Cypress-Fairbanks Independent School District

Jersey Village High School

2023-2024

Mission Statement

The Falcon Mission is to:

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

Vision

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

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: Student performance on STAAR EOC did not match or exceed the cluster performance or target goals in Approaches, Meets or Masters categories. **Root Cause:** English Language Arts: Students need more consistent, intentional feedback on their writing.

Problem Statement 2: Math: Students struggled with higher-level thinking questions on the STAAR EOC **Root Cause:** Math: Intentional practice of higher-level thinking questions was not consistently incorporated into the lessons

Problem Statement 3: Science: Student performance on STAAR EOC did not match or exceed the cluster performance or target goals in Meets or Masters categories. **Root Cause:** Science: The team needs quicker access to data to provide more consistent, timely feedback.

Problem Statement 4: Social Studies: Student performance on STAAR EOC did not match or exceed the cluster performance or target goals in the Meets category. **Root Cause:** Social Studies: The team needs to track student performance data and provide consistent feedback to students on critical thinking skills.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged student enrollment and completion of advanced courses/dual credit courses is not proportional to our campus demographics. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The campus needs to improve our practices for identifying and supporting students with the potential for Advanced Courses/Dual Credit Courses.

Problem Statement 6: CTE Approved Industry Certifications: Student performance in some areas does not match or exceed the cluster or district data. **Root Cause:** CTE Approved Industry Certifications: Data on standards-based practices need to be utilized to provide intentional, consistent feedback to students, and remediation needs to occur prior to certification exams.

Problem Statement 7: Graduation Rate: The graduation rate at Jersey Village is below the district and our cluster group. **Root Cause:** Graduation Rate: As a campus, we need to look at data systematically and create intentional, purposeful plans to improve graduation rates.

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.

Problem Statement 9: SpEd students are underperforming in coursework and EOC performance **Root Cause:** Not enough training and support for the ICS and Fundamentals courses on increasing two-way engagement

Problem Statement 10: Emergent Bilingual students are underperforming on TELPAS, especially in writing. **Root Cause:** Intentional practice and feedback was not provided to students on the TELPAS Writing Assessment.

School Culture and Climate

School Culture and Climate Strengths

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

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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: English I - The English I teachers will provide and support writing commentary through the use of the two-step strategy	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students' performance on STAAR EOC will meet or exceed 61% in the Meets category. **Staff Responsible for Monitoring:** Director of Instruction, English Instructional Coach, English I Team Leader, English Department Chair	20%	20%	

Strategy 2 Details	Formative Reviews		
Strategy 2: English Language Arts: English II- English II teachers will provide and document 1:1 writing feedback with students three times a week.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students' performance on STAAR EOC will meet or exceed 63% in the Meets category. **Staff Responsible for Monitoring:** Director of Instruction, English Instructional Coach, English II Team Leader, English Department Chair	30%	30%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Algebra I teachers will incorporate advanced-level questions into every practice and checkpoint. Formative assessments with advanced-level questions will be given prior to summative assessments and data will be used to provide individual feedback and interventions to students.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students' performance on STAAR EOC will meet or exceed 46% in the Meets category. **Staff Responsible for Monitoring:** Director of Instruction, Math Instructional Coach, Algebra I Team Leader, Math Department Chair	35%	40%	

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Science: Biology I teachers will develop and use data from daily exit tickets (lower-level Blooms) and formative quizzes (higher-level Blooms) to provide feedback to students before the summative assessment. **Strategy's Expected Result/Impact:** Students' performance on STAAR EOC will meet or exceed 67% in the Meets category. **Staff Responsible for Monitoring:** Director of Instruction, Science Instructional Coach, Biology I Team Leader, Science Department Chair	**Formative**		
	Nov	**Feb**	**May**
	35%	35%	

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Social Studies: US History teachers will analyze data on EOC-based higher-level thinking questions from mid-unit formative assessments to provide feedback and interventions to students prior to the summative assessments. **Strategy's Expected Result/Impact:** Students' performance on STAAR EOC will meet or exceed 81% in the Meets category. **Staff Responsible for Monitoring:** Director of Instruction, Social Studies Instructional Coach, US History Team Leader	**Formative**		
	Nov	**Feb**	**May**
	30%	30%	

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Address high achieving economically disadvantaged students using ASPIRE and PSAT scores about the importance and benefits of enrolling in these courses. Also, we will hold dual credit drives to increase enrollment in these courses. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** CCIS	**Formative**		
	Nov	**Feb**	**May**
	25%	N/A	

