

Cypress-Fairbanks Independent School District

Jersey Village High School

2025-2026



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".

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Jersey Village High School is a campus in Houston, TX. Jersey Village is projected to serve 3235 students in grades 9-12 during the 2025-26 school year, which is a decrease from the previous year of 3294.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Jersey Village's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 15, 2025, and again on September 18, 2025. The meetings were held in the Jersey Village High School Library. We plan to meet again on November 11, 2025, February 26, 2026, and May 13, 2026 to review and revise the CNA as needed.

At the first meeting on May 15, 2025:

The meeting began with a welcome and an overview of bullying prevention. The committee then reviewed the 2024–25 CIP Summative Evaluation, which highlighted several key data points. Last year's EOC results showed 14% Did Not Meet (DNM) and 29% Masters, while this year's interim test projects 27% DNM and 36% Masters. The group noted a decrease in passing percentages on CCMR certification exams, although more students took and passed certifications overall. Encouragingly, the dropout list decreased compared to the same time last year, and campus passing rates increased. Concerns were raised over higher numbers of excessive absences, lower attendance rates compared to last year, and increased staff absences with only 12% achieving perfect attendance. On the positive side, the campus experienced stronger community engagement through social media and events, along with an increase in content-specific professional development aligned to campus needs.

The 2025–26 Needs Assessment identified strengths including increases in CCMR outcomes, decreases in dropout rates, and improved passing rates. Areas of need were also identified: improving student attendance, reducing “Does Not Meet” performance levels, and raising achievement among 9th-grade students. The 2025–26 Campus Improvement Plan will address these needs through targeted strategies. To improve attendance, students will receive additional support to ensure they are in class on time and present for full instructional periods. To reduce DNM performance in math, students will engage in consistent, individualized feedback, additional processing time, and small group support focusing on multi-step equations. Similarly, in English, students will receive individualized feedback and additional small group support to improve achievement.

Finally, Title I preliminary budget planning for 2025–26 was discussed. With a projected budget of approximately \$740,000, priorities include continuing to fund teachers in critical areas, partnering with Communities in Schools to provide family and student support, prioritizing first-time freshmen, and offering individualized student supports.

The following data were evaluated from the 2024-25 school year:

- Interim Test Data
- District Benchmark Test Data
- CTE Certification Data
- Dual Credit Data
- Dropout Data
- Passing Percentages - Campus, Grade Level, Demographic
- Attendance Rates - Students and Staff
- Professional Development Plan
- Social Media Account Interaction Data
- Parent Nest Interaction Data

At the second meeting on September 18, 2025, the CPOC:

The CPOC meeting began with a review of its purpose, guided by the presentation provided by District. The committee then examined the Comprehensive Needs Assessment, focusing on key areas for improvement, particularly ongoing attendance challenges and the significant need for support between 9th and 10th grades. Discussion of suggested CIP strategies followed, beginning with District Goal 1, which targets improved STAAR performance by 2029. Members raised questions about how

freshmen required to take remedial classes can still access CTE pathways, and counselors explained that they are working with students and families starting in 8th grade to balance graduation requirements with CTE opportunities. Under District Goal 2, the committee emphasized strengthening academic support and instructional strategies for student success, while District Goal 3 highlighted the objective of raising the 4-year graduation rate by 2029. The meeting concluded with a discussion of district guardrails, focusing on student safety, attendance, and behavior. Safety efforts will continue with reinforcement of policies such as IDs, drills, and security checks, while attendance remains a central area of improvement, especially regarding exemption requirements and funding implications.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is excessive student absences are leading to significant loss of instructional time, which negatively impacts student learning and achievement. Through the root cause analysis process, we identified we do not have the staffing to successfully identify and intervene with students.

Our second identified priority problem in the area of **student achievement** is on the Algebra I and English I EOC, we continue to perform lower than the district and our cluster in almost all demographic groups. Through the root cause analysis process, we identified there is a misalignment of classroom work products and what is produced for EOC (English I) and inability to provide individualized feedback.

Our third identified priority problem is in the area of CCMR is CCMR and graduation rate are not high enough to earn an A or B as outlined in the accountability manual. Until we get these rates higher, the overall score on the report card will not go above a B. Through the root cause analysis process, we identified the cost of college- and career-readiness assessments/courses (AP exams Dual Credit, and industry-based certifications) creates a financial barrier for students, resulting in fewer students testing and meeting CCMR criteria.

