Cypress-Fairbanks Independent School District

Cypress Ridge High School

2023-2024

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.

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SCHOOL PROFILE

Cypress Ridge High School is a campus in Houston, Texas. Cypress Ridge High School opened its doors in 2002. Cypress Ridge High School is projected to serve 2920 students in grades 9-12 during the 2023-2024 school year, which is an increase from the previous year of 2801.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Cypress Ridge High school's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- Local Accountability System Data (DPM)
- STAAR Current and longitudinal results
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Campus Discipline Data
- Campus Attendance Data
- Employee Perception Survey Responses
- Advanced Placement (AP) assessment data
- Dual Credit enrollment and performance data
- Industry Based Certification Data
- Student Failure and retention rates

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 23, 2023 and again on September 19, 2023 to develop and finalize the CNA. The meetings were held in in the .Principal's Conference Room of cypress Ridge High School at 4pm.

At the first meeting on May 23, 2023, principal Stephanie Meshell went over campus celebrations and then looked at each of the 4 main goals of the CIP. For each goal, the committee discussed what the strengths were and what areas of improvement were needed for the upcoming year. The committee also looked at the anticipated expenditures of Title I funds to address the areas of improvement.

At the second meeting on September 19, 2023 the CPOC revisited the proposed Title I expenditures and looked at updated STAAR EOC data, discipline data, and discussed planned changes for the upcoming school year to address the identified areas of need.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically there is a 20% decline between the Approaches and the Meets categories on the English II STAAR Test. Through the root cause analysis process, we identified that our English II team was uncertain of the skills to successfully demonstrate the higher order thinking of the bubble students.

Our second identified priority problem is in the area of student achievement, specifically our Hispanic population performed significantly lower on the Biology STAAR test and this is our largest population. Through the root cause analysis process, we identified the science language and terminology is creating a barrier to learning the biology concepts.

Our third identified priority problem is in the area of student attendance, specifically our student attendance fell significantly and is well away from our goal of 96%. Through the root cause analysis process, we identified that we needed better processes for identifying and addressing our chronically absent and skipping students.

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- 20.4%

Asian- 8.6%

Hispanic- 60.2%

American Indian- 1.0%

Pacific Islander- 0.2%

Two or More Races- 2%

White- 7.6%

Emergent Bilingual- 12.4%

Special Education- 9.9%

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: We need to continue to strive towards our goal of 100% graduation.   **Root Cause:** 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.

- 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 were attended by large groups of students.

- Our campus received a B rating on state accountability for the 2021-22 school year. (update with new data)

- 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. (update with new data)

- We saw a 99% participation rate on the 2022 EOCs, a 2% increase from the previous year (update with new data)

- Our ELL/EB students increased passing rates in all 4 core areas on the STAAR EOC (update with new data)

- Overall we increased passing rates in the areas of Hispanic, Special Ed, and ELL/EB (update with new data)

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. (update with new info when available)   **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): There is a 20% decline between students performing in the approaches and the meets categories.   **Root Cause:** English Language Arts: (English II): We were uncertain of the skills required to successfully demonstrate the higher order thinking of bubble students.

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. Edit Associated Areas

Problem Statement 4: Math: Based on the 2022 STAAR data Category 3: Solving Linear Functions, Equations, and Inequalities. was our lowest performing topic. (update with new info when available)   **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. (update with new info when available)   **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 2022-23 school year our students struggle with analyzing primary sources. (update with new info when available)
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 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 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 struggling students through our Zap Class which targets students not turning in work and general academic avoidance.
- 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 Associate's of Science degree.
- Tutorials are offered 4 days a week from 2:56-3:20 pm and many teacher choose to stay until 4pm 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
- Our 3 Attendance Administrators work diligently to walk the campus and redirect students in the hallway back to class.

Restorative Discipline:
Strengths include:

- Parent and student conferences to teach appropriate behaviors
- Skip 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
- Daily metal detector checks for students late to school to deter tardiness and address the presence of vapes on our campus.

