

Cypress-Fairbanks Independent School District

Jersey Village High School

2023-2024



Mission Statement

The Falcon Mission is to:

- Provide quality first time learning through the use of intentional and purposeful planning for ALL students;
- Monitor and adjust our approaches to students, both academically and behaviorally, based on data analysis;
- Create a sense of belonging through celebrating successes, both big and small, of students and staff.

Vision

All students will graduate with a diploma and a "Flight Plan".

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English Language Arts: Student performance on STAAR EOC did not match or exceed the cluster performance or target goals in Approaches, Meets or Masters categories. **Root Cause:** English Language Arts: Students need more consistent, intentional feedback on their writing.

Problem Statement 2: Math: Students struggled with higher-level thinking questions on the STAAR EOC **Root Cause:** Math: Intentional practice of higher-level thinking questions was not consistently incorporated into the lessons

Problem Statement 3: Science: Student performance on STAAR EOC did not match or exceed the cluster performance or target goals in Meets or Masters categories. **Root Cause:** Science: The team needs quicker access to data to provide more consistent, timely feedback.

Problem Statement 4: Social Studies: Student performance on STAAR EOC did not match or exceed the cluster performance or target goals in the Meets category. **Root Cause:** Social Studies: The team needs to track student performance data and provide consistent feedback to students on critical thinking skills.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Economically disadvantaged student enrollment and completion of advanced courses/dual credit courses is not proportional to our campus demographics. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The campus needs to improve our practices for identifying and supporting students with the potential for Advanced Courses/Dual Credit Courses.

Problem Statement 6: CTE Approved Industry Certifications: Student performance in some areas does not match or exceed the cluster or district data. **Root Cause:** CTE Approved Industry Certifications: Data on standards-based practices need to be utilized to provide intentional, consistent feedback to students, and remediation needs to occur prior to certification exams.

Problem Statement 7: Graduation Rate: The graduation rate at Jersey Village is below the district and our cluster group. **Root Cause:** Graduation Rate: As a campus, we need to look at data systematically and create intentional, purposeful plans to improve graduation rates.

Problem Statement 8: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 9: SpEd students are underperforming in coursework and EOC performance **Root Cause:** Not enough training and support for the ICS and Fundamentals courses on increasing two-way engagement

Problem Statement 10: Emergent Bilingual students are underperforming on TELPAS, especially in writing. **Root Cause:** Intentional practice and feedback was not provided to students on the TELPAS Writing Assessment.

School Culture and Climate

School Culture and Climate Strengths

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

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths




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



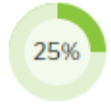


Goals









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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English Language Arts: English I - The English I teachers will provide and support writing commentary through the use of the two-step strategy</p> <p>Strategy's Expected Result/Impact: Students' performance on STAAR EOC will meet or exceed 61% in the Meets category.</p> <p>Staff Responsible for Monitoring: Director of Instruction, English Instructional Coach, English I Team Leader, English Department Chair</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English Language Arts: English II- English II teachers will provide and document 1:1 writing feedback with students three times a week.</p> <p>Strategy's Expected Result/Impact: Students' performance on STAAR EOC will meet or exceed 63% in the Meets category.</p> <p>Staff Responsible for Monitoring: Director of Instruction, English Instructional Coach, English II Team Leader, English Department Chair</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Algebra I teachers will incorporate advanced-level questions into every practice and checkpoint. Formative assessments with advanced-level questions will be given prior to summative assessments and data will be used to provide individual feedback and interventions to students.</p> <p>Strategy's Expected Result/Impact: Students' performance on STAAR EOC will meet or exceed 46% in the Meets category.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Math Instructional Coach, Algebra I Team Leader, Math Department Chair</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Biology I teachers will develop and use data from daily exit tickets (lower-level Blooms) and formative quizzes (higher-level Blooms) to provide feedback to students before the summative assessment.</p> <p>Strategy's Expected Result/Impact: Students' performance on STAAR EOC will meet or exceed 67% in the Meets category.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Science Instructional Coach, Biology I Team Leader, Science Department Chair</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: US History teachers will analyze data on EOC-based higher-level thinking questions from mid-unit formative assessments to provide feedback and interventions to students prior to the summative assessments.</p> <p>Strategy's Expected Result/Impact: Students' performance on STAAR EOC will meet or exceed 81% in the Meets category.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Social Studies Instructional Coach, US History Team Leader</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Address high achieving economically disadvantaged students using ASPIRE and PSAT scores about the importance and benefits of enrolling in these courses. Also, we will hold dual credit drives to increase enrollment in these courses.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CTE Approved Industry Certifications: Targeted focus on educating CTE students in introductory courses on the importance and benefits of remaining in CTE coherent sequence courses and taking/passing certifications exams. In CTE courses where there is a certification attached, activities and assessments will be aligned to the certification exams.</p> <p>Strategy's Expected Result/Impact: Increased remaining in CTE Coherent Courses Increased certifications - meet or exceed cluster group</p> <p>Staff Responsible for Monitoring: CTE Counselor, CTE Department Chair</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Graduation Rate: As a campus, we will complete more specific data analysis and then develop plans to increase graduation rates. DI Office - Consistent, goal-focused data analysis - passing percentages, student achievement in EOC courses, campus celebrations Athletics - Increased passing percentages and honor roll, Promoting and strengthening core values SpEd - Support SPED student academic growth by strengthening our ICS units</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Dropout Prevention: Increase communication with students in the potential of dropping out Bi-weekly analysis of dropout data - Attendance Talks with Attendance Officer Targeted dropout recovery efforts will be completed regularly which will include individual phone calls and home visits to potential dropouts Conduct meetings with students on the 10-day list bi-weekly Excessive Absences Conversations with APs Tardy Reduction Plan</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: DI AAS Department Chairs Team Leaders</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Emergent Bilingual: English teachers with pure ESL classes will assess students using TELPAS like grammar questions once a week until TELPAS. Teachers will score the responses using the TELPAS Sentence Rewrite Writing Rubric and review with students to increase student's performance levels on the TELPAS writing assessment.</p> <p>Strategy's Expected Result/Impact: Emergent bilingual students will at least one year of progress on the TELPAS assessment Staff Responsible for Monitoring: Director of Instruction, Director of Instruction Helping Teacher, Emergent Bilingual English Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Special Education: Provide an instructional coach to strengthen best practices and provide classroom support through professional development, modeling, observations, feedback and support on two-way engagement in the ICS and Fundamentals classroom.</p> <p>Strategy's Expected Result/Impact: Increased performance on STAAR EOC in Algebra I, Biology I, English I, English II and US History Staff Responsible for Monitoring: Director of Instruction, SpEd Department Chair</p>	Formative		
	Nov	Feb	May
			
