

Cypress-Fairbanks Independent School District

Bridgeland High School

2017-2018 Campus Improvement Plan

Accountability Rating: Not Rated



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

Student Achievement

Student Achievement Summary

During the 2016-2017 school year, the students who are now at Bridgeland High School would have met all system safeguard standards based on the expectation that each sub-population with 25 students or more reached a minimum of 60% passing.

Student Achievement Strengths

The following strengths were identified:

- Algebra 1: 99% of students scored Approaches, 74% scored Masters
- Biology: 99% of all students scored Approaches, 57% scored Masters
- English 1: 93% of all students scored Approaches, 24% scored Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English/Language Arts: The African American and Special Education populations performed below all other student groups. **Root Cause:** English/Language Arts: The need to use more diverse texts to meet the academic and social needs of all students.

Problem Statement 2: Math: The percentage of African American, Economically Disadvantaged, and Special Education students reaching the Advanced level is below all other student groups. **Root Cause:** Math: The need to develop a rigorous curriculum along with reinforcing high expectations.

Problem Statement 3: Science: The LEP and Special Education populations performed lower than the other student populations. **Root Cause:** Science: The need to reinforce key concepts through a variety of methods and strategies.

Problem Statement 4: Social Studies: N/A **Root Cause:** Social Studies: N/A

Problem Statement 5: General: The campus is opening in 2017-18 and working to meet the needs of a new student population. **Root Cause:** General: The need to deepen understanding of and address specific academic needs of all student groups.

School Culture and Climate

School Culture and Climate Summary

The following needs were identified:

- The need to nurture a climate of continuous high moral among student and staff
- The need to grow a culture that includes high expectations for student's learning and citizenship.

School Culture and Climate Strengths

The following strengths were identified:

- Classroom culture is rigorous, student-driven, and positive.
- The school atmosphere is positively competitive and lively.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The following needs were identified:

- The need to recognize and acknowledge individual teachers and teams as we venture into 21st Century learning.
- The need to make the campus an enjoyable working environment to attract high-quality staff members.
- The need to support teachers with multiple subject areas to increase retention.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- Strong department and team connections are forming among the staff.
- Professional developments have been created to promote a community feel and a common goal of 21st Century Learning concepts.

Family and Community Involvement

Family and Community Involvement Summary

The following needs were identified:

- Making connections with families and the community members will play a vital role in the success of Bridgeland HS.
- Finding continuous ways to utilize our VIPS on a regular basis

Family and Community Involvement Strengths

The following strengths were identified:

- Opportunities were given for parents to sign up for the VIPS program before school started
- Approximately 150 parents have signed up to be a part of the VIPS program.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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 May 2018, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Source(s) 1: STAAR EOC English, Algebra, Biology, and US History results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Critical Success Factors CSF 1 CSF 2 1) READING/ELA: Implementing blended classroom strategies to reach the needs of all learners, focusing on Special Education and African American populations.	English Department Chair and Team Leaders	Teachers implement flexible regrouping on a weekly basis.			
	Problem Statements: Student Achievement 1				
Critical Success Factors CSF 1 CSF 2 2) MATH: Develop interactive, engaging lessons that will increase the rigor of all learners focusing on the African American, Economically Disadvantaged and Special Education populations.	Math Department Chair and Team Leaders	Teachers will implement 21st Century learning concepts within each of the units.			
	Problem Statements: Student Achievement 2				
Critical Success Factors CSF 1 CSF 2 3) SCIENCE: Implementing blended classroom strategies to reach the needs of all learners, focusing on LEP and Special Education populations.	Science Department Chair and Team Leaders	Teachers will implement flexible regrouping on a weekly basis.			
	Problem Statements: Student Achievement 3				
4) SOCIAL STUDIES: N/A	N/A	N/A			
	Problem Statements: Student Achievement 4				

5) GENERAL: Deepen understanding of and address specific academic needs of all student groups.	Principal	Increase in student's academic achievement as demonstrated by: 1. Teacher implementation of Mark White Strategies/ 21st Century Learning Concepts.			
	Problem Statements: Student Achievement 5				
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:










Student Achievement
Problem Statement 1: English/Language Arts: The African American and Special Education populations performed below all other student groups. Root Cause 1: English/Language Arts: The need to use more diverse texts to meet the academic and social needs of all students.
Problem Statement 2: Math: The percentage of African American, Economically Disadvantaged, and Special Education students reaching the Advanced level is below all other student groups. Root Cause 2: Math: The need to develop a rigorous curriculum along with reinforcing high expectations.
Problem Statement 3: Science: The LEP and Special Education populations performed lower than the other student populations. Root Cause 3: Science: The need to reinforce key concepts through a variety of methods and strategies.
Problem Statement 4: Social Studies: N/A Root Cause 4: Social Studies: N/A
Problem Statement 5: General: The campus is opening in 2017-18 and working to meet the needs of a new student population. Root Cause 5: General: The need to deepen understanding of and address specific academic needs of all student groups.