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 Strengths

According to the 2023 Employee Perception Survey our greatest campus strengths are:

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

- Opportunities for professional growth are available. (98%)

- I am clear about my job responsibilities. (99%)

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.
• 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 website and marquee to keep parents and community informed of current school events.
• Active participation of VIPs to assist with several school events Homecoming 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 staff need to feel appreciated and connected to our campus so that they value coming to work consistently.

Problem Statement 2: Parent and Community Engagement: We need to connect more parents to our campus to partner with us in their children's education.   **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 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
>
> **Summative Evaluation:** Met Objective
>
> **Next Year's Recommendation:** We will continue to hold data digs for every unit test and DPM so that we focus on attaching student names to the data and target specific areas of need.

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts- English I: As a team we will use released STAAR passages, results, and images to aid in planning first time rigorous and differentiated instruction.	**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 Leader, Department Chair, English CIC, Director of Instructor, Principal	50%	40%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: English Language Arts- English II: We will align our strategies in planning for reading and writing instruction to promote clarity and consistency.	**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 Leader, Department Chair, English CIC, Director of Instruction, Principal	45%	90%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: English Language Arts- Writing: As a team using calibration, released images, and the STAAR rubric to streamline instruction and expectations.	**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 Leader, Department Chair, English CIC, Director of Instruction, Principal	50%	80%	100%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Math: The Algebra 1 team will seek to build student stamina through scaffolding problems by modeling through think-aloud processing and rewarding students with positive reinforcements when stamina is shown.	**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 Leader, Department Chair, Director of Instruction, Principal	35%	70%	100%

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Science: Biology will overcome the language barrier by using visual aids, CERs (Cause, Evidence, and Reasoning) activites, and small group instruction to increase student retention of biology concepts in preparation for summative exams and Biology EOC. Strategies Biology team will use are as follows: Visual aids (anchor charts, videos, ect.), CERs (reading and comprehension), small group instruction.	**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 Leader, Science Department Chair/CIC, Director of Instruction, Principal	60%	85%	100%

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Social Studies: We will increase the rigor of our lessons by utilizing gradual release, small group instruction, and designing lessons/activities to make connections back to our eras and trends in US History.	**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 Leader, Department Chair, Social Studies CIC, Director of Instruction, Principal	90%	90%	100%

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: * 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	**Formative**		
	Nov	**Feb**	**May**
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	100%	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 most elective courses * We will cover the cost of all industry certification exams	**Formative**		
	Nov	**Feb**	**May**
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	100%	100%	100%

Strategy 9 Details	Formative Reviews		

Strategy 9: Graduation Rate: Increase graduation rates across the board but especially in our African American, White, ELLs and Special Ed. population as these populations all 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.

	Formative		
	Nov	Feb	May
	45%	70%	70%

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

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.

	Formative		
	Nov	Feb	May
	50%	75%	65%

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

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.

	Formative		
	Nov	Feb	May
	70%	80%	90%

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

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 including: Bringing Out the Best lessons, after school clubs, Veterans' Day celebration, Talent Show, Mr. Ram, and Leadworthy.

	Formative		
	Nov	Feb	May
	60%	70%	95%

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

Strategy 13 Details	Formative Reviews

Strategy 13: At risk Students:	Formative		
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.	**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	60%	80%	95%

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.

Summative Evaluation: Met Objective

Next Year's Recommendation: Next year we will need to find other sources of funding to make up for the loss of ESSER funds. We will look to move as much as possible to Title I.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: targeted after-school tutorials for 9th grade students who are failing a class or currently repeating 9th grade.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 9th graders attending the 2023-24 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 that they are invited to coach up sessions. **Staff Responsible for Monitoring:** Principal	40%	90%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Specialist in English will support teachers during their planning periods and in the classroom by providing feedback as well as modeling effective instructional strategies and content-based skills. The coach will additionally work with targeted students such as EOC retesters, and EB students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the current school year, 90% of the students working with the English core content area interventionist will reach Approaches or higher on the English EOC and pass the course. **Staff Responsible for Monitoring:** Principal	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: Met Objective

Next Year's Recommendation: We will continue to use SCE funds to pay for a Math Campus Instructional Coach next year.