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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 the current school year, 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: After school tutoring for students who are at risk of not being successful on TELPAS and/or EOC</p> <p>Strategy's Expected Result/Impact: Students who participate in tutorials will see an increase (growth) on the TELPAS (one year's growth) or EOC (progress or approaches)</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Teachers will work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core Content Area Specialist in Science will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Students in specific demographic groups will score approaches on the EOC. Students in K level will score Masters on the EOC.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.







Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 current school year, 100% of the district's safety policies will be implemented.







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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will increase staff visibility and supervision using the Falcon Connect plan:</p> <ul style="list-style-type: none"> - consistent adult supervision in the hallways during passing periods - prevent entrance at alternate access points throughout the building <p>Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 current school year, student attendance will be at 95% or higher.







Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p>Student attendance data will be analyzed consistently and shared with all stakeholders. An intentional focus will be placed on getting students to class utilizing skipping sweeps, changes in discipline for certain infractions, conferences, contracts for students with excessive absences and attach attendance to events that occur at school (homecoming, prom, ect).</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>- Intentional focus on Freshman</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  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: The campus will use restorative discipline practices.





Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue to clearly communicate positive student and campus expectations through PSA videos, classroom visits, social media, relationship building between all staff and students with the expectation that every staff member and AP is visible in the halls and at their doorways every day between each class period to greet students, get to know all students, and serve as a visible safety presence.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced to 0%.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
	 35%		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Although alternative discipline consequences were issued to students, restorative practices were not utilized to redirect behavior, thus leading to repeated misbehaviors. This year, Assistant Principals will seek out and utilize effective restorative discipline practices to change student behavior.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Associate Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
	 35%		
 No Progress  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 current school year, teacher/paraprofessional attendance will increase by .44%.






Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will provide encouragement and support to increase attendance by utilizing the following strategies: (1) Writing encouraging notes and thank you cards throughout the year to provide specific feedback on their effect on the learning of their students; (2) Providing treats for perfect attendance; (3) admin visits with EAs; and, (4) Staff Shout out Form provided for the community to provide positive feedback to staff members.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .44%.</p> <p>Staff Responsible for Monitoring: Principal DI</p>	Formative		
	Nov	Feb	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 current school year, 100% of teachers will receive job targeted professional development based on identified needs.






