Cypress-Fairbanks Independent School District

Bridgeland High School

2022-2023

Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Revised/Approved: September 21, 2022

Student Achievement

Student Achievement Strengths

Bridgeland students showed progress and success at all grade levels. In our academic core areas as well as electives and extra-curricular activities, Bears continue to "return to normal" levels of expectations following the interruptions and changes brought by the pandemic.

EOC-tested subjects

- Algebra I: all Focus groups scored within 10% of "all" at Approaches; target group of EB increased 5% at the Masters level
- Biology: all Focus groups scored within 5% of "all" at Approaches; target groups of SPED and EB increased at all levels, EB by double digits at all levels.
- English I: all Focus groups scored within 6% of "all" at Approaches; EB increased 17% at Meets
- English II: all Focus groups scored within 9% of "all" at Approaches; EB increased 19% at Meets
- US History: all Focus groups scored within 2% of "all" at Approaches; target group of AA students increased 12% at Masters

CTE and Electives

- Industry certifications have increased each year, with a differential of 144% growth from 2019-2022
- Kodiak Yearbook earned the Pacemaker finalist award
- Band advanced to the finals of the UIL State Marching contest
- UIL OAP ranked 3rd in State for UIL contest
- Increasing UIL Academics competitors at State level each year

Advanced Placement (AP) results

- 72% of AP exams scored at 3 or higher

- 13% growth in number of AP exams administered

- 41% of AP exams scored at 4 or 5 (+5% from 2021)

- 3.2 average score as a school (3+ allows for college credit)

National Merit Recognition - 2022 senior class

- 5 Semi-finalists
- 24 Commended
- 24 Recognized Hispanic Scholars (+20 from 2021)
- 15 Recognized African American Scholars (+13 from 2021)
- 76 Recognized Small Town/Rural Scholars (+62 from 2021)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: In English I EOC data, our Hispanic students missed the campus EOC targets at Approaches (-6), Meets (-2) and Masters (-1). In English II EOC data, our Eco Dis and Hispanic students missed target by 8%+ at Masters level. **Root Cause:** English Language Arts: English I - We need to select more materials that ensure Hispanic students, particularly boys, find relevancy and connection to the content. English II - We need to build more authentic relationships to increase the students' sense of belonging and desire to attend school regularly.

Problem Statement 2: Math: Our African American students missed the EOC campus targets at Approaches (-12), Meets (-5), and Masters (-10) levels. **Root Cause:** Math: We need to identify and address content gaps and vocabulary with our struggling students.

Problem Statement 3: Science: Our Eco Dis students missed campus EOC targets in both Approaches (-2) and Meets (-1). **Root Cause:** Science: We need to identify gaps and misconceptions in background knowledge to improve retention of vocabulary and deeper concepts.

Problem Statement 4: Social Studies: Emergent bilingual students missed the campus EOC targets at Approaches (-14), Meets (-9), and Masters (-16) levels. **Root Cause:** Social Studies: We need to increase scaffolding for "new" content of names and vocabulary for EB students in US History.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: There is a discrepancy between the percentage of Eco Dis and non-Eco Dis students who level drop Advanced Level courses. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: We need to build scaffolds to support background knowledge gaps and systems to encourage Eco Dis students to attend tutoring if failing in Advanced Level classes.

Problem Statement 6: CTE Approved Industry Certifications: Not all students are sitting for Certifications that they could be eligible for in their program of study. **Root Cause:** CTE Approved Industry Certifications: We need to communicate clearly with students the value of industry certifications and the process it takes to meet requirements to take the exams.

Problem Statement 7: Graduation Rate: For 2022, we did not have 100% of eligible seniors graduate in May. **Root Cause:** Graduation Rate: We need to build systems to motivate at-risk students with excessive absences or who are lacking required credits to help ensure they graduate.

Problem Statement 8: Students in 2022-2023 continue to experience learning gaps in core content and SEL behaviors. **Root Cause:** We need to build strategies for meaningful connection into instruction and school processes to combat the lasting trauma from COVID isolation and increased "screen time."

