

# Cypress-Fairbanks Independent School District

## Brautigam Center

2019-2020



# Mission Statement

**District Mission Statement:** "We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st century global learners."

**Leonard Brautigam Center's Mission Statement:** The Brautigam Center will create a safe, nurturing, and challenging learning community where all students are inspired to become productive, self-reliant, lifelong learners. Faculty and staff members pledge to support and mentor each student as well as each other, embracing a "whatever-it-takes" attitude to promote academic, emotional, and social confidence for all.

## Vision

The Leonard Brautigam Center's Vision is to: Nurture...Guide...Challenge...Inspire...Every Student, Every Day!

## Whatever It Takes

The Brautigam Center staff and students join in a meaningful partnership to ensure student success in achieving their educational and post-graduation goals through rigorous and relevant learning experiences along with a strong dose of caring guidance. At the Brautigam Center, failure is not an option; we do Whatever-It-Takes to reach each student's goal of graduation and assist in decision-making for post-secondary opportunities.

# Table of Contents

Comprehensive Needs Assessment .....	4
Student Achievement .....	4
School Culture and Climate .....	6
Staff Quality, Recruitment, and Retention .....	8
Parent and Community Engagement .....	10
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. ....	15
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. ....	20
Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools. ....	23
State Compensatory .....	24
Budget for Brautigam Center: .....	24
2019-2020 CPOC .....	26
Campus Funding Summary .....	27

# Comprehensive Needs Assessment

Revised/Approved: September 22, 2019

## Student Achievement

### Student Achievement Summary

#### EOC Assessment Results from Spring 2019

Algebra I- 4 students tested from all home campuses, 4 students met the standard

Biology- 4 students tested from all home campuses, 2 students met the standard

English I- 30 students tested from all home campuses, 10 students met the standard

English II- 34 students tested from all home campuses, 13 students met the standard

U.S. History- 54 students tested from all home campuses, 45 students met the standard

### Student Achievement Strengths

The Brautigam Center (previously, Windfern School of Choice) again had the greatest success with the US History EOC exam and the Biology EOC exam. The majority of the classes taught at the Brautigam Center are junior and senior level classes. Most students who take the U.S. History class are taking this class for the first time, and many of our Biology students complete Biology with us at the Brautigam Center.

The Brautigam Center continues to serve many students who are not successful the first time they attempt a required test for graduation.

The Brautigam Center supports students in the area of assessment by offering End-of-Course (EOC) prep courses. LBC coordinates with our testing coordinator and each team leader to make sure students who need to test for an EOC are targeted for support in being prepared for each required EOC. Tutoring pull-outs for U.S. History, English, Algebra and Biology EOC exams before the scheduled test dates. Specific sections of English III and IV classes are integrated into the master schedule, allowing students who need to pass one of the English End-of-Course exams to receive targeted instruction. Teachers are provided with a student's individual score objectives not mastered, allowing for targeted remediation on an individual needs basis.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Since the Brautigam Center is now able to serve students who have completed only one year of high school, we need more district level assistance such as additional teachers to keep classes sizes small and district coaches to enhance mastering all TEKS for an increase in all passing rates and graduation rate. **Root Cause:** Our changing demographics, accepting new students every nine weeks, and lack of easy access to data which impacts lesson planning.

# School Culture and Climate

## School Culture and Climate Summary

The Leonard Brautigam Center opened this school year, 2019-20.

We added a Bridge to High School program, welding, plumbing and introduction to culinary this year. We are now able to serve over aged eighth grade students, re-classed ninth grade students, tenth through twelfth grade students, and students that travel to us from other high schools for welding and plumbing.

"The students all seem to be very happy and thriving. Every time that I have visited, I have seen smiling, happy children who are making progress in their academic goals." (Cy-Fair Employee)

The 2018-19 Employee Perception Survey resulted in an overall acceptance rate of 100% for safety, collaboration is encouraged and practiced, information is accessible, and job responsibilities are clear which is indicative of the employees perception of a positive school climate.

Technology is easily accessible to every student/staff every day.

There continues to be a fluid collaboration between teachers and departments, which enhances the educational climate.

Sources:

LBC Teachers' direct quotes

2018-19 Employee Perception Survey

## School Culture and Climate Strengths

The Brautigam Center is developing a program that makes it possible for students who have struggled in school to have a chance to start over, catch up, and graduate. It also gives students who are ready to move on to post-secondary opportunities a chance to complete their high school courses at a faster pace and graduate early.

The Brautigam Center is a place for at-risk students to accomplish their goal of graduation through condensed course completion and smaller class size (four semesters in one year). The environment is very conducive to student success because the faculty is committed to facilitating this success through rigorous instruction, energy, expertise, experience, and caring about each student and his/her educational success. A high level of warmth and support is evident among staff members on both a professional and personal level.

Our students hear our LBC Code of Ethics daily during announcements to encourage them throughout the day.

"As a Leonard Brautigam Center student, I will do 'Whatever It Takes' to meet my goal of graduation. This means I will....

- Work diligently each day, giving my personal best at school, at home, and in my community.
- Honor myself and my school by having a responsible, adult attitude and by making positive decisions about my education and future.
- Seek success by attending school every day and making a commitment to complete all requirements for graduation."

Each week, two students are recognized as "Students of the Week." The students are honored with an announcement to the entire student body and a recognition award. A picture of each student of the week is placed on social media sites and on our district web-page for the Brautigam Center.

Students who complete Digital Credit Recovery courses are recognized on Fridays through our building announcements.

The Brautigam Center Student Leadership Team was established to provide an opportunity for students to participate in relationship-building activities with peers and staff, and a senior class officers were elected for the first time in 2018-19 to serve our school and community.

Students are recognized at the end of each grading period for outstanding academic accomplishments with a special celebration called "The Gap Celebration." Student's pictures are taken and are shared on Twitter and Facebook.

Throughout the year, teachers are recognized with "The Anchor of Hope."

