Cypress-Fairbanks Independent School District

Jersey Village High School

2024-2025

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".

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: The English I and II teams will provide and track frequent skills-aligned feedback on student writing check-ins and identify trends to address for improving student writing performance.	**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:** Director of Instruction, English Instructional Coach, English I Team Leader, English Department Chair **TEA Priorities:** Build a foundation of reading and math	Some Progress	Some Progress	Some Progress

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Algebra I teachers will incorporate advanced level questions into every practice and checkpoint. Data will be taken from these formative assessments and teachers will provide individual feedback to students to increase their proficiency level prior to the next assessment.	**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:** Director of Instruction, Math Instructional Coach, Algebra I Team Leader, Math Department Chair **TEA Priorities:** Build a foundation of reading and math	Some Progress	Some Progress	Some Progress

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Biology I teachers will use the data from weekly formative assessments to address the learning gaps in instruction and close the feedback loop in order to increase the performance on assessment.

	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: Director of Instruction, Science Instructional Coach, Biology I Team Leader, Science Department Chair

Some Progress	Some Progress	Considerable

Strategy 4 Details	Formative Reviews		

Strategy 4: Social Studies: The US History team will incorporate application and higher-level thinking questions into warm-ups to address learning gaps and close the feedback loop. These questions will be tracked from one unit summative assessment to the next.

	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: Director of Instruction, Social Studies Instructional Coach, US History Team Leader

Some Progress	Some Progress	Some Progress

Strategy 5 Details	Formative Reviews		

Strategy 5: Emergent Bilingual: Emergent Bilingual teachers will assess students using TELPAS-like questions consistently. Teachers will score the responses using the TELPAS Rubric and review with the students to increase their performance levels on the TELPAS assessment.

	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: Director of Instruction, Director of Instruction Helping Teacher, Emergent Bilingual English Teachers

Some Progress	Some Progress	Considerable

Strategy 6 Details	Formative Reviews		

Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Bringing Out the Best, PBIS lessons, Student Council, fine arts programs, UIL athletics

	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: Principal

Some Progress	Some Progress	Some Progress

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: At-Risk: 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. **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:** Principal	**Nov**	**Feb**	**May**
	Considerable	Considerable	Considerable

Strategy 8 Details	Formative Reviews

	Formative		
Strategy 8: 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. **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:** Principal	**Nov**	**Feb**	**May**
	Some Progress	Some Progress	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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will have a targeted focus on getting more students to take and pass industry-based certification exams. To increase student performance on certification exams, activities and assessments will be intentionally aligned to the exam content.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year. **Staff Responsible for Monitoring:** Principal			
	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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The campus will engage high-achieving economically disadvantaged students by using ASPIRE and PSAT scores to inform them about the importance and benefits of enrolling in advanced and dual credit courses. Additionally, we will organize dual credit drives to boost enrollment in these programs.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. **Staff Responsible for Monitoring:** Principal			
	Considerable	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 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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will hold community-wide and middle school events to provide information, mentorship, and to promote/recruit for extra-curricular programs that are available.	**Formative**		
	Nov	**Feb**	**May**
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			
	Considerable	Considerable	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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: As a campus, we will complete more specific data analysis and then develop plans to increase graduation rates.	Formative		
Student Growth Team(instructional team) - Consistent, goal-focused data analysis - monitor student achievement in all courses, track student growth in EOC standards, increase campus celebrations	Nov	Feb	May
Athletics - Increased passing percentages and honor roll, Promoting and strengthening core values SpEd - Improve STAAR performance with students receiving special education services Counseling Team - Decrease number of reclass 9th grade students, increase CCMR			
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	Some Progress	Some Progress