School Culture and Climate

School Culture and Climate Strengths

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

In the return to full face-to-face instruction in 21-22, Bridgeland students had 98.1% attendance for the year, exceeding other CFISD high school campuses, validating one of our core mission points of wanting students to feel safe and welcome. Over 85% of our students are involved in at least one extracurricular activity, which further strengthens the school culture and their feelings of connectedness to the school.

Our assistant principals and teachers work collaboratively with the restorative discipline model, resulting in a low incidence of OSS and DAEP placements. Aligned with Lead Safely guidelines, we successfully completed each month the required safety drills for our campus. Each month, Project Safety lessons are shared through Advisory over topics related to student well-being. Our teachers guide students in discussing the importance of safety, health, and compassion toward all peers and adults on campus.

In 21-22, all full school events returned to normal following the pandemic, including Open House, Homecoming dance, Prom, 9-12th Awards Night, Powder Puff, and King Kodiak. We also held all concerts and theater events on campus at full capacity, and each of these events was very well attended.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Consistent attendance for some students continues to be a concern and impacts their grades negatively due to missed instruction and makeup work.   **Root Cause:** School Culture and Climate: We need to act more quickly to address excessive absences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Bridgeland has a high rate of retention of staff members and many district teachers list Bridgeland when seeking in-district transfers. For new hires, department chairs and an administration partner seek out highly qualified candidates to interview based on content and teaching philosophy and campus-fit. Finalists are interviewed by the principal before recommending to hire. The New Teacher Induction Program is a CFISD program that supports the growth and success of first-year teachers and teachers new to CFISD. Bridgeland's NTIP is led by a Lead Mentor, with all new teachers assigned to a campus mentor teacher. First-year teachers are paired with a Campus Instructional Coach, who has more time to give individualized coaching support. The NTIP holds targeted PD at least twice each semester, topics based on need and time of year (class management, uploading grades, etc).

In February 2022, our campus professional development day focused on choice for teachers and included a focused session on class management for new teachers and others who opted to attend.

Bridgeland continues to have 4 CICs, which allows for more support in team planning, coaching with all subject areas and electives, and coaching by request.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Absences for teachers and paraprofessionals are significantly higher on Friday and Monday, especially in late fall and all spring. **Root Cause:** Teacher/Paraprofessional Attendance: We need to add incentives to teachers to be present on Fridays and incorporate rewards for teachers who have excellent attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

In fall 2021, Bridgeland returned to all in-person meetings and events for parents and the community. We did offer Zoom options for parent meetings if requested, including 504 and counselor meetings. Our Open House, come and go model, was well attended by parents and very successful. We also held our first vertical Horizons Showcase in March 2022, partnering with Salyards and Smith Middle Schools, and the event was well attended and popular with teachers, students, and parents.

Our Fine Arts department hosted many performances and had many successes in competitions, including Tommy Tune and UIL One Act for theater arts.

It is an expectation that our campus organizations lead community service projects as a part of "paying it forward," and we renewed the Food Drive with bagging rice that began in Bridgeland's first year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Our parents don't always know where to find information for classes or for school events, processes.   **Root Cause:** Parent and Community Engagement: We need to build consistency and accountability with processes for communication to parents for academics and events.

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.
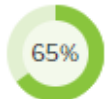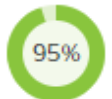
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: review data for specific categories where students need to improve and work goals toward these skills/TEKS

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts: We are incorporating texts from diverse authors to engage students and leveraging appropriately rigorous anchor texts with literary elements to shore up analysis skills.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** TL, teachers, CIC, Director of Instruction	40%	70%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: English Language Arts Writing: We are using writing conferences and "precise feedback" to target individual growth for our student writers.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** TL, teachers, CIC, Director of Instruction	35%	60%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Teachers will use Blended Learning and small group instruction within units to increase student engagement, targeted differentiation, and hands-on learning.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Algebra I TL, teachers, CIC, Director of Instruction	30%	60%	85%