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Windfern has been in the process of re-branding itself to Brautigam Center as a means of garnering district and community confidence in its program, academic rigor, and quality of graduate it produces. This effort is being assisted as Brautigam Center transitions to a dawn-to-dusk campus, expanded student population, and newly designed workforce certification programs. **Root Cause:** Brautigam Center is a small campus that acts as a safety net for all students who come from various backgrounds and oftentimes have personal circumstances that have interfered with graduation. Brautigam Center's mission is to guide each student to the graduation stage by providing academic, behavioral, and emotional support.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Our school enjoys a very high retention rate requiring few new hires. All teachers are highly qualified in the content area they are assigned.

Teachers and staff have many opportunities to earn their staff development hours through district and the campus staff development.

In August, 2019, our director of instruction sent out a catalog with multiple opportunities for our staff to earn staff development hours during the 2019-20 school year. All activities align with our campus goals. For our campus time equivalency days, our staff read Culturize and Thank You for Smiling, and completed extensive book studies by answering questions for each chapter of Culturize and a summary of Thank You for Smiling. During staff development in August, we held discussions regarding ideas presented throughout the books, and we completed various activities to implement many ideas from Culturize.

Teachers receive feedback on their teaching progress through CF-TESS walk-throughs and/or formal appraisal, as well as conferences with administrators and/or team leaders. Teachers are acknowledged for their contribution to student success through individual positive notes, the "Anchored in Hope" award, and special events throughout the school year.

Source:

CTE hours earned by staff

DTE hours earned by staff

COGNOS-teacher report

## Staff Quality, Recruitment, and Retention Strengths

The Brautigam Center faculty retention is always high which is a good indicator of the level of commitment of our staff.

Mentoring is provided for all new staff within their departments and individually by other staff members. Our mentors/mentees will meet for lunch four times throughout the year to discuss concerns, ask questions, and get to know each other informally.

We are observing strong teaching skills and positive attitudes from all teachers which adds value to the school climate. Many new ideas and experiences are shared between our newer teachers and veteran staff.

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Brautigam Center is a unique campus that offers four mini-semesters where students earn credits at an accelerated rate, and this causes our curriculum to move at a faster rate than a traditional high school. **Root Cause:** Teachers at the Brautigam Center create their own time-line for assessing students in each curriculum area at the proper time throughout the school year.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The Leonard Brautigam Center has many opportunities throughout the school year for family and community involvement. Community/Parent involvement inside our building include: Better Business Bureau Advocates, Cy-Hope Backpack Buddies, Lone Star College staff (counselor), on-campus TSI testing, Chili Cook off/Silent Auction scholarship fundraiser, Lighting the Way Staff (to include district staff) Student Luncheon, Discover the Brautigam Center, Delta Kappa Gamma support, CyFair Christian Church, Raising Canes business adoption program, Chick'fil'a, and Brautigam Center orientation that includes one/one conferences. In addition to these opportunities, we have added speakers from the world of work to share their job/career experiences. Technical schools are visiting our campus more frequently to expose our students to various careers available through obtaining a technical degree. Our goal is to interest our students in as many job/career opportunities available to them as they prepare to graduate from high school and move into the world of work.

Communication and community/parent involvement includes parent conferences, principal/parent mail-outs, electronic phone call-outs, progress reports, teacher web pages, campus web page, social media accounts, parent participation on CPOC committee, donation solicitations, letters, visits to businesses, student candidate meetings at each of the twelve high school campuses (twice yearly), and Remind 101.

## Parent and Community Engagement Strengths

Students collect Thanksgiving/Christmas food and gifts to give to our community families in need.

Inclusion of parents/community members on our Campus Performance Objective Committee.

Provide College and Career Readiness Speakers throughout the year.

Encourage our parents to attend the Brautigam Center fall Open House.

Continually encourage communication with our students' parents to increase parent involvement.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** The Brautigam Center does not have enough parent and community involvement to support our students and positively impact success rates. **Root Cause:** Students are not zoned to the Brautigam Center, so many students must take a bus from their home campus to school. Due to poverty, distance from the home campus and other circumstances, our campus has low parent involvement when compared to larger home campuses.

# Priority Problem Statements

**Problem Statement 1:** Since the Brautigam Center is now able to serve students who have completed only one year of high school, we need more district level assistance such as additional teachers to keep classes sizes small and district coaches to enhance mastering all TEKS for an increase in all passing rates and graduation rate.

**Root Cause 1:** Our changing demographics, accepting new students every nine weeks, and lack of easy access to data which impacts lesson planning.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The Brautigam Center does not have enough parent and community involvement to support our students and positively impact success rates.

**Root Cause 2:** Students are not zoned to the Brautigam Center, so many students must take a bus from their home campus to school. Due to poverty, distance from the home campus and other circumstances, our campus has low parent involvement when compared to larger home campuses.

**Problem Statement 2 Areas:** Parent and Community Engagement

**Problem Statement 3:** Windfern has been in the process of re-branding itself to Brautigam Center as a means of garnering district and community confidence in its program, academic rigor, and quality of graduate it produces. This effort is being assisted as Brautigam Center transitions to a dawn-to-dusk campus, expanded student population, and newly designed workforce certification programs.

**Root Cause 3:** Brautigam Center is a small campus that acts as a safety net for all students who come from various backgrounds and oftentimes have personal circumstances that have interfered with graduation. Brautigam Center's mission is to guide each student to the graduation stage by providing academic, behavioral, and emotional support.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Brautigam Center is a unique campus that offers four mini-semesters where students earn credits at an accelerated rate, and this causes our curriculum to move at a faster rate than a traditional high school.

**Root Cause 4:** Teachers at the Brautigam Center create their own time-line for assessing students in each curriculum area at the proper time throughout the school year.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Community surveys and/or other feedback

## Support Systems and Other Data

- Communications data
- Other additional data

# Goals

Revised/Approved: September 21, 2019

## Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 1:** Curriculum and Instruction & Accountability: By May 2020, students will meet or exceed the state and federal STAAR performance targets.