Strategy 2 Details	Formative Reviews		
Strategy 2: Dropout Prevention: Increase communication with students in the potential of dropping out	Formative		
Bi-weekly analysis of dropout data - Attendance Talks with Attendance Officer Targeted dropout recovery efforts will be completed regularly which will include individual phone calls and home visits to potential dropouts	Nov	Feb	May
Conduct meetings with students on the 10-day list bi-weekly Excessive Absences Conversations with APs Tardy Reduction Plan			
Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. **Staff Responsible for Monitoring:** Academic Achievement Specialist Principal	Some Progress	Some Progress	Some Progress

○ 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

Summative Evaluation: Significant progress made toward meeting Objective

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
	Some Progress	Considerable	Considerable
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
	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

Summative Evaluation: Some progress made toward meeting Objective

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

⚪ 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

Summative Evaluation: Significant progress made toward meeting Objective

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. **Strategy's Expected Result/Impact:** Violent Incidents will be reduced to 0%. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Some Progress	Considerable

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. 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. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Associate Principal Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	Some 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	Some Progress	Considerable	Considerable

○ 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 .44%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: No progress made toward meeting Objective

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.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.
    Staff Responsible for Monitoring: Principal
    DI
	Formative		

	Nov	**Feb**	**May**
	No Progress	No Progress	No Progress
⬤ 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

Summative Evaluation: Significant progress made toward meeting Objective

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	**Nov**	**Feb**	**May**
- Increasing Teacher Clarity and Student Engagement through the Use of Academic Dialogue Strategies			
Strategy's Expected Result/Impact: Increase job satisfaction represented in the Teacher Satisfaction Survey			
Staff Responsible for Monitoring: DI			
	Some Progress	Considerable	Considerable
◯ 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

Summative Evaluation: Some progress made toward meeting Objective

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 - Title I Meetings, Grade-Level Meetings, College Talks, Open Village, Meet the Falcons(Athletics) - Solicit parent feedback (Parent Feedback Google Form) - Staff Shout out Form **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal DI	Some Progress	Some Progress	Some Progress

No Progress   Accomplished   Continue/Modify   Discontinue

CPOC

Committee Role	Name	Position
Parent #1	Karla Alamos	Parent #1
Other School Leader (Nonteaching Professional)	Michelle Arroyo-Peterson	Director of Instruction
Parent #2	Jason Ayala	Parent #2
Business Representative #1	Mike Battise	Indigenous Air
Other School Leader (Nonteaching Professional)	Lynn Blakeslee	Associate Principal
Other School Leader (Nonteaching Professional	Jessica(JB) Brooks	English CIC
Teacher #1	Kari Carvalho	English Teacher
Paraprofessional #2	Lisa Cash	Paraprofessional #2
Parent	Brian Clark	Parent - 11th
Parent	Ashley Darden	Parent - 10th
Other School Leader (Nonteaching Professional) #2	Inyang Ekong	Science CIC
Teacher #2	Stephanie Foley	English III Teacher - DC
Administrator (LEA) #1	Chairita Franklin	Administrator (LEA) #1
Teacher #3	Amy Heise	Social Studies Teacher
Teacher #4	Lindsay Holmes	Math Teacher
Parent	Tammy Hunter	Parent - 9th, 11th
Community Member #1	Ginger Kee	Community Member
Teacher #5	Meredith King	Science Teacher - Department Chair
Paraprofessional #1	Cynthia(Cindy) Kresta	Paraprofessional #1
Other School Leader (Nonteaching Professional) #4	Whitney Lammers	Math CIC
Other School Leader (Nonteaching Professional) #1	Paula Martinson	Social Studies CIC/DC
Other School Leader (Nonteaching Professional) #3	Ernest Middleton	Assistant Principal
Teacher #6	Benjmin(Greg) Moore	Choir Director
Administrator (LEA) #2	Charles Motley	Administrator (LEA) #2
Teacher #8	Nik Muoneke	Science Teacher
Teacher #7	Michelle Nelsen	Math DC
Other School Leader (Nonteaching Professional)	Sara Podvin	DI Helping Teacher - EB CIC