Student Achievement

Student Achievement Strengths

We received an A in closing the gap.

Of the 27 Advanced Placement tests given, we were above the Texas and/or Global average on 15 of the tests.

Increase in campus passing rates

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Excessive student absences are leading to significant loss of instructional time, which negatively impacts student learning and achievement.

Root Cause: Instructional Focus Root Cause #1: We do not have the staffing to successfully identify and intervene with students who have excessive absences

Problem Statement 2: Instructional Focus Problem #2: Algebra I and English I EOC - We continue to perform lower than the district and our cluster in almost all demographic groups

Root Cause: Instructional Focus Root Cause #2: There is a misalignment of classroom work products and what is produced for EOC (English I) and inability to provide individualized feedback

Problem Statement 3: Instructional Focus Problem #3: CCMR and graduation rate are not high enough to earn an A or B as outlined in the accountability manual. Until we get these rates higher, the overall score on the report card will not go above a B.

Root Cause: Instructional Focus Root Cause #3: The cost of college- and career-readiness assessments/courses (AP exams Dual Credit, and industry-based certifications) creates a financial barrier for students, resulting in fewer students testing and meeting CCMR criteria.

Problem Statement 4: Communities in Schools:

Root Cause: Communities in Schools:

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Class Size Reduction Teachers(6), Campus Instructional Coach(English), Emergent Bilingual Paraprofessional

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Staff survey results indicate that Jersey Village High School demonstrates strong capacity in the areas of staff quality, recruitment, and retention. Over 90% of staff affirmed that:

1. They have the opportunity to think for themselves
2. Information is available to do their job effectively
3. Procedures are put in place to keep them safe
4. Decisions are data driven
5. Clear about their job responsibilities
6. Quality work is expected of them
7. Collaboration is encouraged and practiced

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Employee perception survey results indicate that the lowest area of agreement is that staff appreciation is built into the school culture.

Root Cause: Our current recognition practices are not consistently experienced by staff as meaningful or consistent.

Family and Community Engagement

Family and Community Engagement Strengths

Our staff have created over 50 social media accounts tied to specific classes, activities, clubs and they post weekly of what is happening in their groups. Sometimes it is update information but other times it is a celebration of what is going on any given day in their program/class.

Our Director of Instruction and several of our teams use their campus social media accounts to highlight what is happening in the classroom. For example our biology team makes regular posts about what students are learning on that day.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parent and family engagement at Jersey Village High School is currently limited, with too few parents actively involved in their student's educational experience and school community. This lack of engagement hinders collaborative efforts to support student achievement, communication, and shared responsibility for learning outcomes.

Root Cause: Inconsistent and unreliable communication between the school and families, resulting in missed information or unclear messaging. Limited parent awareness of how to access school resources and support systems available to help their students succeed.

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: Significant progress made toward meeting Objective

Next Year's Recommendation: Next year's iteration should intentionally shift away from high-level, systemic goals and focus exclusively on high-leverage instructional strategies entirely within the classroom's circle of control. By tightening the target to specific, daily student behaviors and actionable teaching routines, we will ensure deeper implementation, clearer progress monitoring, and a more direct impact on student mastery.