**Evaluation Data Source(s) 1:** STAAR EOC English, Algebra, Biology, and US History results  
District Assessments and campus unit exams

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) READING/ELA: Teachers will meet regularly to discuss best practices, strategies, and methods for teaching concepts to ensure an increase in the passing rate for eighth grade English, English I, English II, English III, and English IV. All English I and English II EOC re-testers and first time test-takers will pass through the efforts of English I, English II, English III, English IV, and/or STAAR prep classes. Teachers will design lessons and strategies that increase reading performance and increase vocabulary throughout the year.	English Teachers	An increase in the passing rate of students in eight grade English, English I, English II, English III, and English IV classes during each nine week grading period to at least a 70% for each student	 25%		
	Director of Instruction	An increase in the passing rate for English I and English II EOC test/retest			
	Team Leader	An increase in the graduation rate and attendance rate			
	Principal				
<b>Problem Statements:</b> Student Achievement 1					
<b>Funding Sources:</b> State Compensatory Education - 12500.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
2) WRITING: Throughout the year, teachers will create better vertical alignment in the writing process from English I to English II by using similar writing structures and terminology for STAAR writing, and teachers will give timely feedback to students through writing conferences on a regular basis in all English classes.	All English Teachers	An increase in the passing rate in all English classes			
	English Team Leader	An increase in the passing rate on the English I and English II EOC exams			
	Director of Instruction	An increase in the graduation rate and attendance rate			
	Principal				
<b>Problem Statements:</b> Student Achievement 1					
<b>Funding Sources:</b> State Compensatory Education - 7000.00					
3) MATH: Students in mathematics courses will successfully complete each course through cooperative learning, engaging lessons, and real world applications which include kinesthetic activities, high interest activities, collaborative and quantum learning techniques, and technology applications.	Math Teachers	Increased passing rates for each nine week grading period with at least a 70% passing rate for each student			
	Team Leader	Increase in the passing rate of semester exams			
	Director of Instruction	Increase in graduation rate and attendance rate			
	Principal	Passing scores on Algebra I STAAR exam			
<b>Problem Statements:</b> Student Achievement 1					
<b>Funding Sources:</b> State Compensatory Education - 8000.00					
4) SCIENCE: Teachers will prepare students to pass their science classes the first time by chunking content and designing student-centered lessons which use collaboration, critical thinking skills, technology applications and hands-on activities.	Science Teachers	Passing scores on teacher-made assessments, district assessments and Biology STAAR			
	Director of Instruction	Increased passing rates for each nine week grading period with at least a 70% passing rate for each student			
	Team leader	Increase in attendance rate and graduation rate			
	Principal				
<b>Problem Statements:</b> Student Achievement 1					
<b>Funding Sources:</b> State Compensatory Education - 2000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
5) SOCIAL STUDIES: Through the use of teaching methods that address multiple learning styles, differentiation, varied use of technology, and instructional chunking, teachers will establish parameters for student success by building a positive rapport with students and parents. Teachers will prepare students to pass each social studies class the first time.	U.S. History, Economics, Government, World History and World Geography Teachers	Passing scores on teacher-made assessments, district assessments and the United States history EOC  Increased passing rates for each nine week grading period to at least 70% for each student			
	Social Studies Team Leader  Principal  Director of Instruction	Increase in attendance for each 9 week grading period			
<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> State Compensatory Education - 2500.00					
6) CROSS-CURRICULAR: Throughout the year, Career Technology Education (CTE), foreign language, art, and the core courses will collaborate to solidify common skills among them, and teachers in all courses will develop activities to allow practice in reading, writing, and thinking skills to increase students' passing rates in all courses and assessments.	CTE teachers	Increase in passing rates in all classes.			
	Principal  Core course teachers  Director of Instruction  Testing Coordinator	Independent demonstration of required skills.  Completion and passing of industry-created test of required skills.  Increase in attendance rate			
<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> State Compensatory Education - 3000.00					
 = Accomplished  = No Progress  = Discontinue					

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Since the Brautigam Center is now able to serve students who have completed only one year of high school, we need more district level assistance such as additional teachers to keep classes sizes small and district coaches to enhance mastering all TEKS for an increase in all passing rates and graduation rate. <b>Root Cause 1:</b> Our changing demographics, accepting new students every nine weeks, and lack of easy access to data which impacts lesson planning.

**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 2: College and Career Readiness:** Create a culture that prepares students for post-secondary options (2 or 4 year college, technical schools, military and employment).

**Evaluation Data Source(s) 2:** Number of students attending Lone Star College August 2019, number of students attending a technical school, number of students completing their FAFSA forms, results of student surveys, observations of students by faculty involved in the activity, number of students seen by the Lone Star counselor, number of students taking the TSI and number of students needing monetary assistance to take the TSI.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All graduating seniors will have the opportunity to complete the online application for admission to Lone Star College while visiting with the Lone Star CARE Academy counselor in October, 2019 and then again in the Spring 2020, and students will be encouraged to obtain their required immunization to enroll at Lone Star College.	Librarian	15% increase in the number of students that go online while attending the Lone Star presentation and finish their registration			
	English Team Lone Star Representative Counselor	15% increase of students attending Lone Star College in August 2019  A review of student surveys for additional suggestions to assist students with post-secondary decision-making			
<b>Funding Sources:</b> State Compensatory Education - 10000.00					
2) All of our graduating seniors will have the opportunity to take the TSI test administered at Windfern.	Librarian	15% increase in the number of students that take the TSI			
	Counselor	15% increase in the number of students that attend Lone Star College August 2019			
	Lone Star Counselor	30 students enrolled in Lone Star by August 2019			
	Principal	TSI test information updated on announcements and on social media			
	Director of Instruction				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>3) All graduating seniors will have the opportunity to sign up for an individual meeting with the on-site Lone Star counselor to discuss college and career goals.</p> <p>Students have the opportunity to meet with our counselor, director of instruction, or another staff member to discuss and plan post-graduation plans.</p>	Librarian Lone Star Counselor Librarian Assistant Counselor Director of Instruction All Brautigam Center Staff and extra support staff	Increase of 15% of students that are seen by the Lone Star counselor throughout the school year 2019-20  Increase of 15% in the number of students attending Lone Star in August 2020 (30 students by August 2020)  Increase post-graduation plans to 100%.			
<b>Funding Sources:</b> State Compensatory Education - 5000.00					
4) All students and parents have the opportunity to attend the College and Career Fairs presented by the district in the Fall and Lone Star College in the Spring.	Counselor Director of Instruction	Number of students attending each college and career fair.			
5) Motivate students in English IV class to earn an A, B, or C so that they are awarded articulated credit for Lone Star College placement into English 1301. Motivate students in Advanced Algebra to earn an A, B, or C so that they are awarded articulated credit for Lone Star College placement into Math 1314.	English IV and Adv. Algebra teachers. Director of Instruction	An increase in the number of students able to enroll in College Algebra and English 1301 upon enrolling at Lone Star College			
= Accomplished                = No Progress                = Discontinue					

## Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 1:** School Culture and Climate: LBC will cultivate a safe and supportive learning environment for all students and staff, both academic and personal growth by building a campus culture framework around the campus vision.