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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional development will be provided to support teachers in the following areas:</p> <ul style="list-style-type: none"> - Analyzing and Integrating Common Expectations - Developing Lessons that Encourage Two-Way Engagement - Planning and Promoting Learning Intentions and Success Criteria <p>Strategy's Expected Result/Impact: Increase job satisfaction represented in the Teacher Satisfaction Survey</p> <p>Staff Responsible for Monitoring: DI</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement:</p> <ul style="list-style-type: none"> - Increase communication through social media (Twitter, Instagram, and Facebook) - Provide 24-hour access to needed campus/district documents (Parent Nest and Village Voice) - Increased parent and student campus activities - Grade-Level Meetings, College Talks, Open Village, Meet the Falcons(Athletics) - Solicit parent feedback (Parent Feedback Google Form) - Staff Shout out Form <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%.</p> <p>Staff Responsible for Monitoring: Principal DI</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Maggie Wiley	Principal
Teacher #1	Brandi Ball	Algebra I Teacher
Teacher #2	Ian Etheridge	Debate Teacher
Teacher #3	Meredith King	Science Teacher - Department Chair
Teacher #4	Stephanie Foley	English III Teacher - DC
Teacher #5	David Edgeworth	World History Teacher
Teacher #6	Jennifer Fuller	French Teacher
Teacher #7	Lindsay Holmes	Algebraic Reasoning Teacher
Teacher #8	Kendra Goynes	In-Class Support Teacher
Other School Leader (Nonteaching Professional) #1	Paula Martinson	Social Studies CIC
Other School Leader (Nonteaching Professional) #2	Runa Chatterjee	Academic Achievement Specialist
Administrator (LEA) #1	Chairita Franklin	Assistant Superintendent - Human Resources
Parent #1	Maria Villegas	Parent #1
Parent #2	Abbie D'alesandro	Parent #2
Business Representative #1	Elissa Biskner	Business Representative #1
Other School Leader (Nonteaching Professional) #3	Ernest Middleton	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Michelle Arroyo-Peterson	Director of Instruction
Other School Leader (Nonteaching Professional) #4	Nicole Douresseau	Diagnostician

Addendums

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

Level	Campus	EOC	2023 Cluster	Student Group	Testers	2023: Approaches		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#												
HS	Jersey Village	Algebra I	HS 2	All	701	556	79%	81%	2%	299	43%	45%	2%	130	19%	21%	2%
HS	Jersey Village	Algebra I	HS 2	Hispanic	491	372	76%	79%	3%	201	41%	43%	2%	90	18%	20%	2%
HS	Jersey Village	Algebra I	HS 2	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	Algebra I	HS 2	Asian	28	27	96%	98%	2%	23	82%	84%	2%	8	29%	31%	2%
HS	Jersey Village	Algebra I	HS 2	African Am.	102	84	82%	84%	2%	37	36%	38%	2%	15	15%	17%	2%
HS	Jersey Village	Algebra I	HS 2	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	Algebra I	HS 2	White	63	59	94%	96%	2%	31	49%	51%	2%	13	21%	23%	2%
HS	Jersey Village	Algebra I	HS 2	Two or More	14	12	86%	88%	2%	7	50%	52%	2%	*	*	*	*
HS	Jersey Village	Algebra I	HS 2	Eco. Dis.	487	381	78%	80%	2%	194	40%	42%	2%	84	17%	19%	2%
HS	Jersey Village	Algebra I	HS 2	Emergent Bilingual	192	120	63%	67%	4%	52	27%	29%	2%	19	10%	12%	2%
HS	Jersey Village	Algebra I	HS 2	At-Risk	557	425	76%	78%	2%	205	37%	39%	2%	77	14%	16%	2%
HS	Jersey Village	Algebra I	HS 2	SPED	75	49	65%	67%	2%	13	17%	19%	2%	*	*	*	*
HS	Jersey Village	Biology	HS 2	All	903	835	92%	94%	2%	572	63%	67%	4%	183	20%	27%	7%
HS	Jersey Village	Biology	HS 2	Hispanic	584	527	90%	92%	2%	336	58%	61%	3%	88	15%	19%	4%
HS	Jersey Village	Biology	HS 2	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	Biology	HS 2	Asian	80	79	99%	100%	1%	73	91%	93%	2%	40	50%	52%	2%
HS	Jersey Village	Biology	HS 2	African Am.	120	110	92%	94%	2%	66	55%	57%	2%	14	12%	14%	2%
HS	Jersey Village	Biology	HS 2	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	Biology	HS 2	White	92	92	100%	100%	0%	75	82%	87%	5%	31	34%	44%	10%
HS	Jersey Village	Biology	HS 2	Two or More	23	23	100%	100%	0%	18	78%	80%	2%	10	43%	45%	2%
HS	Jersey Village	Biology	HS 2	Eco. Dis.	568	520	92%	94%	2%	319	56%	59%	3%	78	14%	18%	4%
HS	Jersey Village	Biology	HS 2	Emergent Bilingual	198	149	75%	78%	3%	49	25%	31%	6%	*	*	*	*
HS	Jersey Village	Biology	HS 2	At-Risk	614	551	90%	92%	2%	312	51%	53%	2%	53	9%	11%	2%
HS	Jersey Village	Biology	HS 2	SPED	74	60	81%	83%	2%	24	32%	34%	2%	5	7%	9%	2%
HS	Jersey Village	English I	HS 2	All	994	728	73%	77%	4%	551	55%	61%	6%	137	14%	16%	2%
HS	Jersey Village	English I	HS 2	Hispanic	650	448	69%	73%	4%	331	51%	55%	6%	69	11%	13%	2%
HS	Jersey Village	English I	HS 2	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	English I	HS 2	Asian	88	82	93%	95%	2%	71	81%	83%	2%	28	32%	34%	2%
HS	Jersey Village	English I	HS 2	African Am.	131	90	69%	71%	2%	58	44%	46%	2%	9	7%	9%	2%
HS	Jersey Village	English I	HS 2	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	English I	HS 2	White	98	84	86%	92%	6%	69	70%	82%	12%	21	21%	29%	8%
HS	Jersey Village	English I	HS 2	Two or More	23	21	91%	93%	2%	19	83%	85%	2%	9	39%	41%	2%
HS	Jersey Village	English I	HS 2	Eco. Dis.	646	430	67%	71%	4%	305	47%	51%	4%	59	9%	11%	2%
HS	Jersey Village	English I	HS 2	Emergent Bilingual	233	79	34%	41%	7%	36	15%	20%	5%	*	*	*	*
HS	Jersey Village	English I	HS 2	At-Risk	698	445	64%	66%	2%	289	41%	43%	2%	28	4%	6%	2%
HS	Jersey Village	English I	HS 2	SPED	83	26	31%	37%	6%	13	16%	18%	2%	*	*	*	*
HS	Jersey Village	English II	HS 2	All	867	670	77%	81%	4%	505	58%	63%	5%	74	9%	11%	2%
HS	Jersey Village	English II	HS 2	Hispanic	581	426	73%	78%	5%	299	51%	57%	6%	30	5%	8%	3%
HS	Jersey Village	English II	HS 2	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	English II	HS 2	Asian	87	80	92%	94%	2%	74	85%	87%	2%	22	25%	27%	2%
HS	Jersey Village	English II	HS 2	African Am.	100	75	75%	77%	2%	48	48%	50%	2%	*	*	*	*
HS	Jersey Village	English II	HS 2	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	English II	HS 2	White	82	73	89%	93%	4%	69	84%	86%	2%	16	20%	22%	2%
HS	Jersey Village	English II	HS 2	Two or More	13	12	92%	94%	2%	11	85%	87%	2%	*	*	*	*