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: To increase student mastery of course content and on STAAR EOC, Jersey Village High School will provide consistent, individualized feedback and structured processing time, supported by targeted small-group instruction. In mathematics, this focus will emphasize multi-step equations; in English, it will strengthen comprehension and writing through small-group support; and across the campus, student learning will be solidified through academic dialogue that deepens understanding and application. Strategy: The campus will create and implement an instructional feedback framework focused on effective academic discourse. This framework will guide classroom observations, coaching conversations, and professional development to ensure students engage in academic dialogue that is aligned. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: To increase student mastery of course content and on STAAR EOC, Jersey Village High School will provide consistent, individualized feedback and structured processing time, supported by targeted small-group instruction. In mathematics, this focus will emphasize multi-step equations; in English, it will strengthen comprehension and writing through small-group support; and across the campus, student learning will be solidified through academic dialogue that deepens understanding and application. Strategy: The campus will create an Attendance Intervention Team responsible for identifying students with excessive absences, implementing targeted interventions, and monitoring progress through consistent follow-up. The team will work with students, families, and staff to reduce chronic absenteeism and increase student engagement. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Each EOC content team will develop and implement a targeted instructional strategy designed to increase student engagement, address learning gaps, and improve mastery of TEKS in order to raise EOC performance. Team Strategies: Algebra Team: Incorporate opportunities for academic discourse at least twice a week to increase conceptual understanding. Biology Team: The Biology team will use collaborative strategies at least one time a week to increase student cognitive engagement with a focus on higher level questions. English I Team: Use STAAR-aligned questions and answer options in lessons at least twice per week, with a specific focus on supporting emergent bilingual students. English II Team: Incorporate academic discourse opportunities at least twice per week in all levels, with a specific focus on supporting emergent bilingual students. U.S. History Team: The U.S. History team will incorporate application and higher-level thinking questions into warm-ups, processing activities, and quizzes during 70% of the unit to address learning gaps and close the feedback loop. 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 4 Details	Formative Reviews		
Strategy 4: 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: Fine Arts & Performance Opportunities - Encourage student participation in band, choir, orchestra, dance, cheer, theater, and visual arts programs. - Showcase student work and performances at community events, concerts, art shows, and competitions. Career & Technical Education (CTE) - Expand access to CTE pathways - Promote certifications and hands-on projects that connect students to post-secondary opportunities. Clubs, Organizations, and Leadership - Provide student leadership opportunities through Student Council, NHS, other student clubs. - Support cultural clubs/events, debate, and academic competitions to build critical thinking and communication skills. College, Career, and Military Readiness (CCMR) - Host College & Career Fairs, Military Signing Day, and guest speaker events. - Expand dual credit, AP, and early college experiences beyond core academics. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental academic support based on their specific academic needs. Strategy's Expected Result/Impact: SALARIES & BENEFITS - 6 class size reduction Algebra and English to increase the ability to provide individualized feedback and increase STAAR EOC performance - 1 Campus Instructional Coach to support teachers in implementing evidence-based instructional strategies (e.g., academic dialogue, small-group instruction) to improve student performance on English STAAR EOC - 1 paraprofessional to provide small-group and one-on-one assistance to English I emergent bilingual students who need more time to master grade-level TEKS. SUBSTITUTE PAY: T1 Salaried Staff - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. EXTRA DUTY PAY - Staff members will be paid for conducting after-school tutoring that supports our instructional CIP goals CONTRACTED SERVICES - Community in Schools will be utilized to provide additional support and services with students who have excessive absences SUPPLIES: Instructional - Classroom supplies will be purchased to support CTE classrooms to increase the amount of students taking and passing industry-based certification exams SUPPLIES: PAFE - Supplies will be purchased to support campus events and initiatives to increase parent and family engagement Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: The campus will increase opportunities during the school day for students to showcase their work, classroom learning, and culture. These showcases will highlight academic projects, performances, and cultural celebrations, allowing students to demonstrate their growth and engage peers, staff, and families in meaningful learning experiences. 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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: The campus will leverage campus TVs to showcase student activities, events, and achievements, promoting school spirit and strengthening parent and community 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: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate 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: Met Objective
- Next Year's Recommendation: Continue promoting industry based certifications.

Strategy 1 Details	Formative Reviews		
Strategy 1: CTE teachers will integrate industry certification exam competencies into daily lessons, unit assessments, and project-based learning. Based on data from daily lessons and unit assessments, teachers will adjust instruction and reteach content as needed to prepare students for success on District Data Checks and industry-based certification exams. 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	Formative		
	Nov	Feb	May
	Some Progress	Moderate 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 2.2: 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: Met Objective

Next Year's Recommendation: Continue promoting advanced placement and dual credit courses.

Strategy 1 Details	Formative Reviews		
Strategy 1: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The campus will increase AP and Dual Credit enrollment for economically disadvantaged students by embedding outreach in prerequisite courses. Counselors and AP/DC teachers will collaborate to identify eligible students and provide ApplyTX and entry information through short presentations in classes such as English II and Algebra II. 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	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 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue campus events and promote our campus.

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. 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	Moderate 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to monitor reclassified ninth graders and seniors for interventions and counseling to increase the 4 year graduation rate.