**Evaluation Data Source(s) 1:** District and Campus developed safety reports, student discipline data, attendance reports

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>1) Student Attendance: Implement Truancy Prevention Measures (TPM) to students 19 years old and younger to increase the current attendance rate by 1%. Truancy Prevention Measures will also be implemented for students with three or more unexcused absences by offering tangible incentives/rewards, making phone calls home, recognizing perfect attendance, awarding student of the week, holding individual conferences with students/parents, and by continuing with mentor/men-tee program for all students who have excessive absences.</p> <p>Project 98/dropout recovery: We will implement staff/student mentoring, phone calls home of absent students, guest speakers, college initiatives, credit recovery, homeless acknowledgement/assistance, and parent/student/teacher conferences.</p>	<p>Assistant Principal Principal Director of Instruction All Brautigam Center Staff Attendance Officers Administrative Helping Teacher</p>	<p>The overall attendance rate for all Windfern students for 2018-19 will increase.</p> <p>Dropout rate will decrease by 5% from previous school year</p>			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>2) Student Discipline: Our students will have the opportunity to participate in Project Safety lessons to address bullying, cyber-bullying, and the safe use of social media.</p> <p>During student assemblies and all parent/student orientations the administration will review the District Code of Conduct related to dress code, attendance, discipline referrals/discipline consequences and expectations as related to the Code of Conduct.</p> <p>The Assistant Principal will implement restorative discipline techniques to reduce the percentage of discretionary AEP placements, and all out-of-school suspensions of all sub-populations.</p>	Principal, AP	<p>5% fewer referrals documented throughout the year 2019-20 compared to 2018-19.</p> <p>Decrease of students in crisis situations regarding relationships and anger management</p>			
<p>3) Campus Safety: Students and staff will report a sense of safety through the use of crisis/fire drills, metal detector walk-through/s, all outside and classroom locked-door policy, fully dedicated CFISD police officer on campus, continued use of cameras inside/outside the building, drug dog searches, Cy-Fair Tip-line availability, a higher visibility of staff in hallways during passing periods, and the receptionist monitoring main doors and hallways through Vsoft.</p> <p>Brautigam Center's Assistant Principal will train all staff each school year in crisis management and procedures for all possible crisis situations as required in the EOP.</p>	<p>All Teachers/Staff</p> <p>CFISD Police Officer</p> <p>Principal, Assistant Principal, Director of Instruction, Nurse, Counselor</p>	<p>Follow up information on any major crisis or incident that happens within the school.</p> <p>Number of people lacking identification brought to the office for clearance (results of time lapse); student/staff surveys regarding Brautigam Center safety.</p> <p>15 second reduction of total time it takes to evacuate the building during crisis drills.</p>			
 = Accomplished  = No Progress  = Discontinue					

**Goal 2:** Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 2:** Staff Quality, Recruitment, and Retention: The Leonard Brautigam Center will cultivate a campus of Highly Qualified Teachers who will be in attendance at a higher percentage than in previous years.

**Evaluation Data Source(s) 2:** Highly Qualified Teacher Compliance report  
AESOP Reports

**Summative Evaluation 2:**

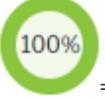
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) In the event that we have to place a non-"highly qualified" teacher in a core academic classroom, we will notify parents, develop an individualized plan to make certain the teacher becomes highly qualified, or place a highly qualified teacher in the classroom. Additionally, we will implement the strategies in the district Highly Qualified Teacher Continuous Improvement Plan.	Principal	Highly Qualified Teacher Compliance report			
 = Accomplished  = No Progress  = Discontinue					

### Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

**Performance Objective 1:** Parent Involvement and Communication: The staff will continue to encourage parental involvement in their student's education while attending the Brautigam Center

**Evaluation Data Source(s) 1:** Parent conferences, principal-to-parent mail outs, phone calls home, progress reports, emails, Home Access Center use

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Through increased communication with the CFISD community, the LBC student population will increase to 300 students by holding LBC information meetings with students at their home campus, through home campus liaisons at each high school campus, the campus web page, and social media.	Principal Assistant Principal Director of Instruction Campus Webmaster	Student count documented at the beginning of each nine week mini-semesters			
2) The LBC staff will increase communication with parents by increasing phone calls, emails, use of social media, parent/teacher conferences, encouraging attendance at our September Open House, and providing access to a calendar of LBC events.	Principal, Assistant Principal, Nurse, Director of Instruction, Testing Coordinator, Counselor, Teachers	Increase in communication through staff phone logs, emails and number of conferences attended by parents  Data from nine-week teacher/student/parent phone logs on file in the Director of Instruction's office.			
3) LBC staff will encourage and educate parents in the use of the Home Access Center so they can monitor their student's grades and progress throughout each grading period in each class.	Teacher Parents Director of Instruction	Teachers report grades in a timely manner.  Parents access HAC with regularity.			
 = Accomplished  = No Progress  = Discontinue					

# State Compensatory

## Budget for Brautigam Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
SCE	6113 Subs and Staff Development	\$1,000.00
SCE	6121 Extra Duty Pay/Overtime - Support Personnel	\$20,000.00
SCE	6122 Salaries or Wages for Substitute Support Personnel	\$10,000.00
<b>6100 Subtotal:</b>		<b>\$31,000.00</b>
<b>6200 Professional and Contracted Services</b>		
SCE	6216 Professional Services - Locally Defined	\$535.00
SCE	6229 Tuition and Transfer Payments	\$10,000.00
<b>6200 Subtotal:</b>		<b>\$10,535.00</b>
<b>6300 Supplies and Services</b>		
SCE	6394 General Supplies - Locally Defined	\$4,000.00
SCE	6399 General Supplies	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$5,000.00</b>
<b>6400 Other Operating Costs</b>		
SCE	6411 Employee Travel	\$1,500.00
SCE	6412 Student Travel	\$2,000.00
<b>6400 Subtotal:</b>		<b>\$3,500.00</b>



