Cypress-Fairbanks Independent School District

Bridgeland High School

2024-2025

Mission Statement

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

Vision

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

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

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 Teachers will improve STAAR scores for our SPED students at all levels by scaffolding lessons and encouraging accommodations to increase overall rigor and output. English II teachers will focus on pacing and curriculum delivery.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** TL, Teachers, CIC, Director of Instruction	Some Progress	Some Progress	Considerable
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math (Algebra I): We will enhance proficiency at the meets and masters levels for our economically disadvantaged students by implementing grading procedures that foster a deeper comprehension of mathematical content.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** TL, teachers, CIC, Director of Instruction	Some Progress	Some Progress	Considerable

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: The biology team will improve STAAR scores for our SPED students at all levels by incorporating more small-group instruction to increase engagement. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** TL, teachers, CIC, Director of Instruction	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Some Progress	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: The US History Team will address the achievement gap in our African American student population by implementing strategies that will yield higher academic vocabulary usage, strive to remove other academic barriers., **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** TL, teachers, DHIT, CIC, Director of Instruction.	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details	Formative Reviews		
Strategy 1: We will implement a support system to track students pursuing certification. This system will provide encouragement, mentoring, and connections with industry speakers and mentors specific to each CTE program.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: By keeping track of which students are on the path or earning their certification and providing guidance, we can ensure that students take their certification exams. **Staff Responsible for Monitoring:** CTE Department Chair, CIC, DI	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide support sessions that integrate test preparation for certification exams, along with resources such as test-prep materials, and practice exams where possible.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will approach certification exams well-prepared. **Staff Responsible for Monitoring:** Teachers, CTE DC, CIC	Some Progress	Considerable	Considerable

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 2: District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

    Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details	Formative Reviews		

Strategy 1: The campus will work on giving access to DC courses to more students via parent education during campus academic fairs, and counselor information sessions (coffee with counselors).
    Strategy's Expected Result/Impact: Parents and students will be able to learn about the benefits of taking DC courses.
    Staff Responsible for Monitoring: Counselors, DI
	Formative		

	Nov	Feb	May
	Some Progress	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		

Strategy 2: The campus will seek to increase the number of DC courses by encouraging current staff members with master's degrees to pursue the plus 18 credits.
    Strategy's Expected Result/Impact: Increase the number of DC-qualified staff members to increase the number of courses and sections offered
    Staff Responsible for Monitoring: DI and Counselors
	Formative		

	Nov	Feb	May
	Some Progress	Some Progress	Considerable

    ○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 3: District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2% each year.

    Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details	Formative Reviews		

Strategy 1: We will work with student leaders and staff in extracurricular programs to increase student awareness of extracurricular options and help students find activities that match their interests and schedules.
    Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Some Progress	Considerable
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue			

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details	Formative Reviews		
Strategy 1: The Response to Intervention (RTI) team will closely monitor all seniors at risk of not graduating and create individualized support plans to help them get back on track and successfully meet graduation requirements.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will work with students experiencing academic struggles but regularly notify students and teachers of potential failures and ways to bridge grades through additional opportunities to show mastery of content.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

◯ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

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

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

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

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 4: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

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

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

    ○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative 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. The Threat Assessment tool will be an approach to violence prevention that involves an intervention with students who have threatened violence in some way.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals	No Progress	Some Progress	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. A proactive restorative approach will be used to transform student behavior through rebuilding and repairing relationships with peers and adults when conflicts occur. This consistent approach will allow students the opportunity to learn appropriate social skills and emotional responses, which will prevent further misbehaviors. Because of the large enrollment in the school, it is critical to continue to be consistent with discipline and follow-up.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals *Teachers	No Progress	Some Progress	Some Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	No Progress	Some Progress	Some Progress

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job-targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Coaching cycles with CICs based on request, CF-TESS goals, and need.	**Formative**		
Strategy's Expected Result/Impact: Teachers will receive targeted support on individualized needs by experience and content, allowing teachers to improve craft and impact on student success.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Director of Instruction CIC team	Considerable	Considerable	Considerable

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

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: 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
decrease in tip lines
Email communication

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will use varied forms of communication, including more SMS texts to parents for key information about events. **Strategy's Expected Result/Impact:** Parents will have a clearer understanding of school processes, deadlines, and contact information. **Staff Responsible for Monitoring:** Principal Director of Instruction Lead Counselor Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Some Progress	Considerable