Strategy 1 Details	Formative Reviews		
Strategy 1: Graduation Rate: The campus will develop individualized graduation plans for students outlining the specific requirements needed to graduate by August 2026. Each plan will be monitored through consistent and regular check-ins between the student, parent, administrator, and/or teacher to ensure progress and provide timely interventions when needed. 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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting. Strategy's Expected Result/Impact: Improved graduation rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Dropout Prevention: Assistant Principals and Counselors will monitor and track chronically absent students and seniors who are not on track to graduate, using weekly attendance and grade reports. They will conduct interventions including student conferences, parent communication, and home visits to address barriers to attendance and graduation. The campus will also leverage Communities In Schools (CIS) to provide additional support such as social services, mental health resources, case management, and connections to community welfare organizations. Staff Responsible for Monitoring: Assistant Principals and Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate 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: Met Objective

Next Year's Recommendation: Continue safety processes.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategy 1 The campus 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 Administrators will conduct weekly exterior door checks, controlled access point checks, and utilize the Cy-Fair Tip-Line. 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
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps. 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
	 Accomplished	 Accomplished	 Accomplished
 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 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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to improve and refine attendance processes.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. The campus will increase student attendance by utilizing our Attendance Improvement Committee. Our campus assistant principals and counselors will conduct home visits and make phone calls to the homes of our students. This will allow us to determine if the student has enrolled in a homeschool program, an online school, a charter, or another public school. We will work to find out more information on the whereabouts of these students. We will use our Communities in Schools partnership to help assist students and families with attendance issues. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) The campus will increase student attendance by utilizing our Dropout Recovery Team. We will target our campus no-shows and dropouts to minimize our list. We will work to find out more information on the whereabouts of these students. We will use our Communities in Schools partnership to help assist students and families with attendance issues. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 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 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

Next Year's Recommendation: Continue to improve and refine discipline management processes and practices.

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 at teaching rules, procedures, and expectations that create a positive school climate. The campus will 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. The campus will utilize SOAR in the classrooms to create a common language and common behavior expectations on our campus 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	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Behavior Management: The staff will receive training on restorative practices and will be encouraged to use those strategies to help students contribute to the positive classroom/school environment. Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. APs continue to mediate in order to build healthy relationships between students, teachers, and families. We will continue to improve practices that bridge cultural divides. 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	 Considerable	 Considerable

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. 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		Formative		
		Nov	Feb	May
		 Some Progress	 Moderate Progress	 Considerable
Strategy 4 Details		Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)		Formative		
		Nov	Feb	May
		 Some Progress	 Accomplished	 Accomplished
 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:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Continue and refine processes.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The campus 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) admin visits with EAs; and, (3)Staff Shout out Form provided for the community to provide positive feedback to staff members. (4) Teacher Celebrations/Awards posted on social media Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal DI	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue refining processes and add in WeClimb platform.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: The campus will provide professional development to support teachers in the following areas: - Analyzing and Integrating Common Expectations - Increasing Teacher Clarity and Student Engagement through the Use of Academic Dialogue Strategies - Classroom Management Strategies Strategy's Expected Result/Impact: Increase job satisfaction represented in the Teacher Satisfaction Survey Staff Responsible for Monitoring: DI	Formative		
	Nov	Feb	May
	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: Met Objective