# 2019-2020 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Rosanne Sontag	Librarian/Media Specialist
Parent	Jolene Foust	Parent
Administrator	Martha Strother	Principal
Administrator	Susan Calda	Director of Instruction
Classroom Teacher	Ronald Davidson	Science Teacher
District-level Professional	Candace Medlin	Director of Student Services
Business Representative	Matt Milks	Balfour Representative
Classroom Teacher	Alexandra McKinnon	Math Teacher
Classroom Teacher	Carol Pearsall	CTE Teacher
Classroom Teacher	Ralph Greco	Social Studies Teacher
Classroom Teacher	Jill Johnson	English Teacher/LeadWorthy Teacher
Classroom Teacher	Nichole Wade	English and Professional Comm. Teacher
Administrator	Penny Irwin-Fitt	Assistant Principal
Non-classroom Professional	Brenda Rothchild	Nurse
Classroom Teacher	Julio Ayuso	Spanish Teacher
Classroom Teacher	Sean Ocker	Fine Arts Teacher
Paraprofessional	Leilani Natalie	Technical Assistant
Classroom Teacher	Amanda Fulton	Math Teacher/Bridge to HS teacher

# Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pull outs during the school day to improve the EOC passing rate for English I and English II and increase 8th grade English passing rates to 100%		\$9,000.00
1	1	1	Various books at different levels to increase the reading ability so that English I and English II EOC scores increase and the passing rate in all English classes increases.		\$2,000.00
1	1	1	Books at different levels for Reading 180 instruction		\$1,000.00
1	1	1	Staff Development to Increase English I and English II EOC scores		\$500.00
1	1	2	Pull-outs during the day to increase writing skills so that English I and English II EOC scores increase and 8th grade English passing rates increase to 100%		\$7,000.00
1	1	3	Manipulatives to increase the EOC passing rate, passing rates in all math classes and the graduation rate .		\$1,000.00
1	1	3	After school tutorials and pull outs during the school day to increase the passing rate in all math classes and the passing rate on the Algebra I EOC.		\$7,000.00
1	1	4	Pull-outs during the day to increase the biology EOC passing rate and the passing rate.		\$500.00
1	1	4	Various science supplies for all science classes		\$1,500.00
1	1	5	High interest history books to increase passing, promotion and graduation rates.		\$1,000.00
1	1	5	Professional development to increase U.S. history EOC scores and to increase the passing rate in all history classes.		\$500.00
1	1	5	Pull-outs for U.S. History EOC preparation		\$1,000.00

<b>State Compensatory Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	Books and magazines needed for Spanish to increase the passing rate and graduation rate.		\$2,000.00
1	1	6	Staff Development for PE and Health Teachers		\$1,000.00
1	2	1	Extra duty pay to help students plan for post-graduation.		\$10,000.00
1	2	3	Extra duty pay to help students plan for post-graduation.		\$5,000.00
<b>Sub-Total</b>					\$50,000.00
<b>Grand Total</b>					\$50,000.00

# 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 iXplore, the curriculum management system. iXplore is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times) 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 is not limited to 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 iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), 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

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

## Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- 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.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- On a regular basis, an average of three times per week, integrate the eight classroom laptops into the learning environment. Use the laptops so that students can create, collaborate, and share their thinking.

## Science

- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
  - spiraling content and skills from prior units of study, courses and/or disciplines;
  - making explicit connections between concepts in different units, courses and/or disciplines;
  - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
  - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
  - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
  - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
  - create physical and cognitive models and identify the strengths and limitations of those models;
  - communicate results orally or in writing; and
  - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

## Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students' 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 technology for student learning.

## LOTE

- Speak the target language more than English in all levels.
- Limit English translation by using visual clues to enhance student comprehension.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- 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 expectations.

## Secondary ELAR Curriculum Department, 7 – 12

### 2018-19 District Writing Plan

**PURPOSE:** The goal of the Secondary ELAR Department seeks to promote the interconnectedness between reading and writing via the use of imitation and mentor texts. To specifically enable the development of writing skills, we have identified the following overarching goals for 2018-19:

- To identify and strategically target trends and areas of weakness in student writing, and in writing instruction
- Provide specific and actionable writing instructional plans for campuses based on their data
- Conduct follow-up visits to assist teachers with implementation of their campus-specific instructional writing plan

#### **MIDDLE SCHOOL ACTION PLAN:**

- I. Increased Campus Visits for Monitored Campuses**
  - A. Purpose of visits will be to ensure purposeful planning and thoughtful decision making regarding writing best practices.
  - B. Writing across Content Areas -- students will write 2x per week in Math, Science, Social Studies, and Language Arts classes to increase student writing fluency. (Monitor Campuses only)
- II. Establish Creation and Use of Online Writing Portfolios**
  - A. Assist all campuses in the creation of online writing portfolios in Google Classroom
  - B. Assist teachers in the best ways to use the portfolio instructionally
- III. Components of an Essay Training for Monitored and Limited-Monitored Campuses:** Training provides teaching staff with a school-specific analysis of their STAAR Writing data and images, and then provides teachers with a targeted action plan and instructional strategies for remedying negative trends revealed by the data.
  - A. Deep dive data analysis
  - B. Analyze writing images by score point
  - C. Address writing trends
  - D. Diagnose student weaknesses
  - E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses
- IV. Essay Calibration Training for Monitored and Limited-Monitored Campuses:** Guided essay calibration with teachers will ensure they are assessing students' essays correctly, which will affect the feedback and strategies they choose to plan future instruction.
  - A. Guided essay reading and calibration
  - B. Check-in on Action Plan from Components of an Essay training
- V. Essay Calibration Training:** Coaches will conduct writing portfolio share sessions where teachers will work through calibration strategies that encourage team discussion related to assessing student work and providing feedback that forwards progress in student writing.
- VI. Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening Share Session)
  - A. Data dig

- B. Share resources
  - C. Targeted planning
- VII. Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
- A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for Middle School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
  - B. Grammar Mini-Lessons
  - C. Student Essay Revision Activities