Committee Role	Name	Position
Business Representative #2	Evy Santana	B & E Reprographics
Parent	Yianis Selinidis	Parent - 10th, 12th
Parent	Letitia Summers	Parent - 9th
Parent	Adam Thomas	Parent - 9th, 11th
Principal	Maggie Wiley	Principal (there is only one principal)
Community Member #2	Community Member #2	Community Member #2

Addendums

Campus	Jersey Village

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	86%	88%	90%	92%	94%
Meets or Above	63%	66%	69%	72%	75%
Masters Grade Level	25%	28%	31%	34%	37%

2024-25	Target Check
87%	Met District Strategic Target
66%	Met District Strategic Target
29%	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	Jersey Village	HS2	All	606	82%	84%	78%	47%	50%	41%	21%	25%	20%
HS	Algebra I	Jersey Village	HS2	Hispanic	446	81%	83%	76%	46%	49%	38%	21%	24%	18%
HS	Algebra I	Jersey Village	HS2	Am. Indian	8	86%	88%	88%	*	75%	*	*	63%	*
HS	Algebra I	Jersey Village	HS2	Asian	25	91%	92%	95%	68%	72%	77%	41%	44%	41%
HS	Algebra I	Jersey Village	HS2	African Am.	71	83%	85%	79%	38%	41%	35%	15%	18%	12%
HS	Algebra I	Jersey Village	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Algebra I	Jersey Village	HS2	White	45	80%	84%	88%	58%	60%	63%	25%	29%	29%
HS	Algebra I	Jersey Village	HS2	Two or More	10	91%	90%	75%	55%	60%	*	*	30%	*
HS	Algebra I	Jersey Village	HS2	Eco. Dis.	446	82%	84%	77%	45%	48%	38%	19%	22%	16%
HS	Algebra I	Jersey Village	HS2	EB	209	72%	74%	67%	39%	42%	33%	18%	21%	14%
HS	Algebra I	Jersey Village	HS2	At-Risk	501	80%	82%	76%	44%	47%	37%	18%	21%	16%
HS	Algebra I	Jersey Village	HS2	SPED	68	66%	68%	59%	25%	28%	16%	9%	12%	*
HS	Biology	Jersey Village	HS2	All	829	91%	93%	91%	60%	63%	61%	20%	23%	21%
HS	Biology	Jersey Village	HS2	Hispanic	571	90%	92%	90%	53%	56%	55%	13%	16%	14%
HS	Biology	Jersey Village	HS2	Am. Indian	11	89%	91%	90%	*	73%	60%	*	55%	*
HS	Biology	Jersey Village	HS2	Asian	73	99%	100%	100%	92%	95%	87%	58%	62%	58%
HS	Biology	Jersey Village	HS2	African Am.	75	88%	91%	87%	51%	55%	51%	10%	13%	10%
HS	Biology	Jersey Village	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	Biology	Jersey Village	HS2	White	83	96%	98%	98%	84%	87%	83%	39%	42%	39%
HS	Biology	Jersey Village	HS2	Two or More	15	96%	100%	86%	79%	80%	64%	38%	40%	*
HS	Biology	Jersey Village	HS2	Eco. Dis.	558	89%	91%	88%	54%	57%	54%	16%	19%	14%
HS	Biology	Jersey Village	HS2	EB	228	80%	82%	79%	33%	36%	31%	3%	6%	3%
HS	Biology	Jersey Village	HS2	At-Risk	613	89%	91%	89%	52%	55%	52%	14%	17%	13%
HS	Biology	Jersey Village	HS2	SPED	62	78%	80%	70%	22%	26%	24%	7%	10%	8%
HS	English I	Jersey Village	HS2	All	818	70%	72%	68%	53%	57%	54%	16%	20%	17%
HS	English I	Jersey Village	HS2	Hispanic	549	66%	68%	63%	47%	50%	47%	10%	13%	11%
HS	English I	Jersey Village	HS2	Am. Indian	11	78%	82%	64%	*	64%	55%	*	45%	*
HS	English I	Jersey Village	HS2	Asian	84	85%	87%	86%	81%	85%	81%	45%	48%	52%
HS	English I	Jersey Village	HS2	African Am.	71	62%	63%	62%	40%	44%	40%	11%	14%	*
HS	English I	Jersey Village	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English I	Jersey Village	HS2	White	87	86%	89%	88%	77%	80%	80%	30%	32%	31%
HS	English I	Jersey Village	HS2	Two or More	15	100%	100%	87%	88%	93%	73%	40%	40%	33%
HS	English I	Jersey Village	HS2	Eco. Dis.	545	66%	68%	62%	47%	50%	46%	12%	15%	11%
HS	English I	Jersey Village	HS2	EB	210	40%	42%	34%	22%	25%	19%	*	12%	*
HS	English I	Jersey Village	HS2	At-Risk	584	63%	65%	60%	44%	47%	43%	10%	13%	9%
HS	English I	Jersey Village	HS2	SPED	66	32%	34%	19%	17%	20%	10%	*	9%	*
HS	English II	Jersey Village	HS2	All	887	81%	83%	77%	66%	69%	64%	10%	14%	12%
HS	English II	Jersey Village	HS2	Hispanic	575	78%	80%	74%	63%	66%	59%	7%	10%	7%
HS	English II	Jersey Village	HS2	Am. Indian	10	*	100%	75%	*	80%	*	*	60%	*
HS	English II	Jersey Village	HS2	Asian	91	95%	97%	88%	86%	89%	86%	29%	32%	36%