Strategy 4 Details	Formative Reviews		

Strategy 4: Science: Teachers will plan pre-assessments for background knowledge gaps and misconceptions to ensure effective first time instruction, leading to deeper understanding and retention of content vocabulary and concepts.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Biology TL, teachers, CIC, Director of Instruction
	Formative		

	Nov	Feb	May
	35%	65%	85%

Strategy 5 Details	Formative Reviews		

Strategy 5: Social Studies: We will incorporate more targeted vocabulary and term instruction for students to capture new information and make connections over history.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: US History TL, teachers, CIC, Director of Instruction
	Formative		

	Nov	Feb	May
	30%	55%	85%

Strategy 6 Details	Formative Reviews		

Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: As a campus, we know this goal is multi-faceted and involves multiple lenses:
- teachers will develop relationships with students to build confidence and encourage tutorials to remain in the course;
- Counselors will recommend students to take advanced courses when advisable;
- CCS will target high achieving Eco Dis students using PSAT results;
- AAS will ensure students are made aware of the benefits of the free/reduced lunch program toward AP and DC course fees.
    Strategy's Expected Result/Impact: The number of economically disadvantaged students enrolled in advanced courses/dual credit courses earning credit (completing year) in these courses will increase by 2%.
    Staff Responsible for Monitoring: Academic Achievement Specialist
Counselors
Director of Instruction
College and Career Specialist
	Formative		

	Nov	Feb	May
	50%	65%	90%

Strategy 7 Details	Formative Reviews		

Strategy 7: CTE Approved Industry Certifications: The teachers will provide interactive instruction and "road maps" that allow students to see the relevancy of the course to career pathways and industry certifications.
    Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 2%.
    Staff Responsible for Monitoring: CTE counselor
CTE Dept Chair, CIC
Director of Instruction
Business Team Leader
	Formative		

	Nov	Feb	May
	45%	60%	85%

Strategy 8 Details	Formative Reviews		
Strategy 8: Graduation Rate: Our SIT meets bi-weekly with DI, AAS, lead counselor, and AP/counselor partners and includes a review of seniors in danger of not graduating. We have a Student Success Plan that can be enacted with a meeting among AAS, counselor, AP, and student to help encourage the student toward credits needed and attendance goals.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: All: 90% or higher or increase of .10% African American: 90% or higher or increase of .10% Hispanic: 90% or higher or increase of .10% White: 90% or higher or increase of .10% Economically Disadvantaged: 90% or higher or increase of .10% **Staff Responsible for Monitoring:** AAS, Senior Guidance Counselors, APs, SIT team	40%	75%	95%

Strategy 9 Details	Formative Reviews		
Strategy 9: Dropout Prevention: The following offices and staff will collaborate to prevent students from dropping out: campus attendance Office, district attendance Officer, CYS, AAS, Counselors, Assistant Principals. Our SIT convenes bi-weekly and discusses "drop out danger" students. Our AP over dropouts and CYS will conduct home visits as needed, providing families with other options. The AP, AAS, and Attendance officer will monitor the dropout list regularly and contact families offering support until a solution is devised.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. **Staff Responsible for Monitoring:** Principal, AAS, counselors, APs, CYS, and attendance office, SIT	30%	60%	90%

Strategy 10 Details	Formative Reviews		
Strategy 10: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19 over the past two years.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Director of Instruction Core Content DCs Core Content TLs Academic Achievement Specialist	45%	65%	95%

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

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

Performance Objective 2: ESSER III: Throughout 2022-23, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