## **MIDDLE SCHOOL DATA COLLECTION POINTS: 7th & 8th Grade Online Writing Portfolios**

- 1. Collection Point 1:**
  - a. Students set up a digital portfolio.
  - b. Include personal narrative or reflective essay in the portfolio.
- 2. Collection Point 2:**
  - a. Write about the explicit and implicit meaning of text. This could include: summary; explanation of theme or controlling idea; or, description of overarching purpose of the piece.
  - b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.).
- 3. Collection Point 3:**
  - a. Processed Writing: Campuses will make copies; expected to take several days in class taking the piece through the writing process with teacher and student feedback.
    - i. Flexibility in prompt selection with choice between: never giving up (STAAR), or one event can change a person's life (CFISD).
  - b. Persuasive Writing Option TBD.
- 4. Collection Point 4:** Teachers may choose one or more from the following:
  - a. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
  - b. Write about the explicit and implicit meaning of text. This could include summary or explanation of theme.
  - c. Write about specific literary elements such as: explanation of how character interactions forward the plot; description of setting and its impact on plot; or analysis of how authors use language to create mood.
- 5. Collection Point 5:** Expository Writing
  - a. Timed Write taken through the revision process—flexibility in prompt selection between two released STAAR prompts TBD; campuses will make copies; rough draft must be completed during this time frame; revision and editing may take place throughout the unit.
- 6. Collection Point 6:** Teachers may choose one or more from the following:
  - a. Write responses that compare sources within and across genres
  - b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
  - c. ALL students should complete a Portfolio Review.

## HIGH SCHOOL ACTION PLAN:

### I. **Components of an Essay Training**

- A. Deep dive data analysis
- B. Analyze writing images by score point
- C. Address writing trends
- D. Diagnose student weaknesses
- E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses

### II. **Essay Calibration Training for targeted campuses**

- A. Cypress Lakes, Cypress Ridge, Cypress Park, Cypress Falls, Cypress Creek, Jersey Village & Langham Creek
- B. Guided essay reading and calibration
- C. Check-in on Action Plan from Components of an Essay training
- D. Provide strategies to address writing weaknesses discovered in essay calibration

### III. **Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening share session)

- A. Data dig
- B. Share resources
- C. Targeted planning

### IV. **If/Then Writing Training and Support:** Training teachers to provide differentiated writing feedback through individual and small group writing conferences.

- A. Additional support will come in the form of hyperlinks to activity explanations, instructional videos, and student sample essays.
- B. Face-to-face after school training and instructional support will also be offered.

### V. **DPM Re-design:** Data tracking for English I and II has been revised to include multiple choice items for the revising and editing sections of the STAAR assessment.

### VI. **Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:

- A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for High School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
- B. Grammar Mini-Lessons
- C. Student Essay Revision Activities

### VII. **STAAR Bootcamp Resources**

- A. Provide packets of highly effective resources for use during "STAAR Bootcamp" -- the last two to three weeks prior to the STAAR test in April.

**ENGLISH I & II DATA COLLECTION POINTS:**

<b>GRADE LEVEL</b>	<b>ENGLISH I</b>	<b>ENGLISH II</b>
<b>Collection Point 1</b>	Evidence & Support Unit Writing Portfolio Piece	Evidence & Support Unit Writing Portfolio Piece
<b>Collection Point 2</b>	Expository Structure Writing Portfolio Piece	Persuasive Structure Writing Portfolio Piece
<b>Collection Point 3</b>	Connections Writing Portfolio Piece	Connections Writing Portfolio Piece

# 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 iXplore, the curriculum management system. iXplore is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times) 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 is not limited to 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 iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), 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

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

## Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- 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.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- On a regular basis, an average of three times per week, integrate the eight classroom laptops into the learning environment. Use the laptops so that students can create, collaborate, and share their thinking.

## Science

- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
  - spiraling content and skills from prior units of study, courses and/or disciplines;
  - making explicit connections between concepts in different units, courses and/or disciplines;
  - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
  - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
  - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
  - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
  - create physical and cognitive models and identify the strengths and limitations of those models;
  - communicate results orally or in writing; and
  - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

## Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students' 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 technology for student learning.

## LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context in place of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- 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 expectations.

# Fine Arts Department

## Standard Expectations

### Band/Choir/Orchestra (6-12)

- Utilize best practices for developing characteristic tonal concepts on a daily basis throughout the grade levels.
- Utilize best practices for teaching technique, rhythm, ensemble skills, musicianship, and music theory as appropriate for each level.
- Encourage excellence by providing multiple opportunities for the students to perform in various settings including as soloists, in small ensembles, and in large ensembles.
- Differentiate teaching strategies to meet individual student needs.
- Utilize technology including, but not limited to, metronomes, tuners, online resources, Smart Music and Charms, to reinforce and encourage excellence in performance.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

### Dance (9-12)

- Introduce and present dance compositions that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate dance, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective dance movements and techniques using a variety of instructional methods.
- Encourage students to create original dance movement(s) using practiced skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

### Theatre Arts (6-12)

- Introduce and present theatre works that convey thought and meaning, and encourage student discourse / discussion.
- Provide the opportunity for students to analyze and evaluate theatre, and make connections to other content areas / disciplines.
- Model safe, appropriate and effective theatrical techniques and applications using a variety of instructional methods.
- Encourage students to create original theatrical products demonstrating rehearsed skills and techniques (individually, and/or in collaborative groups).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards.
- Participate in activities and events that promote school and community involvement.

### Visual Arts (K-12)

- Model and teach artistic thinking– which means being curious and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence, CFISD Curriculum Standards and copyright policies.
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATP1, TAEA and Scholastic art contests, as well as, district art contests and exhibits.
- Participate in activities and events that promote school and community involvement.