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: By May 2018, students and staff will learn from and model the expectations of being a "No Place for Hate" campus.

Evaluation Data Source(s) 1: Discipline data and Student Feedback

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>1) Student Attendance: For the 2017-2018 school year the ADA student attendance rate will be at or above 97%.</p> <p>Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences. Campus will conduct focused dropout recovery efforts including targeted phone calls and home visits to students identified as dropouts (Project 98).</p>	<p>Associate Principal and Assistant Principals</p> <p>Attendance Paraprofessional AAS, AP, Counselors</p>	<p>Attendance rate will be 97% or above.</p> <p>Decrease in number of dropouts through tracking of Dropout Recovery</p>			
<p>2) Student Discipline: Increase use of restorative discipline practices and refinement of techniques to decrease classroom removals.</p> <p>Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it. Code of Conduct talks held within first 2 weeks of school and in spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.</p>	<p>Associate Principal and Assistant Principals, Counselors, Project Safety Coordinator</p>	<p>A decrease in student removals from the classroom.</p> <p>Tracking of Tipline reports, Increase student awareness and decrease discipline referrals in all areas.</p> <p>Decrease in reports of and discipline incidents regarding bullying, dating violence, social media conflicts, etc.</p>			
<p>3) Campus Safety: Staff members will actively supervise students in the hallways, cafeteria, and classrooms to create a safe environment for all students.</p> <p>All students and teachers will participate in safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis/</p>	<p>Associate Principal and Assistant Principals</p>	<p>Increase in student engagement.</p> <p>Decrease in school and classroom disruptions.</p> <p>Complete and successful participation in all 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: To retain 100% of effective teachers

Evaluation Data Source(s) 2: Staff retention rate

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teacher Attendance: A district incentive has been offered to encourage teachers with two or fewer absences per semester to enter in a campus drawing allowing three winners per campus to be awarded \$1,600.00. At the end of the school year, those teachers with perfect attendance may be entered in a district-wide drawing where five winners will receive \$5,000.00.	Campus Substitute Representative Campus Secretary Principal	Teachers will miss fewer discretionary days which will have a positive impact of first time instruction.			
 = 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: Family and Community Engagement: To increase student, parent, and community member participation at extra-curricular activities while establishing a supportive, positive culture.

Evaluation Data Source(s) 1: Parent and Community Feedback and Participation/ Attendance Rates

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Family Engagement: To effectively communicate event details and expectations with students, parents, and community members when events are occurring that involve Bridgeland High School.	Associate Principal and Assistant Principals Club/Organization Sponsors	Increased Family and Community Involvement			
 = Accomplished  = No Progress  = Discontinue					

Campus Performance Objective Committee

Committee Role	Name	Position
Non-classroom Professional	Michelle Provo	Director of Instruction
Administrator	Mike Smith	Principal
Classroom Teacher	Amy Simmons	Teacher
Classroom Teacher	TaShanda Franklin	Teacher
Classroom Teacher	Eileen Newland	Teacher
Classroom Teacher	Megan Puckett	Teacher
Classroom Teacher	John Simmons	Teacher
Classroom Teacher	Christina LeBlanc	Teacher
Classroom Teacher	Rosario Moore	Teacher
Classroom Teacher	Emily Posch	Teacher
District-level Professional	John Morrison	District Curriculum Coordinator
Parent	Lisa Long	Parent
Parent	Amy Lippincott	Parent
Community Representative	Erin Ruddle	Community Representative
Community Representative	Scott Johnston	Community Representative
Business Representative	Martha Gros	Business Representative
Business Representative	Nathaniel Kuhns	Business Representative
Non-classroom Professional	Melissa Sheninger	Counselor
Non-classroom Professional	Breana Smith	Academic Achievement Specialist
Non-classroom Professional	Shayla Rodriguez-Bell	Lead Counselor

Addendums

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.

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 student 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.

Science

- Teachers will develop STEM literate students by collaboratively planning instructional units that support students' development of "STEM 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 STEM 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.
- Use interactive questioning strategies to demonstrate multi-step processes when applying information.
- "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.