Strategy 7 Details	**Formative Reviews**		
Strategy 7: CTE Approved Industry Certifications: Targeted focus on educating CTE students in introductory courses on the importance and benefits of remaining in CTE coherent sequence courses and taking/passing certifications exams. In CTE courses where there is a certification attached, activities and assessments will be aligned to the certification exams. **Strategy's Expected Result/Impact:** Increased remaining in CTE Coherent Courses Increased certifications - meet or exceed cluster group **Staff Responsible for Monitoring:** CTE Counselor, CTE Department Chair	**Formative**		
	Nov	**Feb**	**May**
	20%	35%	

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Graduation Rate: As a campus, we will complete more specific data analysis and then develop plans to increase graduation rates. DI Office - Consistent, goal-focused data analysis - passing percentages, student achievement in EOC courses, campus celebrations Athletics - Increased passing percentages and honor roll, Promoting and strengthening core values SpEd - Support SPED student academic growth by strengthening our ICS units **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	30%	30%	

Strategy 9 Details	Formative Reviews

Strategy 9: Dropout Prevention: Increase communication with students in the potential of dropping out	Formative		
Bi-weekly analysis of dropout data - Attendance Talks with Attendance Officer	Nov	Feb	May
Targeted dropout recovery efforts will be completed regularly which will include individual phone calls and home visits to potential dropouts			
Conduct meetings with students on the 10-day list bi-weekly	50%	40%	
Excessive Absences Conversations with APs			
Tardy Reduction Plan			
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables			
Staff Responsible for Monitoring: Principal			

Strategy 10 Details	Formative Reviews

Strategy 10: 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
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.			
Staff Responsible for Monitoring: DI	30%	25%	
AAS			
Department Chairs			
Team Leaders			

Strategy 11 Details	Formative Reviews

Strategy 11: Emergent Bilingual: English teachers with pure ESL classes will assess students using TELPAS like grammar questions once a week until TELPAS. Teachers will score the responses using the TELPAS Sentence Rewrite Writing Rubric and review with students to increase student's performance levels on the TELPAS writing assessment.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Emergent bilingual students will at least one year of progress on the TELPAS assessment	50%	50%	
Staff Responsible for Monitoring: Director of Instruction, Director of Instruction Helping Teacher, Emergent Bilingual English Teachers			

Strategy 12 Details	Formative Reviews

Strategy 12: Special Education: Provide an instructional coach to strengthen best practices and provide classroom support through professional development, modeling, observations, feedback and support on two-way engagement in the ICS and Fundamentals classroom.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increased performance on STAAR EOC in Algebra I, Biology I, English I, English II and US History	30%	40%	
Staff Responsible for Monitoring: Director of Instruction, SpEd Department Chair			

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: Before/After School Program: After school tutoring for students who are at risk of not being successful on TELPAS and/or EOC	**Formative**		
Strategy's Expected Result/Impact: Students who participate in tutorials will see an increase (growth) on the TELPAS (one year's growth) or EOC (progress or approaches) **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	25%	25%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): Teachers will work with students to improve their academic performance.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	25%	25%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core Content Area Specialist in Science will be hired to work with students to improve their academic performance.	**Formative**		
Strategy's Expected Result/Impact: Students in specific demographic groups will score approaches on the EOC. Students in K level will score Masters on the EOC. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	45%	40%	

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

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	35%	45%	
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: We will increase staff visibility and supervision using the Falcon Connect plan:
- consistent adult supervision in the hallways during passing periods
- prevent entrance at alternate access points throughout the building
 	
   Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented.
   Staff Responsible for Monitoring: Associate Principal
Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	45%	45%	

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: Associate Principal
Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	60%	60%	

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**		
	Nov	**Feb**	**May**
Student attendance data will be analyzed consistently and shared with all stakeholders. An intentional focus will be placed on getting students to class utilizing skipping sweeps, changes in discipline for certain infractions, conferences, contracts for students with excessive absences and attach attendance to events that occur at school (homecoming, prom, ect). **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	35%	35%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) - Intentional focus on Freshman	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	35%	35%	

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

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. We will continue to clearly communicate positive student and campus expectations through PSA videos, classroom visits, social media, relationship building between all staff and students with the expectation that every staff member and AP is visible in the halls and at their doorways every day between each class period to greet students, get to know all students, and serve as a visible safety presence.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent Incidents will be reduced to 0%. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals	35%	50%	

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. Although alternative discipline consequences were issued to students, restorative practices were not utilized to redirect behavior, thus leading to repeated misbehaviors. This year, Assistant Principals will seek out and utilize effective restorative discipline practices to change student behavior.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals	35%	35%	

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 .44%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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

Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .44%.
     Staff Responsible for Monitoring: Principal
     DI				

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: Professional development will be provided to support teachers in the following areas:	**Formative**		

- Analyzing and Integrating Common Expectations
 - Developing Lessons that Encourage Two-Way Engagement
 - Planning and Promoting Learning Intentions and Success Criteria
     Strategy's Expected Result/Impact: Increase job satisfaction represented in the Teacher Satisfaction Survey
     Staff Responsible for Monitoring: DI
	Nov	**Feb**	**May**