## Secondary ELAR Curriculum Department, 6 – 12

### 2019-20 District Writing Plan

**PURPOSE:** The goal of the Secondary ELAR Department seeks to promote the interconnectedness between reading and writing via the use of imitation and mentor texts. To specifically enable the development of writing skills, we have identified the following overarching goals for 2019-2020:

- To identify and strategically target trends and areas of weakness in student writing, and in writing instruction
- Provide specific and actionable writing instructional plans for campuses based on their data
- Conduct follow-up visits to assist teachers with implementation of their campus-specific instructional writing plan

#### **MIDDLE SCHOOL ACTION PLAN:**

##### **I. Implement new curriculum that aligns to new TEKS**

- A. Emphasize the reading/writing connection.
- B. Train CCIS on how to conduct planning so that the reading/writing connection is obvious to students.
- C. Integrate increased opportunities to talk and write, write and talk for target populations.

##### **II. Increased Campus Visits**

- A. Campus curriculum coach will support ELA 7&8 teams to support vertical alignment.
- B. Purpose of visits will be to ensure purposeful planning and thoughtful decision making regarding writing best practices.
- C. Writing across Content Areas -- students will write 2x per week in Math, Science, Social Studies, and Language Arts classes to increase student writing fluency at monitored campuses.

##### **III. Continue Online Writing Portfolios**

- A. Assist all campuses in the creation and management of online writing portfolios in Google Classroom or Google Sites.
- B. Assist teachers in the best ways to use the portfolio instructionally in order to increase student authorship across a variety of writing occasions.

##### **IV. Components of an Essay Training 2.0:** This training will provide a refresher on the components of the STAAR Writing test, how scores are calculated, a calibration of the latest scoring, and what student samples look like within each score band.

- A. Data analysis
- B. Analyze writing images by score point
- C. Address writing trends
- D. Diagnose student weaknesses
- E. Provide an Action Plan for each score point containing writing strategies designed to move the student writer to the next score point on the STAAR Rubric

- V. **Strategies for Moving the Student Writer Forward:** Share sessions will be provided for 7<sup>th</sup> grade teachers that discuss specific writing strategies to enable student writers to increase their STAAR Writing score. The sessions will be:
  - A. Moving the Student Writer Toward Meets
  - B. Moving the Student Writer Toward Mastery
- VI. **Essay Calibration Training:** Guided essay calibration with teachers will ensure they are assessing students' essays correctly, which will affect the feedback and strategies they choose to plan future instruction.
  - A. Guided essay reading and calibration
  - B. Check-in on Action Plan from Components of an Essay training
  - C. Ongoing professional development on how to assess, reflect, respond to student writing and create activities that move students forward in their writing
- VII. **Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
  - A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing, Patterns for Power*, and Don Killgallon's *Grammar for Middle School: A Sentence Composing Approach*
  - B. Grammar Mini-Lessons
  - C. Student Essay Revision Activities- link revision activities to genre

#### HIGH SCHOOL ACTION PLAN:

- I. **Components of an Essay Training 2.0:** This training will provide a refresher on the components of the STAAR Writing test, how scores are calculated, a calibration of the latest scoring, and what student samples look like within each score band.
  - A. Data analysis
  - B. Analyze writing images by score point
  - C. Address writing trends
  - D. Diagnose student weaknesses
  - E. Provide an Action Plan for each score point containing writing strategies designed to move the student writer to the next score point
- II. **Online Writing Training and Support:** Training teachers to provide differentiated writing feedback and instruction based on student weaknesses. Support will come in the form of video mini-lessons that show teachers how to implement writing strategies that address specific student writing weaknesses.
- III. **Strategies for Moving the Student Writer Forward:** Share sessions will be provided for 9<sup>th</sup> and 10<sup>th</sup> grade teachers that discuss specific writing strategies to enable student writers to increase their STAAR Writing score. The sessions will be:
  - A. Moving the Student Writer Toward Meets
  - B. Moving the Student Writer Toward Mastery

- IV. Instructional Cadres:** Develop expertise on each campus in a variety of writing instructional techniques, including initiatives listed in this plan.
  - A. Coaches will guide teachers in crafting mini lessons that instruct students in responses to reading
  - B. Coaches will guide teachers in crafting mini lessons that instruct students in strategies for writing
  - C. Coaches will guide teachers in crafting mini lessons that instruct students in grammar concepts and implementation.
- V. Revising and Editing Resources for STAAR Writing:** Provide resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
  - A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson’s *Everyday Editing*, Don Killgallon’s *Grammar for High School: A Sentence Composing Approach*, and Harry Noden’s *Image Grammar*
  - B. Grammar Mini-Lessons
  - C. Student Essay Revision Activities
- VI. STAAR Bootcamp Symposium**
  - A. Symposium Day highlighting a multitude of highly effective resources for use during “STAAR Bootcamp” -- the last two to three weeks prior to the STAAR test in April.
- VII. Summer Writing Intensive for Teachers**
  - A. Design and build a Summer Writing Intensive that serves as a foundational course for all secondary ELA teachers in the how-to’s of writing instruction.
  - B. Summer Writing Bootcamp will be implemented in the summer of 2020.
- VIII. Advanced Academics Pipeline**
  - A. Develop Advanced Academics training for 9<sup>th</sup> and 10<sup>th</sup> grade teachers so that students may self-select into AA courses in the 11<sup>th</sup> grade.
  - B. Provide online support and training over the course of the year via share sessions, instructional videos, and the facilitation of vertical teams.

**ENGLISH I & II WRITING REFLECTION POINTS:**

A discussion protocol for reflecting on students’ writing performance will be sent to teams at the time of each reflection point. Teams will be sent a brief survey to complete after each reflection point that will provide them with the option of soliciting additional instruction and support.

GRADE LEVEL	ENGLISH I	ENGLISH II
Reflection Point 1	Evidence & Support Unit Writing Portfolio Piece	Evidence & Support Unit Writing Portfolio Piece
Reflection Point 2	Expository Structure Writing Portfolio Piece	Persuasive Structure Writing Portfolio Piece
Reflection Point 3	Connections Writing Portfolio Piece	Connections Writing Portfolio Piece
Reflection Point 4	Timed Writing Portfolio Piece	Timed Writing Portfolio Piece

# 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 iXplore, the curriculum management system. iXplore is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times) 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 is not limited to 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 iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), 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

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

## Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- 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.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- On a regular basis, an average of three times per week, integrate the eight classroom laptops into the learning environment. Use the laptops so that students can create, collaborate, and share their thinking.