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Core Content Area Specialist in Math will support teachers during their planning periods and in the classroom by providing feedback as well as modeling effective instructional strategies and content-based skills. The coach will additionally work with targeted students such as EOC retesters, and EB students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the current school year, 90% of the students working with the Math core content area interventionist will reach Approaches or higher on the Algebra I EOC and pass the course. **Staff Responsible for Monitoring:** Principal	100%	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

    Summative Evaluation: Met Objective

    Next Year's Recommendation: We will continue to practice all of the districts safety policies.

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**
	55%	75%	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**
	55%	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 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
>
> **Summative Evaluation:** Some progress made toward meeting Objective
>
> **Next Year's Recommendation:** We need to make student attendance a priority next year through the use of our Student Advocate as well as looking for ways to do full campus attendance pushes.

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.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 96% overall attendance rate **Staff Responsible for Monitoring:** Principal	25%	30%	35%

Strategy 2 Details	Formative Reviews		
Strategy 2: We will use Title I funds to hire 3 Campus Attendance Administrators to assist in clearing the hallways during class time to address students out of class, tardy, and/or skipping. These administrators will also work with students that are practicing academic avoidance in the Zap Class to make up work that was not turned in.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 95% overall attendance rate and overall increase in campus passing rates. **Staff Responsible for Monitoring:** Assistant Principals, Student Advocate, Behavior Interventionist, Counselors, Associate Principal, Attendance Committee, Academic Achievement Specialist	100%	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 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to use PBIS and our campus PRIDE team to collaborate on ways to teach behaviors to students. The APs will continue to use restorative practices when conferencing with students.

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.	**Formative**		
	Nov	**Feb**	**May**
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 Bringing Out the Best lessons taught school-wide each progress report. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals	70%	80%	100%

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.	**Formative**		
	Nov	**Feb**	**May**
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:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals	40%	55%	65%

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 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We need to make positive staff acknowledgments a priority and either bring back Key Awards or find something to take its place.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff Acknowledgement-Nominate Key Awards for exemplary staff; provide PRIDE catchers to acknowledge various measures of extended efforts; highlight celebrations on social media, in campus meetings and on the campus webpage. Finally staff and student accomplishments will be highlighted each week in the Principal's Sunday Notes.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal	35%	50%	65%

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to offer PDs throughout the year but we need to focus on getting feedback from the staff on topics and looking for ways to offer PD for Paraprofessionals.

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. This year the major area of focus will be on Gradual Release and will be supported through Technology Lunch and Learn Sessions, after school PD offerings, Model Schools Conference, and book study opportunities.	**Formative**		
	Nov	**Feb**	**May**
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	70%	75%	90%

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 current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Look for new ways to involve the community and parents in the school as well as continue to offer the events that we currently offer.

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 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			45%	65%	95%