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

Level	Campus	EOC	2023 Cluster	Student Group	Testers	2023: Approaches		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#												
HS	Jersey Village	English II	HS 2	Eco. Dis.	577	432	75%	77%	2%	302	52%	54%	2%	32	6%	8%	2%
HS	Jersey Village	English II	HS 2	Emergent Bilingual	178	67	38%	42%	4%	19	11%	16%	5%	*	*	*	*
HS	Jersey Village	English II	HS 2	At-Risk	506	316	62%	67%	5%	175	35%	38%	3%	5	1%	3%	2%
HS	Jersey Village	English II	HS 2	SPED	55	21	38%	45%	7%	13	24%	26%	2%	*	*	*	*
HS	Jersey Village	US History	HS 2	All	728	705	97%	99%	2%	577	79%	81%	2%	395	54%	56%	2%
HS	Jersey Village	US History	HS 2	Hispanic	449	431	96%	98%	2%	337	75%	77%	2%	212	47%	49%	2%
HS	Jersey Village	US History	HS 2	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	US History	HS 2	Asian	77	76	99%	100%	1%	73	95%	97%	2%	65	84%	86%	2%
HS	Jersey Village	US History	HS 2	African Am.	85	82	96%	98%	2%	61	72%	74%	2%	35	41%	43%	2%
HS	Jersey Village	US History	HS 2	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Jersey Village	US History	HS 2	White	99	98	99%	100%	1%	91	92%	94%	2%	70	71%	73%	2%
HS	Jersey Village	US History	HS 2	Two or More	15	15	100%	100%	0%	12	80%	82%	2%	10	67%	69%	2%
HS	Jersey Village	US History	HS 2	Eco. Dis.	446	430	96%	98%	2%	336	75%	77%	2%	219	49%	51%	2%
HS	Jersey Village	US History	HS 2	Emergent Bilingual	107	96	90%	92%	2%	36	34%	40%	6%	13	12%	14%	2%
HS	Jersey Village	US History	HS 2	At-Risk	366	344	94%	96%	2%	233	64%	66%	2%	120	33%	35%	2%
HS	Jersey Village	US History	HS 2	SPED	64	54	84%	86%	2%	26	41%	43%	2%	12	19%	21%	2%