Fine Arts Department

Standard Expectations

Secondary

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 skill and techniques (not solution).
- 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 and enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATPI, TAEA and Scholastic art contests as well as district art contests and exhibits.
- *Participate in activities and events that promote school and community involvement.

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability

2017-18 Approaches CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

All Testers are students assigned to Bridgeland as of 7/31/17

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Approaches at Student's Standard		2018 Approaches Incremental Growth Target	% Growth Needed	Tested 2018	2018 Approaches at Student's Standard	
					#	%				#	%
Algebra I	All Testers	Bridgeland	All	578	574	99%	98%	-1%			
Algebra I	All Testers	Bridgeland	Hispanic	102	102	100%	98%	-2%			
Algebra I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	Asian	46	45	98%	96%	-2%			
Algebra I	All Testers	Bridgeland	African Am.	53	51	96%	96%	0%			
Algebra I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	White	350	349	100%	99%	-1%			
Algebra I	All Testers	Bridgeland	Two or More	23	23	100%	99%	-1%			
Algebra I	All Testers	Bridgeland	Eco. Dis.	71	70	99%	97%	-2%			
Algebra I	All Testers	Bridgeland	LEP Current	5	4	80%	84%	4%			
Algebra I	All Testers	Bridgeland	LEP M1	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	LEP M2	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	SPED	19	16	84%	84%	0%			
Biology	All Testers	Bridgeland	All	484	477	99%	98%	-1%			
Biology	All Testers	Bridgeland	Hispanic	90	89	99%	98%	-1%			
Biology	All Testers	Bridgeland	Am. Indian	*	*	*	*	*			
Biology	All Testers	Bridgeland	Asian	42	41	98%	98%	0%			
Biology	All Testers	Bridgeland	African Am.	46	42	91%	93%	2%			
Biology	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*			
Biology	All Testers	Bridgeland	White	293	292	100%	99%	-1%			
Biology	All Testers	Bridgeland	Two or More	12	12	100%	99%	-1%			
Biology	All Testers	Bridgeland	Eco. Dis.	61	58	95%	95%	0%			
Biology	All Testers	Bridgeland	LEP Current	*	*	*	*	*			
Biology	All Testers	Bridgeland	LEP M1	*	*	*	*	*			
Biology	All Testers	Bridgeland	LEP M2	*	*	*	*	*			
Biology	All Testers	Bridgeland	SPED	17	12	71%	75%	4%			
English I	All Testers	Bridgeland	All	486	452	93%	92%	-1%			
English I	All Testers	Bridgeland	Hispanic	91	83	91%	89%	-2%			
English I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*			
English I	All Testers	Bridgeland	Asian	43	41	95%	94%	-1%			
English I	All Testers	Bridgeland	African Am.	46	37	80%	81%	1%			
English I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*			
English I	All Testers	Bridgeland	White	293	280	96%	96%	0%			
English I	All Testers	Bridgeland	Two or More	12	10	83%	84%	1%			
English I	All Testers	Bridgeland	Eco. Dis.	61	55	90%	88%	-2%			
English I	All Testers	Bridgeland	LEP Current	*	*	*	*	*			
English I	All Testers	Bridgeland	LEP M1	*	*	*	*	*			

Cypress-Fairbanks Independent School District
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2017-18 Approaches CIP Targets

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

All Testers are students assigned to Bridgeland as of 7/31/17

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Approaches at Student's Standard		2018 Approaches Incremental Growth Target	% Growth Needed	Tested 2018	2018 Approaches at Student's Standard	
					#	%				#	%
English I	All Testers	Bridgeland	LEP M2	*	*	*	*	*			
English I	All Testers	Bridgeland	SPED	16	6	38%	50%	12%			
English II	All Testers	Bridgeland	All	N/A	N/A	N/A	91%	N/A			
English II	All Testers	Bridgeland	Hispanic	N/A	N/A	N/A	88%	N/A			
English II	All Testers	Bridgeland	Am. Indian	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	Asian	N/A	N/A	N/A	95%	N/A			
English II	All Testers	Bridgeland	African Am.	N/A	N/A	N/A	79%	N/A			
English II	All Testers	Bridgeland	Pac. Islander	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	White	N/A	N/A	N/A	94%	N/A			
English II	All Testers	Bridgeland	Two or More	N/A	N/A	N/A	85%	N/A			
English II	All Testers	Bridgeland	Eco. Dis.	N/A	N/A	N/A	82%	N/A			
English II	All Testers	Bridgeland	LEP Current	N/A	N/A	N/A	50%	N/A			
English II	All Testers	Bridgeland	LEP M1	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	LEP M2	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	SPED	N/A	N/A	N/A	50%	N/A			