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

2023-2024 CPOC

Committee Role	Name	Position
Business Representative	Matt Milks	Business Representative #3
Other School Leader (Nonteaching Professional) #4	Jenelle Wright	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Roshay Washington	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Jissel Hernandez	Paraprofessional #2
Paraprofessional #1	Jennifer Carmichael	Paraprofessional #1
Business Representative #2	Fred Stewart	Business Representative #2
Business Representative #1	Adil Berrada	Business Representative #1
Community Member #2	Leanne Lauck	Community Member #2
Community Member #1	Becky Marsh	Community Member #1
Parent #2	Kristin Shell	Parent #2
Parent #1	Christine Bivins	Parent #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Kenya Turner	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Brandi Blomquist	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Lesley Ward	Other School Leader (Nonteaching Professional) #1
Teacher #8	Michelle Perkins	Teacher #8
Teacher #7	Marissa Landaverde	Teacher #7
Teacher #6	Marel Felder	Teacher #6
Teacher #5	Luis Crotte Pardo	Teacher #5
Teacher #4	Miranda Bussey	Teacher #4
Teacher #3	Jasmine Binion	Teacher #3
Teacher #2	Christine Talbert Beard	Teacher #2
Teacher #1	Candice Watkins	Teacher #1
Principal	Abelardo Lozano	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	Cypress Ridge	HS 3	All	574	421	73%	80%	79%	183	32%	40%	36%	70	12%	20%	13%
Algebra I	Cypress Ridge	HS 3	Hispanic	362	267	74%	80%	80%	128	35%	40%	35%	50	14%	20%	13%
Algebra I	Cypress Ridge	HS 3	Am. Indian	6	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Ridge	HS 3	Asian	15	14	93%	96%	100%	5	33%	40%	80%	*	*	25%	53%
Algebra I	Cypress Ridge	HS 3	African Am.	149	108	72%	80%	74%	38	26%	35%	34%	9	6%	12%	9%
Algebra I	Cypress Ridge	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Cypress Ridge	HS 3	White	24	18	75%	80%	70%	7	29%	35%	45%	5	21%	25%	*
Algebra I	Cypress Ridge	HS 3	Two or More	18	10	56%	60%	80%	*	*	30%	*	*	*	20%	*
Algebra I	Cypress Ridge	HS 3	Eco. Dis.	487	356	73%	80%	77%	151	31%	40%	35%	55	11%	20%	12%
Algebra I	Cypress Ridge	HS 3	Emergent Bilingual	168	114	68%	73%	79%	42	25%	30%	30%	12	7%	15%	13%
Algebra I	Cypress Ridge	HS 3	At-Risk	466	335	72%	80%	76%	125	27%	35%	30%	40	9%	12%	9%
Algebra I	Cypress Ridge	HS 3	SPED	51	30	59%	65%	46%	11	22%	28%	16%	5	10%	16%	*
Biology	Cypress Ridge	HS 3	All	757	664	88%	91%	90%	402	53%	65%	54%	109	14%	22%	12%
Biology	Cypress Ridge	HS 3	Hispanic	468	408	87%	91%	89%	251	54%	65%	51%	60	13%	22%	9%
Biology	Cypress Ridge	HS 3	Am. Indian	8	7	88%	91%	100%	*	*	*	*	*	*	*	*
Biology	Cypress Ridge	HS 3	Asian	42	41	98%	99%	98%	36	86%	98%	86%	22	52%	58%	49%
Biology	Cypress Ridge	HS 3	African Am.	172	144	84%	91%	89%	68	40%	65%	50%	11	6%	15%	6%
Biology	Cypress Ridge	HS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Cypress Ridge	HS 3	White	47	47	100%	100%	93%	33	70%	85%	72%	11	23%	28%	30%
Biology	Cypress Ridge	HS 3	Two or More	20	17	85%	91%	78%	10	50%	65%	61%	*	*	*	33%
Biology	Cypress Ridge	HS 3	Eco. Dis.	604	521	86%	91%	88%	297	49%	65%	50%	72	12%	20%	9%
Biology	Cypress Ridge	HS 3	Emergent Bilingual	198	151	76%	80%	81%	59	30%	35%	34%	10	5%	10%	4%
Biology	Cypress Ridge	HS 3	At-Risk	527	442	84%	91%	87%	210	40%	65%	45%	30	6%	14%	8%
Biology	Cypress Ridge	HS 3	SPED	51	41	80%	81%	80%	15	29%	35%	18%	*	*	*	*
English I	Cypress Ridge	HS 3	All	830	557	67%	70%	67%	401	48%	53%	52%	81	10%	15%	16%
English I	Cypress Ridge	HS 3	Hispanic	507	333	66%	69%	64%	233	46%	51%	49%	38	7%	12%	12%
English I	Cypress Ridge	HS 3	Am. Indian	7	5	71%	74%	*	*	*	*	*	*	*	*	*
English I	Cypress Ridge	HS 3	Asian	43	39	91%	94%	88%	36	84%	89%	78%	18	42%	47%	45%
English I	Cypress Ridge	HS 3	African Am.	198	124	63%	66%	63%	81	41%	46%	45%	10	5%	10%	10%
English I	Cypress Ridge	HS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
English I	Cypress Ridge	HS 3	White	49	41	84%	87%	82%	34	69%	74%	73%	11	22%	27%	31%
English I	Cypress Ridge	HS 3	Two or More	25	15	60%	63%	63%	13	52%	57%	56%	*	*	*	50%
English I	Cypress Ridge	HS 3	Eco. Dis.	675	434	64%	67%	64%	298	44%	49%	48%	49	7%	12%	12%
English I	Cypress Ridge	HS 3	Emergent Bilingual	224	90	40%	43%	39%	41	18%	20%	24%	*	*	*	4%
English I	Cypress Ridge	HS 3	At-Risk	595	343	58%	61%	60%	207	35%	40%	43%	10	2%	7%	10%
English I	Cypress Ridge	HS 3	SPED	53	22	42%	45%	25%	8	15%	17%	15%	*	*	*	*
English II	Cypress Ridge	HS 3	All	805	602	75%	78%	76%	440	55%	60%	61%	53	7%	12%	6%
English II	Cypress Ridge	HS 3	Hispanic	476	345	72%	75%	75%	251	53%	58%	58%	24	5%	10%	5%
English II	Cypress Ridge	HS 3	Am. Indian	3	*	*	*	71%	*	*	*	*	*	*	*	*