    Summative Evaluation: Met Objective

    Next Year's Recommendation: continue to monitor CTG needs and student attendance in 23-24 to determine best use of ESSER funds.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutoring	**Formative**		
Strategy's Expected Result/Impact: Students who attend at least 5 Closing the Gap tutoring sessions in a given content area will pass the course for the fall 2022 and spring 2023. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	30%	50%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Saturday for Success	**Formative**		
Strategy's Expected Result/Impact: Students who attend the Saturday for Success will pass the STAAR EOC for that subject area. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	N/A	N/A	45%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area specialist	**Formative**		
Strategy's Expected Result/Impact: Teachers supported specifically by the ESSER CIC will have at least a 93% passing rate (marking periods) for students in their on-level courses. **Staff Responsible for Monitoring:** Principal Director of Instruction AAS	Nov	Feb	May
	30%	70%	80%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Professional Learning Library - Bold School, Teach Like a Champion 3.0, Teach Like a Pirate, Teacher's Atlas - we will purchase 15-20 copies of each and build PD modules for each, focused on 1:1 instruction, effective classroom management, and engaging lessons. **Strategy's Expected Result/Impact:** Teachers who engage in one or more of the book studies will show higher ratings on CF-TESS Domains 2 and 3, and lower discipline referral data by May 2023. **Staff Responsible for Monitoring:** Principal Director of Instruction AAS, CICs (book studies)	Formative		
	Nov	Feb	May
	65%	70%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19. **Strategy's Expected Result/Impact:** Meet or exceed targets on attached data table. **Staff Responsible for Monitoring:** English Team	Formative		
	Nov	Feb	May
	N/A	40%	70%

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

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

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

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

    Summative Evaluation: Met Objective

    Next Year's Recommendation: continue with safety procedures and intermittent review of processes with all staff during the school year, not just in August.

Strategy 1 Details	Formative Reviews		

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

	Nov	**Feb**	**May**
	50%	75%	95%

Strategy 2 Details	Formative Reviews		

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

	Nov	**Feb**	**May**
	50%	80%	100%

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

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 97.6% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Attendance is improving with return of exemptions tied to attendance; continue to reach out to chronic absences and intervene to return to school or consider options

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Semester exam exemptions are again tied to attendance, which is a high incentive for most students. SIT monitors students with attendance concerns and checks with teachers, AP, and counselor to ensure accuracy of records and student/parent contact.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%. **Staff Responsible for Monitoring:** * Principal *Assistant Principals *Teachers *Academic Achievement Specialist (AAS) *Community Youth Services (CYS) *Attendance Officer *Attendance Office	40%	70%	85%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 2% in the spring compared to the fall semester.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: work with repeat offenders early for proactive approach to prevent recurring disciplinary offenses

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: A proactive restorative approach will be used to transform student behavior through rebuilding and repairing relationships with peers and adults when conflicts occur. This consistent approach will allow students the opportunity to learn appropriate social skills and emotional responses, which will prevent further misbehaviors. Because of the large enrollment in the school, it is critical to continue to be consistent with discipline and follow up.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2% from the fall to the spring. **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals *Teachers	30%	60%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions will be reduced with the use of Restorative Discipline Practices. Our goal will be to correct the behavior, repair the harm and preserve the relationship.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: In School Suspensions for SPED students will be reduced by 3%. **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals	30%	75%	95%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Restorative practices will help to reduce the number of out of school suspensions decreasing the number of days students will miss first time instruction.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 2% from the fall to the spring semester. **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals	25%	80%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: continue to foster positive relationships with African-American students and reinforce good behavior to reduce discretionary placements at the DAEP.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 2%. **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals	50%	70%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: The Threat Assessment tool will be an approach to violence prevention that involves an intervention with students who have threatened violence in some way.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** *Principal *Associate Principal *Assistant Principals	45%	65%	90%

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

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: improved teacher attendance overall; talk early in year with teachers who are on trend for 10+ absences for the year