Cypress-Fairbanks Independent School District
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2017-18 Meets CIP Targets

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

Testers are students assigned to Bridgeland as of 7/31/17

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Meets		2018 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2018 Meets	
					#	%				#	%
Algebra I	All Testers	Bridgeland	All	578	546	94%	88%	-6%			
Algebra I	All Testers	Bridgeland	Hispanic	102	98	96%	90%	-6%			
Algebra I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	Asian	46	45	98%	96%	-2%			
Algebra I	All Testers	Bridgeland	African Am.	53	43	81%	81%	0%			
Algebra I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	White	350	333	95%	90%	-5%			
Algebra I	All Testers	Bridgeland	Two or More	23	23	100%	94%	-6%			
Algebra I	All Testers	Bridgeland	Eco. Dis.	71	63	89%	85%	-4%			
Algebra I	All Testers	Bridgeland	LEP Current	5	4	80%	75%	-5%			
Algebra I	All Testers	Bridgeland	LEP M1	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	LEP M2	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	SPED	19	9	47%	55%	8%			
Biology	All Testers	Bridgeland	All	484	447	92%	92%	0%			
Biology	All Testers	Bridgeland	Hispanic	90	81	90%	89%	-1%			
Biology	All Testers	Bridgeland	Am. Indian	*	*	*	*	*			
Biology	All Testers	Bridgeland	Asian	42	40	95%	96%	1%			
Biology	All Testers	Bridgeland	African Am.	46	39	85%	83%	-2%			
Biology	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*			
Biology	All Testers	Bridgeland	White	293	276	94%	95%	1%			
Biology	All Testers	Bridgeland	Two or More	12	10	83%	85%	2%			
Biology	All Testers	Bridgeland	Eco. Dis.	61	54	89%	83%	-6%			
Biology	All Testers	Bridgeland	LEP Current	*	*	*	*	*			
Biology	All Testers	Bridgeland	LEP M1	*	*	*	*	*			
Biology	All Testers	Bridgeland	LEP M2	*	*	*	*	*			
Biology	All Testers	Bridgeland	SPED	17	6	35%	50%	15%			
English I	All Testers	Bridgeland	All	486	406	84%	82%	-2%			
English I	All Testers	Bridgeland	Hispanic	91	70	77%	73%	-4%			
English I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*			
English I	All Testers	Bridgeland	Asian	43	40	93%	93%	0%			
English I	All Testers	Bridgeland	African Am.	46	34	74%	74%	0%			
English I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*			
English I	All Testers	Bridgeland	White	293	251	86%	87%	1%			
English I	All Testers	Bridgeland	Two or More	12	10	83%	85%	2%			
English I	All Testers	Bridgeland	Eco. Dis.	61	47	77%	75%	-2%			
English I	All Testers	Bridgeland	LEP Current	*	*	*	*	*			
English I	All Testers	Bridgeland	LEP M1	*	*	*	*	*			
English I	All Testers	Bridgeland	LEP M2	*	*	*	*	*			

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2017-18 Meets CIP Targets

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

Testers are students assigned to Bridgeland as of 7/31/17

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Meets		2018 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2018 Meets	
					#	%				#	%
English I	All Testers	Bridgeland	SPED	16	1	6%	30%	24%			
English II	All Testers	Bridgeland	All	N/A	N/A	N/A	82%	N/A			
English II	All Testers	Bridgeland	Hispanic	N/A	N/A	N/A	75%	N/A			
English II	All Testers	Bridgeland	Am. Indian	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	Asian	N/A	N/A	N/A	90%	N/A			
English II	All Testers	Bridgeland	African Am.	N/A	N/A	N/A	70%	N/A			
English II	All Testers	Bridgeland	Pac. Islander	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	White	N/A	N/A	N/A	86%	N/A			
English II	All Testers	Bridgeland	Two or More	N/A	N/A	N/A	76%	N/A			
English II	All Testers	Bridgeland	Eco. Dis.	N/A	N/A	N/A	70%	N/A			
English II	All Testers	Bridgeland	LEP Current	N/A	N/A	N/A	50%	N/A			
English II	All Testers	Bridgeland	LEP M1	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	LEP M2	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	SPED	N/A	N/A	N/A	30%	N/A			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability