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Richard Dixon II	Principal (there is only one principal)
Teacher #1	Shawn McAnear	Teacher #1
Teacher #2	Melanie Hogue	Teacher #2
Teacher #3	Helene Kenny	Teacher #3
Teacher #4	Eileen Newland	Teacher #4
Teacher #5	Pebblin Williams	Teacher#5
Teacher #6	Luis Lopez	Teacher #6
Teacher #7	Kim Zabadal	Teacher #7
Teacher#8	Christina Wadsworth	Teacher #8
Other School Leader (Nonteaching Professional) #1	Ruth Stephen	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Z Smith	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #4	Meg Trejo	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #5	Kim Collier	Other School Leader (Nonteaching Professional) #5
Other School Leader (Nonteaching Professional)	Yolonda Sneed	Associate Principal
Administrator (LEA) #1	John Morrison	Administrator (LEA)
Parent #1	Obiageli Nwosu	Parent #1
Parent #2	Amy Lippincott	Parent #2
Community Member #1	Steven Murry	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	J.R. Satchell	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

Addendums

Campus	Bridgeland

	Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	99%	100%	100%	100%	100%
Meets or Above	91%	94%	90%	90%	90%
Masters Grade Level	49%	52%	55%	58%	60%

2024-25	Target Check
99%	Met District Strategic Target
93%	Met District Strategic Target
55%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
HS	Algebra I	Bridgeland	HS1	All	325	93%	99%	92%	66%	90%	69%	36%	39%	44%
HS	Algebra I	Bridgeland	HS1	Hispanic	102	92%	98%	94%	64%	90%	70%	33%	35%	48%
HS	Algebra I	Bridgeland	HS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Bridgeland	HS1	Asian	24	96%	100%	96%	80%	92%	85%	48%	50%	63%
HS	Algebra I	Bridgeland	HS1	African Am.	60	89%	100%	89%	51%	92%	60%	26%	30%	29%
HS	Algebra I	Bridgeland	HS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	Algebra I	Bridgeland	HS1	White	129	94%	99%	92%	71%	90%	69%	40%	43%	43%
HS	Algebra I	Bridgeland	HS1	Two or More	8	96%	100%	100%	65%	75%	88%	39%	38%	75%
HS	Algebra I	Bridgeland	HS1	Eco. Dis.	104	91%	93%	89%	52%	54%	61%	27%	30%	38%
HS	Algebra I	Bridgeland	HS1	EB	31	80%	84%	91%	45%	47%	65%	*	32%	41%
HS	Algebra I	Bridgeland	HS1	At-Risk	156	85%	90%	87%	45%	47%	54%	15%	18%	30%
HS	Algebra I	Bridgeland	HS1	SPED	72	73%	75%	81%	35%	37%	45%	10%	13%	23%
HS	Biology	Bridgeland	HS1	All	923	99%	100%	99%	91%	93%	89%	50%	55%	53%
HS	Biology	Bridgeland	HS1	Hispanic	230	98%	99%	99%	90%	92%	88%	46%	50%	47%
HS	Biology	Bridgeland	HS1	Am. Indian	6	*	100%	100%	*	83%	*	*	67%	*
HS	Biology	Bridgeland	HS1	Asian	159	98%	100%	99%	97%	98%	94%	73%	77%	73%
HS	Biology	Bridgeland	HS1	African Am.	96	99%	100%	97%	82%	83%	80%	29%	33%	31%
HS	Biology	Bridgeland	HS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Bridgeland	HS1	White	390	99%	100%	99%	92%	94%	89%	50%	55%	53%
HS	Biology	Bridgeland	HS1	Two or More	41	98%	100%	98%	88%	90%	95%	43%	46%	63%
HS	Biology	Bridgeland	HS1	Eco. Dis.	171	97%	99%	97%	81%	83%	77%	38%	40%	32%
HS	Biology	Bridgeland	HS1	EB	43	86%	90%	98%	68%	70%	57%	18%	20%	16%
HS	Biology	Bridgeland	HS1	At-Risk	254	95%	97%	97%	75%	77%	71%	27%	30%	28%
HS	Biology	Bridgeland	HS1	SPED	71	84%	88%	88%	41%	45%	50%	*	35%	12%
HS	English I	Bridgeland	HS1	All	908	95%	98%	93%	90%	93%	86%	53%	58%	47%
HS	English I	Bridgeland	HS1	Hispanic	227	95%	97%	92%	89%	91%	83%	51%	55%	37%
HS	English I	Bridgeland	HS1	Am. Indian	6	*	100%	*	*	83%	*	*	67%	*
HS	English I	Bridgeland	HS1	Asian	156	98%	100%	96%	95%	98%	94%	72%	75%	69%
HS	English I	Bridgeland	HS1	African Am.	92	84%	96%	85%	77%	80%	75%	29%	35%	29%
HS	English I	Bridgeland	HS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English I	Bridgeland	HS1	White	387	96%	98%	95%	93%	95%	88%	55%	60%	46%
HS	English I	Bridgeland	HS1	Two or More	39	96%	97%	97%	92%	95%	87%	42%	51%	62%
HS	English I	Bridgeland	HS1	Eco. Dis.	173	85%	88%	85%	79%	81%	73%	34%	38%	22%
HS	English I	Bridgeland	HS1	EB	43	61%	65%	75%	57%	60%	54%	*	30%	*
HS	English I	Bridgeland	HS1	At-Risk	257	83%	85%	81%	72%	75%	65%	28%	35%	19%
HS	English I	Bridgeland	HS1	SPED	74	51%	60%	63%	29%	32%	41%	*	16%	*
HS	English II	Bridgeland	HS1	All	901	95%	99%	96%	89%	92%	90%	28%	33%	33%
HS	English II	Bridgeland	HS1	Hispanic	190	93%	97%	96%	87%	90%	90%	25%	30%	27%
HS	English II	Bridgeland	HS1	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
HS	English II	Bridgeland	HS1	Asian	138	98%	100%	95%	98%	100%	93%	40%	45%	50%