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will build systems that support our teachers and paraprofessionals to feel successful (teacher efficacy) such as: - Instructional Shout Outs each week, - incentives/rewards for consistent Friday attendance, - new teacher support through NTIP, - frequent classroom visits with precision feedback, - Sunshine Committee events to build camaraderie and school pride. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1% - supporting school vision of "wanting to be here every day." **Staff Responsible for Monitoring:** Principal Attendance secretary Director of Instruction	**Formative**		
	Nov	**Feb**	**May**
	30%	65%	80%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job-targeted professional development based on identified needs.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: survey teachers quarterly for PD desires; provide incentives for attending campus PD aligned to PPG and GSG

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Coaching cycles with CICs based on request, CF-TESS goals, and need.	**Formative**		
Strategy's Expected Result/Impact: Teachers will receive targeted support on individualized needs by experience and content, allowing teachers to improve craft and impact on student success. **Staff Responsible for Monitoring:** Principal Director of Instruction CIC team	Nov	Feb	May
	35%	75%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: DIHT, CIC team plan campus-level choice PDs ("Funky Fresh PD") based on sub pops, appraiser feedback. Two sessions in the fall and two in the spring offered for in person PD, and we will have 4 book study options: Bold School, Teach Like a Champion, Teach Like a Pirate, Teacher's Atlas.	**Formative**		
Strategy's Expected Result/Impact: Teacher engagement on implementation of strategies increases based on choice, investment. **Staff Responsible for Monitoring:** Director of Instruction DI Helping Teacher CIC team	Nov	Feb	May
	60%	75%	80%

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ❌ Discontinue |
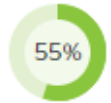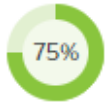
Goal 4: Family and Community Engagement: We will improve communication and alignment for processes around campus events and academics so that parents have more awareness of how to find this information for their students or themselves.

Performance Objective 1: By the end of the 2022-23 school year, we will have fewer parent "tip lines" or emails with concerns around school or classroom processes.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
decrease in tip lines
Email communication

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: increase communication around positives in school culture with media marketing program

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will use varied forms of communication, including more SMS texts to parents for key information about events.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parents will have a more clear understanding of school processes, deadlines, and contact information. **Staff Responsible for Monitoring:** Principal Director of Instruction Lead Counselor Assistant Principals	55%	75%	90%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Mike Smith	Principal
Classroom Teacher	Kathy Zepeda	Teacher #1 - Math
Classroom Teacher	Aurelia Needham	Teacher #2 - Social Studies
Classroom Teacher	Brad Beerwinkel	Teacher #3 - Health/Athletics
Classroom Teacher	Shelby Loewe	Teacher #4 - English II
Classroom Teacher	Jenni Kimrey	Teacher #5 - Eng I
Classroom Teacher	Adrianna Baird	Teacher #6 - CTE
Classroom Teacher	Kris Behenna	Teacher #7 - Science (Chem TL)
Classroom Teacher	Adam Delka	Teacher #8 - Fine Arts
Administrator	Traci Underwood	Other School Leader #1 - Director of Instruction
Associate Principal	Yolonda Sneed	Other School Leader #2
Non-classroom Professional	Breana Smith	Other School Leader #3 - AAS
Administrator	Jill English	Assistant Principal
District-level Professional	John Morrison	Administrator (LEA) #2
Parent	Obiageli Nwosu	Parent #1
Parent	Amy Lippincott	parent #2
Community Representative	Steven Murray	Community Resident #2
Business Representative	J. R. Satchell	Business Representative #1
Classroom Teacher	Ibeth Nixon	Teacher - LOTE