	30%	50%	

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement:	**Formative**		
- Increase communication through social media (Twitter, Instagram, and Facebook)	**Nov**	**Feb**	**May**
- Provide 24-hour access to needed campus/district documents (Parent Nest and Village Voice)			
- Increased parent and student campus activities - Grade-Level Meetings, College Talks, Open Village, Meet the Falcons(Athletics)	55%	45%	
- Solicit parent feedback (Parent Feedback Google Form)			
- Staff Shout out Form			
Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%.			
Staff Responsible for Monitoring: Principal			
DI			

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

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Nicole Douresseau	Diagnostician
Other School Leader (Nonteaching Professional) #4	Michelle Arroyo-Peterson	Director of Instruction
Other School Leader (Nonteaching Professional) #3	Ernest Middleton	Assistant Principal
Business Representative #1	Elissa Biskner	Business Representative #1
Parent #2	Abbie D'alesandro	Parent #2
Parent #1	Maria Villegas	Parent #1
Administrator (LEA) #1	Chairita Franklin	Assistant Superintendent - Human Resources
Other School Leader (Nonteaching Professional) #2	Runa Chatterjee	Academic Achievement Specialist
Other School Leader (Nonteaching Professional) #1	Paula Martinson	Social Studies CIC
Teacher #8	Kendra Goynes	In-Class Support Teacher
Teacher #7	Lindsay Holmes	Algebraic Reasoning Teacher
Teacher #6	Jennifer Fuller	French Teacher
Teacher #5	David Edgeworth	World History Teacher
Teacher #4	Stephanie Foley	English III Teacher - DC
Teacher #3	Meredith King	Science Teacher - Department Chair
Teacher #2	Ian Etheridge	Debate Teacher
Teacher #1	Brandi Ball	Algebra I Teacher
Principal	Maggie Wiley	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	Jersey Village	HS 2	All	701	556	79%	81%	82%	299	43%	45%	47%	130	19%	21%	21%
Algebra I	Jersey Village	HS 2	Hispanic	491	372	76%	79%	81%	201	41%	43%	46%	90	18%	20%	21%
Algebra I	Jersey Village	HS 2	Am. Indian	3	*	*	*	86%	*	*	*	*	*	*	*	*
Algebra I	Jersey Village	HS 2	Asian	28	27	96%	98%	91%	23	82%	84%	68%	8	29%	31%	41%
Algebra I	Jersey Village	HS 2	African Am.	102	84	82%	84%	83%	37	36%	38%	38%	15	15%	17%	15%
Algebra I	Jersey Village	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Jersey Village	HS 2	White	63	59	94%	96%	80%	31	49%	51%	58%	13	21%	23%	25%
Algebra I	Jersey Village	HS 2	Two or More	14	12	86%	88%	91%	7	50%	52%	55%	*	*	*	*
Algebra I	Jersey Village	HS 2	Eco. Dis.	487	381	78%	80%	82%	194	40%	42%	45%	84	17%	19%	19%
Algebra I	Jersey Village	HS 2	Emergent Bilingual	192	120	63%	67%	72%	52	27%	29%	39%	19	10%	12%	18%
Algebra I	Jersey Village	HS 2	At-Risk	557	425	76%	78%	80%	205	37%	39%	44%	77	14%	16%	18%
Algebra I	Jersey Village	HS 2	SPED	75	49	65%	67%	66%	13	17%	19%	25%	*	*	*	9%
Biology	Jersey Village	HS 2	All	903	835	92%	94%	91%	572	63%	67%	60%	183	20%	27%	20%
Biology	Jersey Village	HS 2	Hispanic	584	527	90%	92%	90%	336	58%	61%	53%	88	15%	19%	13%
Biology	Jersey Village	HS 2	Am. Indian	4	*	*	*	89%	*	*	*	*	*	*	*	*
Biology	Jersey Village	HS 2	Asian	80	79	99%	100%	99%	73	91%	93%	92%	40	50%	52%	58%
Biology	Jersey Village	HS 2	African Am.	120	110	92%	94%	88%	66	55%	57%	51%	14	12%	14%	10%
Biology	Jersey Village	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Jersey Village	HS 2	White	92	92	100%	100%	96%	75	82%	87%	84%	31	34%	44%	39%
Biology	Jersey Village	HS 2	Two or More	23	23	100%	100%	96%	18	78%	80%	79%	10	43%	45%	38%
Biology	Jersey Village	HS 2	Eco. Dis.	568	520	92%	94%	89%	319	56%	59%	54%	78	14%	18%	16%
Biology	Jersey Village	HS 2	Emergent Bilingual	198	149	75%	78%	80%	49	25%	31%	33%	*	*	*	3%
Biology	Jersey Village	HS 2	At-Risk	614	551	90%	92%	89%	312	51%	53%	52%	53	9%	11%	14%
Biology	Jersey Village	HS 2	SPED	74	60	81%	83%	78%	24	32%	34%	22%	5	7%	9%	7%
English I	Jersey Village	HS 2	All	994	728	73%	77%	70%	551	55%	61%	53%	137	14%	16%	16%
English I	Jersey Village	HS 2	Hispanic	650	448	69%	73%	66%	331	51%	55%	47%	69	11%	13%	10%
English I	Jersey Village	HS 2	Am. Indian	4	*	*	*	78%	*	*	*	*	*	*	*	*
English I	Jersey Village	HS 2	Asian	88	82	93%	95%	85%	71	81%	83%	81%	28	32%	34%	45%
English I	Jersey Village	HS 2	African Am.	131	90	69%	71%	62%	58	44%	46%	40%	9	7%	9%	11%
English I	Jersey Village	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English I	Jersey Village	HS 2	White	98	84	86%	92%	86%	69	70%	82%	77%	21	21%	29%	30%
English I	Jersey Village	HS 2	Two or More	23	21	91%	93%	100%	19	83%	85%	88%	9	39%	41%	40%
English I	Jersey Village	HS 2	Eco. Dis.	646	430	67%	71%	66%	305	47%	51%	47%	59	9%	11%	12%
English I	Jersey Village	HS 2	Emergent Bilingual	233	79	34%	41%	40%	36	15%	20%	22%	*	*	*	*

