeland	HS 1	Emergent Bilingual	29	28	97%	98%	86%	20	69%	74%	68%	5	17%	25%	18%
Biology	Bridgeland	HS 1	At-Risk	243	234	96%	97%	95%	171	70%	74%	75%	48	20%	30%	27%
Biology	Bridgeland	HS 1	SPED	55	52	95%	96%	84%	29	53%	59%	41%	8	15%	20%	*
English I	Bridgeland	HS 1	All	917	877	96%	97%	95%	817	89%	91%	90%	384	42%	44%	53%
English I	Bridgeland	HS 1	Hispanic	205	194	95%	97%	95%	174	85%	87%	89%	65	32%	35%	51%
English I	Bridgeland	HS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
English I	Bridgeland	HS 1	Asian	110	110	100%	100%	98%	109	99%	100%	95%	66	60%	61%	72%
English I	Bridgeland	HS 1	African Am.	111	98	88%	90%	84%	83	75%	85%	77%	21	19%	30%	29%
English I	Bridgeland	HS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
English I	Bridgeland	HS 1	White	439	424	97%	98%	96%	401	91%	93%	93%	203	46%	48%	55%
English I	Bridgeland	HS 1	Two or More	49	48	98%	99%	96%	47	96%	97%	92%	28	57%	59%	42%
English I	Bridgeland	HS 1	Eco. Dis.	152	139	91%	93%	85%	118	78%	80%	79%	35	23%	26%	34%
English I	Bridgeland	HS 1	Emergent Bilingual	36	27	75%	80%	61%	17	47%	52%	57%	*	*	*	*
English I	Bridgeland	HS 1	At-Risk	256	218	85%	87%	83%	168	66%	71%	72%	35	14%	18%	28%
English I	Bridgeland	HS 1	SPED	55	42	76%	80%	51%	26	47%	55%	29%	7	13%	15%	*

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	2024 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
English II	Bridgeland	HS 1	All	914	869	95%	97%	95%	806	88%	90%	89%	245	27%	30%	28%
English II	Bridgeland	HS 1	Hispanic	212	197	93%	94%	93%	176	83%	85%	87%	36	17%	20%	25%
English II	Bridgeland	HS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
English II	Bridgeland	HS 1	Asian	114	110	96%	97%	98%	107	94%	97%	98%	55	48%	50%	40%
English II	Bridgeland	HS 1	African Am.	128	114	89%	91%	87%	103	80%	84%	63%	17	13%	20%	13%
English II	Bridgeland	HS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English II	Bridgeland	HS 1	White	420	408	97%	98%	98%	383	91%	92%	95%	125	30%	32%	28%
English II	Bridgeland	HS 1	Two or More	39	39	100%	100%	96%	36	92%	93%	92%	12	31%	33%	34%
English II	Bridgeland	HS 1	Eco. Dis.	159	142	89%	91%	87%	124	78%	80%	73%	17	11%	15%	14%
English II	Bridgeland	HS 1	Emergent Bilingual	26	19	73%	80%	73%	10	38%	40%	55%	*	*	*	*
English II	Bridgeland	HS 1	At-Risk	207	163	79%	84%	79%	116	56%	60%	61%	8	4%	9%	8%
English II	Bridgeland	HS 1	SPED	57	36	63%	70%	63%	23	40%	45%	46%	*	*	*	*
US History	Bridgeland	HS 1	All	807	801	99%	100%	100%	741	92%	93%	93%	555	69%	71%	75%
US History	Bridgeland	HS 1	Hispanic	182	180	99%	100%	100%	162	89%	90%	89%	110	60%	62%	66%
US History	Bridgeland	HS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
US History	Bridgeland	HS 1	Asian	89	87	98%	99%	99%	85	96%	97%	98%	76	85%	86%	86%
US History	Bridgeland	HS 1	African Am.	105	104	99%	99%	100%	89	85%	89%	89%	59	56%	60%	58%
US History	Bridgeland	HS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
US History	Bridgeland	HS 1	White	381	380	100%	100%	100%	360	94%	95%	94%	277	73%	75%	82%
US History	Bridgeland	HS 1	Two or More	47	47	100%	100%	100%	43	91%	92%	95%	32	68%	70%	73%
US History	Bridgeland	HS 1	Eco. Dis.	123	121	98%	99%	99%	107	87%	88%	85%	68	55%	57%	59%
US History	Bridgeland	HS 1	Emergent Bilingual	26	23	88%	90%	92%	17	65%	69%	68%	8	31%	34%	32%
US History	Bridgeland	HS 1	At-Risk	166	161	97%	98%	98%	116	70%	73%	74%	61	37%	40%	44%
US History	Bridgeland	HS 1	SPED	40	38	95%	97%	94%	19	48%	52%	46%	*	*	*	25%

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
    - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
    - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
    - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
    - Engage with digital texts and resources to create, collaborate with peers, and think.
    - Exercise digital literacy through judicious use of appropriate online resources for the research process.
    - Produce original products in a digital environment.

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 students 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 graphing technology 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.