Addendums

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

Content	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Algebra I	Bridgeland	All	311	286	92%	94%	96%	220	71%	74%	72%	136	44%	46%	33%
Algebra I	Bridgeland	Hispanic	98	88	90%	92%	94%	70	71%	74%	70%	42	43%	45%	30%
Algebra I	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Bridgeland	Asian	16	16	100%	100%	100%	14	88%	89%	95%	11	69%	71%	74%
Algebra I	Bridgeland	African Am.	53	44	83%	87%	91%	33	62%	70%	61%	16	30%	40%	20%
Algebra I	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Bridgeland	White	131	125	95%	96%	98%	92	70%	73%	74%	61	47%	49%	35%
Algebra I	Bridgeland	Two or More	11	11	100%	100%	100%	9	82%	84%	88%	6	55%	57%	35%
Algebra I	Bridgeland	Eco. Dis.	86	75	87%	89%	93%	49	57%	62%	65%	25	29%	34%	22%
Algebra I	Bridgeland	Emergent Bilingual	21	19	90%	91%	85%	16	76%	78%	69%	11	52%	54%	19%
Algebra I	Bridgeland	At-Risk	169	148	88%	90%	94%	93	55%	60%	59%	49	29%	34%	18%
Algebra I	Bridgeland	SPED	53	44	83%	85%	94%	24	45%	50%	51%	12	23%	27%	10%
Biology	Bridgeland	All	903	882	98%	99%	99%	817	90%	91%	90%	523	58%	60%	55%
Biology	Bridgeland	Hispanic	213	201	94%	95%	98%	179	84%	86%	86%	97	46%	48%	40%
Biology	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Bridgeland	Asian	103	102	99%	99%	100%	99	96%	97%	97%	83	81%	82%	79%
Biology	Bridgeland	African Am.	120	116	97%	98%	95%	105	88%	90%	77%	61	51%	53%	32%
Biology	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Biology	Bridgeland	White	433	429	99%	99%	100%	400	92%	93%	92%	264	61%	62%	61%
Biology	Bridgeland	Two or More	32	32	100%	100%	100%	32	100%	100%	96%	18	56%	58%	55%
Biology	Bridgeland	Eco. Dis.	162	152	94%	95%	98%	125	77%	79%	79%	68	42%	45%	33%
Biology	Bridgeland	Emergent Bilingual	24	20	83%	84%	97%	15	63%	65%	69%	6	25%	28%	17%
Biology	Bridgeland	At-Risk	244	225	92%	93%	96%	172	70%	73%	70%	52	21%	25%	20%
Biology	Bridgeland	SPED	58	48	83%	84%	95%	27	47%	55%	53%	7	12%	14%	15%
English I	Bridgeland	All	901	824	91%	92%	96%	766	85%	87%	89%	388	43%	45%	42%
English I	Bridgeland	Hispanic	212	182	86%	88%	95%	168	79%	81%	85%	67	32%	35%	32%
English I	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
English I	Bridgeland	Asian	104	102	98%	99%	100%	96	92%	93%	99%	72	69%	70%	60%
English I	Bridgeland	African Am.	121	107	88%	90%	88%	96	79%	81%	75%	34	28%	31%	19%
English I	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
English I	Bridgeland	White	430	400	93%	94%	97%	374	87%	89%	91%	197	46%	48%	46%
English I	Bridgeland	Two or More	32	31	97%	98%	98%	30	94%	95%	96%	18	56%	58%	57%
English I	Bridgeland	Eco. Dis.	157	133	85%	87%	91%	116	74%	77%	78%	42	27%	30%	23%
English I	Bridgeland	Emergent Bilingual	25	17	68%	70%	75%	13	52%	57%	47%	2	8%	10%	*
English I	Bridgeland	At-Risk	250	185	74%	76%	85%	141	56%	61%	66%	27	11%	15%	14%
English I	Bridgeland	SPED	57	26	46%	60%	76%	14	25%	40%	47%	1	2%	4%	13%
English II	Bridgeland	All	855	800	94%	95%	95%	748	87%	89%	88%	254	30%	32%	27%
English II	Bridgeland	Hispanic	201	182	91%	92%	93%	172	86%	88%	83%	50	25%	27%	17%
English II	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
English II	Bridgeland	Asian	94	92	98%	99%	96%	91	97%	98%	94%	39	41%	43%	48%
English II	Bridgeland	African Am.	115	98	85%	87%	89%	81	70%	74%	80%	21	18%	23%	13%
English II	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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Content	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
English II	Bridgeland	White	400	385	96%	97%	97%	365	91%	92%	91%	129	32%	34%	30%
English II	Bridgeland	Two or More	42	40	95%	96%	100%	37	88%	89%	92%	14	33%	35%	31%
English II	Bridgeland	Eco. Dis.	157	136	87%	89%	89%	123	78%	80%	78%	24	15%	20%	11%
English II	Bridgeland	Emergent Bilingual	27	17	63%	65%	73%	15	56%	58%	38%	1	4%	6%	*
English II	Bridgeland	At-Risk	168	119	71%	75%	79%	85	51%	55%	56%	8	5%	10%	4%
English II	Bridgeland	SPED	46	24	52%	60%	63%	17	37%	42%	40%	1	2%	4%	*
US History	Bridgeland	All	986	968	98%	99%	99%	926	94%	95%	92%	823	83%	85%	69%
US History	Bridgeland	Hispanic	245	241	98%	99%	99%	233	95%	96%	89%	201	82%	84%	60%
US History	Bridgeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Bridgeland	Asian	108	107	99%	99%	98%	103	95%	96%	96%	98	91%	92%	85%
US History	Bridgeland	African Am.	125	120	96%	97%	99%	107	86%	88%	85%	90	72%	74%	56%
US History	Bridgeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
US History	Bridgeland	White	467	460	99%	99%	100%	445	95%	96%	94%	399	85%	87%	73%
US History	Bridgeland	Two or More	36	35	97%	98%	100%	33	92%	93%	91%	31	86%	88%	68%
US History	Bridgeland	Eco. Dis.	187	181	97%	98%	98%	162	87%	89%	87%	133	71%	73%	55%
US History	Bridgeland	Emergent Bilingual	22	19	86%	88%	88%	15	68%	72%	65%	6	27%	30%	31%
US History	Bridgeland	At-Risk	164	149	91%	92%	97%	117	71%	74%	70%	80	49%	52%	37%
US History	Bridgeland	SPED	51	41	80%	82%	95%	28	55%	59%	48%	16	31%	33%	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
    - use technology (including but 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 Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Updated July 2020 / HB