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
				#	#	%	%	%	#	%	%	%	#	%	%	%
English I	Jersey Village	HS 2	At-Risk	698	445	64%	66%	63%	289	41%	43%	44%	28	4%	6%	10%
English I	Jersey Village	HS 2	SPED	83	26	31%	37%	32%	13	16%	18%	17%	*	*	*	*
English II	Jersey Village	HS 2	All	867	670	77%	81%	81%	505	58%	63%	66%	74	9%	11%	10%
English II	Jersey Village	HS 2	Hispanic	581	426	73%	78%	78%	299	51%	57%	63%	30	5%	8%	7%
English II	Jersey Village	HS 2	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
English II	Jersey Village	HS 2	Asian	87	80	92%	94%	95%	74	85%	87%	86%	22	25%	27%	29%
English II	Jersey Village	HS 2	African Am.	100	75	75%	77%	77%	48	48%	50%	57%	*	*	*	6%
English II	Jersey Village	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
English II	Jersey Village	HS 2	White	82	73	89%	93%	90%	69	84%	86%	72%	16	20%	22%	16%
English II	Jersey Village	HS 2	Two or More	13	12	92%	94%	92%	11	85%	87%	84%	*	*	*	20%
English II	Jersey Village	HS 2	Eco. Dis.	577	432	75%	77%	77%	302	52%	54%	60%	32	6%	8%	6%
English II	Jersey Village	HS 2	Emergent Bilingual	178	67	38%	42%	46%	19	11%	16%	25%	*	*	*	*
English II	Jersey Village	HS 2	At-Risk	506	316	62%	67%	70%	175	35%	38%	50%	5	1%	3%	3%
English II	Jersey Village	HS 2	SPED	55	21	38%	45%	36%	13	24%	26%	19%	*	*	*	*
US History	Jersey Village	HS 2	All	728	705	97%	99%	97%	577	79%	81%	78%	395	54%	56%	54%
US History	Jersey Village	HS 2	Hispanic	449	431	96%	98%	96%	337	75%	77%	73%	212	47%	49%	48%
US History	Jersey Village	HS 2	Am. Indian	3	*	*	*	100%	*	*	*	100%	*	*	*	*
US History	Jersey Village	HS 2	Asian	77	76	99%	100%	100%	73	95%	97%	93%	65	84%	86%	76%
US History	Jersey Village	HS 2	African Am.	85	82	96%	98%	94%	61	72%	74%	71%	35	41%	43%	40%
US History	Jersey Village	HS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
US History	Jersey Village	HS 2	White	99	98	99%	100%	99%	91	92%	94%	93%	70	71%	73%	81%
US History	Jersey Village	HS 2	Two or More	15	15	100%	100%	100%	12	80%	82%	100%	10	67%	69%	91%
US History	Jersey Village	HS 2	Eco. Dis.	446	430	96%	98%	97%	336	75%	77%	74%	219	49%	51%	47%
US History	Jersey Village	HS 2	Emergent Bilingual	107	96	90%	92%	88%	36	34%	40%	38%	13	12%	14%	11%
US History	Jersey Village	HS 2	At-Risk	366	344	94%	96%	94%	233	64%	66%	59%	120	33%	35%	28%
US History	Jersey Village	HS 2	SPED	64	54	84%	86%	77%	26	41%	43%	29%	12	19%	21%	19%

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.

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.