2017-18 Masters CIP Targets

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

Testers are students assigned to Bridgeland as of 7/31/17

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Masters		2018 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2018 Masters	
					#	%				#	%
Algebra I	All Testers	Bridgeland	All	578	429	74%	70%	-4%			
Algebra I	All Testers	Bridgeland	Hispanic	102	72	71%	70%	-1%			
Algebra I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	Asian	46	37	80%	74%	-6%			
Algebra I	All Testers	Bridgeland	African Am.	53	27	51%	50%	-1%			
Algebra I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	White	350	269	77%	71%	-6%			
Algebra I	All Testers	Bridgeland	Two or More	23	20	87%	81%	-6%			
Algebra I	All Testers	Bridgeland	Eco. Dis.	71	43	61%	61%	0%			
Algebra I	All Testers	Bridgeland	LEP Current	5	2	40%	40%	0%			
Algebra I	All Testers	Bridgeland	LEP M1	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	LEP M2	*	*	*	*	*			
Algebra I	All Testers	Bridgeland	SPED	19	6	32%	32%	0%			
Biology	All Testers	Bridgeland	All	484	272	56%	57%	1%			
Biology	All Testers	Bridgeland	Hispanic	90	45	50%	51%	1%			
Biology	All Testers	Bridgeland	Am. Indian	*	*	*	*	*			
Biology	All Testers	Bridgeland	Asian	42	26	62%	63%	1%			
Biology	All Testers	Bridgeland	African Am.	46	21	46%	47%	1%			
Biology	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*			
Biology	All Testers	Bridgeland	White	293	175	60%	61%	1%			
Biology	All Testers	Bridgeland	Two or More	12	4	33%	35%	2%			
Biology	All Testers	Bridgeland	Eco. Dis.	61	22	36%	37%	1%			
Biology	All Testers	Bridgeland	LEP Current	*	*	*	*	*			
Biology	All Testers	Bridgeland	LEP M1	*	*	*	*	*			
Biology	All Testers	Bridgeland	LEP M2	*	*	*	*	*			
Biology	All Testers	Bridgeland	SPED	17	0	0%	5%	5%			
English I	All Testers	Bridgeland	All	486	116	24%	25%	1%			
English I	All Testers	Bridgeland	Hispanic	91	14	15%	16%	1%			
English I	All Testers	Bridgeland	Am. Indian	*	*	*	*	*			
English I	All Testers	Bridgeland	Asian	43	17	40%	41%	1%			
English I	All Testers	Bridgeland	African Am.	46	11	24%	25%	1%			
English I	All Testers	Bridgeland	Pac. Islander	*	*	*	*	*			
English I	All Testers	Bridgeland	White	293	72	25%	26%	1%			
English I	All Testers	Bridgeland	Two or More	12	2	17%	18%	1%			
English I	All Testers	Bridgeland	Eco. Dis.	61	7	11%	12%	1%			
English I	All Testers	Bridgeland	LEP Current	*	*	*	*	*			
English I	All Testers	Bridgeland	LEP M1	*	*	*	*	*			
English I	All Testers	Bridgeland	LEP M2	*	*	*	*	*			

Cypress-Fairbanks Independent School District
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2017-18 Masters CIP Targets

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Testers are students assigned to Bridgeland as of 7/31/17

EOC	Tester Group	Campus	Student Group	Tested 2017	2017 Masters		2018 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2018 Masters	
					#	%				#	%
English I	All Testers	Bridgeland	SPED	16	0	0%	0%	0%			
English II	All Testers	Bridgeland	All	N/A	N/A	N/A	17%	N/A			
English II	All Testers	Bridgeland	Hispanic	N/A	N/A	N/A	11%	N/A			
English II	All Testers	Bridgeland	Am. Indian	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	Asian	N/A	N/A	N/A	27%	N/A			
English II	All Testers	Bridgeland	African Am.	N/A	N/A	N/A	11%	N/A			
English II	All Testers	Bridgeland	Pac. Islander	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	White	N/A	N/A	N/A	19%	N/A			
English II	All Testers	Bridgeland	Two or More	N/A	N/A	N/A	20%	N/A			
English II	All Testers	Bridgeland	Eco. Dis.	N/A	N/A	N/A	8%	N/A			
English II	All Testers	Bridgeland	LEP Current	N/A	N/A	N/A	0%	N/A			
English II	All Testers	Bridgeland	LEP M1	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	LEP M2	N/A	N/A	N/A	*	N/A			
English II	All Testers	Bridgeland	SPED	N/A	N/A	N/A	0%	N/A			