High School Content Area
Standard Expectations

English Language Arts/Reading

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Ensure that students frequently engage in independent, choice reading to improve fluency and stamina.
- Utilize reading and writing routines to teach and reinforce the TEKS by routinely modeling the thinking and doing of skills:
  - Demonstrate & facilitate readers' skills through chunking of text, annotation, and modeling of active thinking.
  - Demonstrate & facilitate the writing process through planning, drafting, revising, editing, publishing, and reflection.
  - Conduct regular reading and writing conferences to offer specific, actionable, individualized feedback to monitor progress and growth.
- Create collaborative opportunities for students to clarify, solidify, or deepen their thinking.
  - Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
  - Reduce teacher talk time and allow more time for student practice and application.
- Teach sentence fluency and grammar skills via sentence imitation methods such as those incorporated in *Patterns of Power* and Killgallons' Grammar Series. Encourage application of healthy sentence patterns in writing.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and determine CTG/AI instruction.
- Utilize appropriate scaffolds to meet the unique needs of all learners.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.
  - Promote digital literacy through judicious use of appropriate online resources.
  - Students should conduct research, experience digital and multi-media texts, and engage in digital assignments.

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.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;

- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
  - engage in collaborative problem-solving activities and discussions
  - use research tools such as primary and secondary sources for in depth study and relevant applications
  - analyze visuals (cartoons, maps, images) using critical thinking skills
  - access differentiated content for readiness and skill level and/or interests
  - utilize devices for self-directed learning
  - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
  - use Chromebook devices to engage in face to face and/or digital communication.
  - locate and access information and resources stored in different platforms such as Schoology.
  - receive immediate, individualized feedback.
  - connect to speakers outside of the classroom.
  - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
  - increase opportunities for individuals participating in unrehearsed communication.