Next Year's Recommendation: While this objective has been met, continue to promote the campus on social media and at campus and community events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: The campus will identify academic teams with existing social media accounts and work with department chairs, team leads, and the campus instructional coach to establish consistent communication practices. Each department will maintain a campus-approved account and commit to posting at least once per week, tagging the official Jersey Village High School social media account to ensure broader visibility and alignment. Strategy's Expected Result/Impact: Improved Social Media Presence Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: The campus will link all Instagram posts from the main campus account (@jvhsprincipal) to Facebook in order to engage parents and community members on their preferred platform. Strategy's Expected Result/Impact: Improved Social Media Presence Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: The campus will publicize campus events as community-wide events rather than parent-only functions. Information will be distributed broadly through local newspapers, city social media outlets, elementary feeder schools, and other community partners to increase visibility and participation. Strategy's Expected Result/Impact: Improved Parent and Community Engagement Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: The campus will create opportunities for elementary-aged students to participate in high school events ("Littles Bring Bigs") in order to build early connections to the campus community and promote future engagement. Strategy's Expected Result/Impact: Improved Parent and Community Engagement Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal(there is only one principal)	Maggie Wiley	Principal
Teacher #1	Stephanie Foley	English Teacher and Department Chair
Teacher #2	Meredith King	Science Teacher and Department Chair
Teacher #3	Lisa Johnson	Math Teacher
Teacher #4	Lindsay Holmes	Math Teacher
Teacher #5	Shareca Vallaire	Business Teacher
Teacher #6	Alina Castillo	English DC Teacher
Teacher #7	Scott Jackson	Science Teacher
Teacher #8	John Jurkovich	Science Teacher
Other School Leader (Nonteaching Professional) #1	Kristen Thorin	Director of Instruction
Other School Leader (Nonteaching Professional) #2	Jillian Williams	Associate Principal
Other School Leader (Nonteaching Professional) #3	Ernest Middleton	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Jennifer Simpson	Lead Counselor
Paraprofessional #1	Lisa Cash	Paraprofessional
Paraprofessional #2	Cindy Kresta	Paraprofessional
Administrator (LEA) #1	Leroy Stephens	Career & Technical Education Curriculum Coach
Administrator (LEA) #2	Kay Pechacek	Coordinator Secondary Social Studies
Parent #1	Paige Brown	Parent
Parent #2	Megan Culpepper	Parent
Parent #3	Jennifer Dahlquist	Parent
Community Member #1	Ginger Kee	Community Member
Community Member #2	Ali DeLuca	Community Member
Business Representative #1	Mike Battise	Business Representative - Indigenous Air
Business Representative #2	Evy Santana	Business Representative - B&E Reprographics
No Charter Schools in LEA	N/A N/A	No Charter Schools in LEA
No Tribal Associations in LEA	N/A N/A	No Tribal Associations in LEA

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%

2025-26	Target Check
91%	Met District Strategic Target
71%	Met District Strategic Target
36%	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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#									
HS	Algebra I	Jersey Village	HS2	All	560	78%	495	88%	41%	373	67%	20%	162	29%
HS	Algebra I	Jersey Village	HS2	Hispanic	412	76%	363	88%	38%	272	66%	18%	115	28%
HS	Algebra I	Jersey Village	HS2	Am. Indian	5	88%	5	100%	*	3	66%	*	2	40%
HS	Algebra I	Jersey Village	HS2	Asian	19	95%	18	96%	77%	15	78%	41%	8	42%
HS	Algebra I	Jersey Village	HS2	African Am.	75	79%	66	88%	35%	50	66%	12%	21	28%
HS	Algebra I	Jersey Village	HS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	Algebra I	Jersey Village	HS2	White	37	88%	33	89%	63%	24	66%	29%	11	30%
HS	Algebra I	Jersey Village	HS2	Two or More	11	75%	10	88%	*	8	73%	*	3	28%
HS	Algebra I	Jersey Village	HS2	Eco. Dis.	464	77%	408	88%	38%	306	66%	16%	130	28%
HS	Algebra I	Jersey Village	HS2	EB	302	67%	266	88%	33%	199	66%	14%	85	28%
HS	Algebra I	Jersey Village	HS2	At-Risk	461	76%	406	88%	37%	304	66%	16%	129	28%
HS	Algebra I	Jersey Village	HS2	SPED	78	59%	69	88%	16%	51	66%	*	22	28%
HS	Biology	Jersey Village	HS2	All	797	91%	735	92%	61%	556	70%	21%	255	32%
HS	Biology	Jersey Village	HS2	Hispanic	530	90%	482	91%	55%	350	66%	14%	148	28%
HS	Biology	Jersey Village	HS2	Am. Indian	5	90%	5	91%	60%	3	66%	*	2	40%
HS	Biology	Jersey Village	HS2	Asian	64	100%	64	100%	87%	56	88%	58%	38	59%
HS	Biology	Jersey Village	HS2	African Am.	90	87%	79	88%	51%	59	66%	10%	25	28%
HS	Biology	Jersey Village	HS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	Biology	Jersey Village	HS2	White	88	98%	87	99%	83%	74	84%	39%	35	40%
HS	Biology	Jersey Village	HS2	Two or More	19	86%	17	88%	64%	13	66%	*	5	28%
HS	Biology	Jersey Village	HS2	Eco. Dis.	596	88%	530	89%	54%	393	66%	14%	167	28%
HS	Biology	Jersey Village	HS2	EB	398	79%	350	88%	31%	263	66%	3%	111	28%
HS	Biology	Jersey Village	HS2	At-Risk	561	89%	505	90%	52%	370	66%	13%	157	28%
HS	Biology	Jersey Village	HS2	SPED	75	70%	66	88%	24%	50	66%	8%	21	28%
HS	English I	Jersey Village	HS2	All	785	68%	692	88%	54%	543	69%	17%	241	31%
HS	English I	Jersey Village	HS2	Hispanic	521	63%	458	88%	47%	344	66%	11%	146	28%
HS	English I	Jersey Village	HS2	Am. Indian	6	64%	5	88%	55%	4	66%	*	2	28%
HS	English I	Jersey Village	HS2	Asian	65	86%	57	88%	81%	53	82%	52%	34	53%
HS	English I	Jersey Village	HS2	African Am.	87	62%	77	88%	40%	57	66%	*	24	28%
HS	English I	Jersey Village	HS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	English I	Jersey Village	HS2	White	88	88%	78	89%	80%	71	81%	31%	28	32%
HS	English I	Jersey Village	HS2	Two or More	17	87%	15	88%	73%	13	74%	33%	6	33%
HS	English I	Jersey Village	HS2	Eco. Dis.	587	62%	517	88%	46%	387	66%	11%	164	28%
HS	English I	Jersey Village	HS2	EB	393	34%	346	88%	19%	259	66%	*	110	28%
HS	English I	Jersey Village	HS2	At-Risk	547	60%	481	88%	43%	361	66%	9%	153	28%
HS	English I	Jersey Village	HS2	SPED	75	19%	66	88%	10%	50	66%	*	21	28%
HS	English II	Jersey Village	HS2	All	809	77%	714	88%	64%	572	71%	12%	237	29%
HS	English II	Jersey Village	HS2	Hispanic	530	74%	466	88%	59%	350	66%	7%	148	28%
HS	English II	Jersey Village	HS2	Am. Indian	12	75%	11	88%	*	8	66%	*	3	28%