English II	Cypress Ridge	HS 3	Asian	62	61	98%	100%	97%	56	90%	95%	94%	13	21%	26%	33%
English II	Cypress Ridge	HS 3	African Am.	185	128	69%	72%	69%	78	42%	47%	58%	*	*	*	*
English II	Cypress Ridge	HS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
English II	Cypress Ridge	HS 3	White	57	48	84%	87%	85%	42	74%	79%	73%	11	19%	24%	*
English II	Cypress Ridge	HS 3	Two or More	20	17	85%	88%	89%	11	55%	60%	67%	*	*	*	*
English II	Cypress Ridge	HS 3	Eco. Dis.	602	428	71%	75%	74%	293	49%	54%	57%	21	3%	8%	4%
English II	Cypress Ridge	HS 3	Emergent Bilingual	172	74	43%	46%	52%	35	20%	22%	27%	*	*	*	*
English II	Cypress Ridge	HS 3	At-Risk	515	324	63%	66%	64%	186	36%	41%	44%	*	*	*	2%
English II	Cypress Ridge	HS 3	SPED	50	16	32%	36%	44%	7	14%	16%	23%	*	*	*	*
US History	Cypress Ridge	HS 3	All	675	644	95%	100%	96%	500	74%	80%	74%	300	44%	50%	45%
US History	Cypress Ridge	HS 3	Hispanic	416	397	95%	100%	95%	303	73%	80%	72%	175	42%	48%	41%
US History	Cypress Ridge	HS 3	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Ridge	HS 3	Asian	56	55	98%	100%	100%	49	88%	94%	98%	38	68%	74%	79%
US History	Cypress Ridge	HS 3	African Am.	135	128	95%	100%	94%	93	69%	75%	61%	40	30%	36%	31%
US History	Cypress Ridge	HS 3	Pac. Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
US History	Cypress Ridge	HS 3	White	44	42	95%	100%	100%	37	84%	90%	94%	31	70%	76%	72%
US History	Cypress Ridge	HS 3	Two or More	17	15	88%	93%	100%	12	71%	77%	93%	10	59%	65%	71%
US History	Cypress Ridge	HS 3	Eco. Dis.	509	485	95%	100%	95%	366	72%	78%	70%	203	40%	46%	41%
US History	Cypress Ridge	HS 3	Emergent Bilingual	111	95	86%	91%	86%	40	36%	42%	46%	13	12%	18%	19%
US History	Cypress Ridge	HS 3	At-Risk	392	364	93%	98%	93%	239	61%	67%	59%	112	29%	35%	29%
US History	Cypress Ridge	HS 3	SPED	53	44	83%	88%	85%	14	26%	32%	28%	*	*	*	13%

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.