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	Jersey Village	HS2	African Am.	107	77%	79%	74%	57%	60%	52%	6%	9%	*
HS	English II	Jersey Village	HS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
HS	English II	Jersey Village	HS2	White	77	90%	92%	87%	72%	75%	85%	16%	19%	27%
HS	English II	Jersey Village	HS2	Two or More	26	92%	92%	96%	84%	88%	80%	20%	23%	40%
HS	English II	Jersey Village	HS2	Eco. Dis.	592	77%	79%	73%	60%	63%	58%	6%	9%	8%
HS	English II	Jersey Village	HS2	EB	197	46%	48%	43%	25%	28%	23%	*	13%	*
HS	English II	Jersey Village	HS2	At-Risk	664	70%	72%	68%	50%	53%	52%	3%	6%	8%
HS	English II	Jersey Village	HS2	SPED	76	36%	38%	43%	19%	22%	24%	*	11%	*
HS	US History	Jersey Village	HS2	All	941	97%	99%	96%	78%	81%	78%	54%	58%	54%
HS	US History	Jersey Village	HS2	Hispanic	593	96%	99%	95%	73%	76%	74%	48%	51%	47%
HS	US History	Jersey Village	HS2	Am. Indian	6	100%	100%	*	100%	100%	*	*	100%	*
HS	US History	Jersey Village	HS2	Asian	127	100%	100%	96%	93%	96%	90%	76%	79%	73%
HS	US History	Jersey Village	HS2	African Am.	102	94%	98%	100%	71%	73%	74%	40%	43%	46%
HS	US History	Jersey Village	HS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
HS	US History	Jersey Village	HS2	White	87	99%	100%	100%	93%	97%	91%	81%	84%	72%
HS	US History	Jersey Village	HS2	Two or More	26	100%	100%	100%	100%	100%	84%	91%	92%	72%
HS	US History	Jersey Village	HS2	Eco. Dis.	584	97%	99%	95%	74%	77%	74%	47%	50%	48%
HS	US History	Jersey Village	HS2	EB	171	88%	90%	81%	38%	41%	39%	11%	14%	13%
HS	US History	Jersey Village	HS2	At-Risk	573	94%	96%	94%	59%	62%	68%	28%	31%	39%
HS	US History	Jersey Village	HS2	SPED	73	77%	79%	89%	29%	32%	39%	19%	22%	15%

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 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