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
HS	English II	Jersey Village	HS2	Asian	88	88%	78	89%	86%	77	87%	36%	33	37%
HS	English II	Jersey Village	HS2	African Am.	78	74%	69	88%	52%	51	66%	*	22	28%
HS	English II	Jersey Village	HS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	English II	Jersey Village	HS2	White	86	87%	76	88%	85%	74	86%	27%	24	28%
HS	English II	Jersey Village	HS2	Two or More	14	96%	14	97%	80%	11	81%	40%	6	41%
HS	English II	Jersey Village	HS2	Eco. Dis.	563	73%	495	88%	58%	372	66%	8%	158	28%
HS	English II	Jersey Village	HS2	EB	406	43%	357	88%	23%	268	66%	*	114	28%
HS	English II	Jersey Village	HS2	At-Risk	589	68%	518	88%	52%	389	66%	8%	165	28%
HS	English II	Jersey Village	HS2	SPED	67	43%	59	88%	24%	44	66%	*	19	28%
HS	US History	Jersey Village	HS2	All	863	96%	837	97%	78%	682	79%	54%	475	55%
HS	US History	Jersey Village	HS2	Hispanic	565	95%	542	96%	74%	425	75%	47%	274	48%
HS	US History	Jersey Village	HS2	Am. Indian	8	*	7	88%	*	5	66%	*	4	50%
HS	US History	Jersey Village	HS2	Asian	93	96%	90	97%	90%	85	91%	73%	71	76%
HS	US History	Jersey Village	HS2	African Am.	89	100%	89	100%	74%	68	76%	46%	44	49%
HS	US History	Jersey Village	HS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	US History	Jersey Village	HS2	White	88	100%	88	100%	91%	81	92%	72%	66	75%
HS	US History	Jersey Village	HS2	Two or More	19	100%	19	100%	84%	17	89%	72%	15	79%
HS	US History	Jersey Village	HS2	Eco. Dis.	588	95%	564	96%	74%	441	75%	48%	288	49%
HS	US History	Jersey Village	HS2	EB	442	81%	389	88%	39%	292	66%	13%	124	28%
HS	US History	Jersey Village	HS2	At-Risk	555	94%	527	95%	68%	383	69%	39%	222	40%
HS	US History	Jersey Village	HS2	SPED	74	89%	67	90%	39%	49	66%	15%	21	28%

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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.