## Science

- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
  - spiraling content and skills from prior units of study, courses and/or disciplines;
  - making explicit connections between concepts in different units, courses and/or disciplines;
  - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
  - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
  - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
  - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
  - create physical and cognitive models and identify the strengths and limitations of those models;
  - communicate results orally or in writing; and
  - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

## Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of presentation modes to meet diverse students' 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 technology for student learning.

## LOTE

- Speak the target language more than English in all levels.
- Limit English translation by using visual clues to enhance student comprehension.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- 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 expectations.

## Secondary ELAR Curriculum Department, 7 – 12

### 2018-19 District Writing Plan

**PURPOSE:** The goal of the Secondary ELAR Department seeks to promote the interconnectedness between reading and writing via the use of imitation and mentor texts. To specifically enable the development of writing skills, we have identified the following overarching goals for 2018-19:

- To identify and strategically target trends and areas of weakness in student writing, and in writing instruction
- Provide specific and actionable writing instructional plans for campuses based on their data
- Conduct follow-up visits to assist teachers with implementation of their campus-specific instructional writing plan

#### **MIDDLE SCHOOL ACTION PLAN:**

- I. Increased Campus Visits for Monitored Campuses**
  - A. Purpose of visits will be to ensure purposeful planning and thoughtful decision making regarding writing best practices.
  - B. Writing across Content Areas -- students will write 2x per week in Math, Science, Social Studies, and Language Arts classes to increase student writing fluency. (Monitor Campuses only)
- II. Establish Creation and Use of Online Writing Portfolios**
  - A. Assist all campuses in the creation of online writing portfolios in Google Classroom
  - B. Assist teachers in the best ways to use the portfolio instructionally
- III. Components of an Essay Training for Monitored and Limited-Monitored Campuses:** Training provides teaching staff with a school-specific analysis of their STAAR Writing data and images, and then provides teachers with a targeted action plan and instructional strategies for remedying negative trends revealed by the data.
  - A. Deep dive data analysis
  - B. Analyze writing images by score point
  - C. Address writing trends
  - D. Diagnose student weaknesses
  - E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses
- IV. Essay Calibration Training for Monitored and Limited-Monitored Campuses:** Guided essay calibration with teachers will ensure they are assessing students' essays correctly, which will affect the feedback and strategies they choose to plan future instruction.
  - A. Guided essay reading and calibration
  - B. Check-in on Action Plan from Components of an Essay training
- V. Essay Calibration Training:** Coaches will conduct writing portfolio share sessions where teachers will work through calibration strategies that encourage team discussion related to assessing student work and providing feedback that forwards progress in student writing.
- VI. Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening Share Session)
  - A. Data dig

- B. Share resources
  - C. Targeted planning
- VII. Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
- A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for Middle School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
  - B. Grammar Mini-Lessons
  - C. Student Essay Revision Activities

## MIDDLE SCHOOL DATA COLLECTION POINTS: 7th & 8th Grade Online Writing Portfolios

- 1. Collection Point 1:**
  - a. Students set up a digital portfolio.
  - b. Include personal narrative or reflective essay in the portfolio.
- 2. Collection Point 2:**
  - a. Write about the explicit and implicit meaning of text. This could include: summary; explanation of theme or controlling idea; or, description of overarching purpose of the piece.
  - b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.).
- 3. Collection Point 3:**
  - a. Processed Writing: Campuses will make copies; expected to take several days in class taking the piece through the writing process with teacher and student feedback.
    - i. Flexibility in prompt selection with choice between: never giving up (STAAR), or one event can change a person's life (CFISD).
  - b. Persuasive Writing Option TBD.
- 4. Collection Point 4:** Teachers may choose one or more from the following:
  - a. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
  - b. Write about the explicit and implicit meaning of text. This could include summary or explanation of theme.
  - c. Write about specific literary elements such as: explanation of how character interactions forward the plot; description of setting and its impact on plot; or analysis of how authors use language to create mood.
- 5. Collection Point 5:** Expository Writing
  - a. Timed Write taken through the revision process—flexibility in prompt selection between two released STAAR prompts TBD; campuses will make copies; rough draft must be completed during this time frame; revision and editing may take place throughout the unit.
- 6. Collection Point 6:** Teachers may choose one or more from the following:
  - a. Write responses that compare sources within and across genres
  - b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
  - c. ALL students should complete a Portfolio Review.

## HIGH SCHOOL ACTION PLAN:

### I. **Components of an Essay Training**

- A. Deep dive data analysis
- B. Analyze writing images by score point
- C. Address writing trends
- D. Diagnose student weaknesses
- E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses

### II. **Essay Calibration Training for targeted campuses**

- A. Cypress Lakes, Cypress Ridge, Cypress Park, Cypress Falls, Cypress Creek, Jersey Village & Langham Creek
- B. Guided essay reading and calibration
- C. Check-in on Action Plan from Components of an Essay training
- D. Provide strategies to address writing weaknesses discovered in essay calibration

### III. **Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening share session)

- A. Data dig
- B. Share resources
- C. Targeted planning

### IV. **If/Then Writing Training and Support:** Training teachers to provide differentiated writing feedback through individual and small group writing conferences.

- A. Additional support will come in the form of hyperlinks to activity explanations, instructional videos, and student sample essays.
- B. Face-to-face after school training and instructional support will also be offered.

### V. **DPM Re-design:** Data tracking for English I and II has been revised to include multiple choice items for the revising and editing sections of the STAAR assessment.

### VI. **Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:

- A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for High School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
- B. Grammar Mini-Lessons
- C. Student Essay Revision Activities

### VII. **STAAR Bootcamp Resources**

- A. Provide packets of highly effective resources for use during "STAAR Bootcamp" -- the last two to three weeks prior to the STAAR test in April.

**ENGLISH I & II DATA COLLECTION POINTS:**

<b>GRADE LEVEL</b>	<b>ENGLISH I</b>	<b>ENGLISH II</b>
<b>Collection Point 1</b>	Evidence & Support Unit Writing Portfolio Piece	Evidence & Support Unit Writing Portfolio Piece
<b>Collection Point 2</b>	Expository Structure Writing Portfolio Piece	Persuasive Structure Writing Portfolio Piece
<b>Collection Point 3</b>	Connections Writing Portfolio Piece	Connections Writing Portfolio Piece