Level	Content	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
HS	English II	Bridgeland	HS1	African Am.	93	87%	97%	91%	63%	70%	78%	13%	20%	14%
HS	English II	Bridgeland	HS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English II	Bridgeland	HS1	White	426	98%	100%	97%	95%	95%	93%	28%	32%	34%
HS	English II	Bridgeland	HS1	Two or More	50	96%	98%	94%	92%	94%	90%	34%	36%	33%
HS	English II	Bridgeland	HS1	Eco. Dis.	138	87%	90%	91%	73%	75%	78%	14%	17%	12%
HS	English II	Bridgeland	HS1	EB	24	73%	75%	66%	55%	60%	59%	*	29%	*
HS	English II	Bridgeland	HS1	At-Risk	225	79%	83%	83%	61%	65%	72%	8%	10%	18%
HS	English II	Bridgeland	HS1	SPED	51	63%	66%	62%	46%	50%	40%	*	25%	*
HS	US History	Bridgeland	HS1	All	925	100%	100%	99%	93%	94%	94%	75%	78%	74%
HS	US History	Bridgeland	HS1	Hispanic	205	100%	100%	99%	89%	90%	93%	66%	69%	63%
HS	US History	Bridgeland	HS1	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
HS	US History	Bridgeland	HS1	Asian	125	99%	100%	99%	98%	99%	97%	86%	87%	88%
HS	US History	Bridgeland	HS1	African Am.	115	100%	100%	97%	89%	91%	82%	58%	60%	52%
HS	US History	Bridgeland	HS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	US History	Bridgeland	HS1	White	429	100%	100%	100%	94%	95%	96%	82%	85%	79%
HS	US History	Bridgeland	HS1	Two or More	49	100%	100%	100%	95%	96%	100%	73%	76%	81%
HS	US History	Bridgeland	HS1	Eco. Dis.	172	99%	100%	98%	85%	88%	87%	59%	62%	56%
HS	US History	Bridgeland	HS1	EB	33	92%	94%	97%	68%	71%	60%	32%	33%	17%
HS	US History	Bridgeland	HS1	At-Risk	174	98%	99%	95%	74%	76%	78%	44%	49%	45%
HS	US History	Bridgeland	HS1	SPED	54	94%	95%	90%	46%	48%	62%	25%	27%	31%

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 and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Model reading with anchor passages and 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 structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
    - Encourage the 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 engage in their learning actively and safely.
- 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 and collaborate with peers.
    - 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, FluidMath, 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.

Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 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