Cypress-Fairbanks Independent School District

Aragon Middle School

2021-2022 Campus Improvement Plan

Mission Statement

Our mission is to inspire, motivate, and support the growth and achievement of all learners.

Vision

Jan H. Aragon Middle School will be a school community dedicated to the highest standards of quality at all levels and in all endeavors. Through effort, mutual respect and focus on our goals, we will prepare our students with an education that enables them to live successfully in an ever-changing society. Working as a team, our students, parents, community members, and staff will create a culture of excellence.

ROAR - Respectful, Organized, Accountable, Reliable

Lead the Wildcat Way

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2020-21 data.

Reading

6th Grade: Hispanic - 33% Meets, Hispanic - 14% Masters

7th Grade: All - 88% Approaches, AA - 84% Approaches, White - 95% Approaches, LEP - 64% Approaches, Eco. Dis. - 54% Meets, LEP - 29% Meets, AA - 35% Masters, Eco. Dis - 34% Masters

8th Grade: Hispanic - 86% Approaches, AA - 57% Meets, White - 47% Masters

Writing

7th Grade: LEP - 57% Approaches

Math

6th Grade: All - 82% Approaches, LEP - 26% Meets, Eco. Dis. - 15% Masters

7th Grade: AA - 67% Approaches, Sp Ed - 19% Meets, AA - 14% Masters

8th Grade: White - 86% Approaches, LEP - 7% Masters

Algebra I: All - 100% Approaches, All - 91% Meets, Eco. Dis - 70% Masters

Science

8th Grade: All - 86% Approaches, Sp Ed - 26% Meets, Sp Ed - 19% Masters

Social Studies

8th Grade: White - 87% Approaches, LEP - 16% Meets, Sp Ed - 19% Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Based upon the 2020-21 data, Special Education and LEP students are performing below campus expectations in Reading. **Root Cause:** Reading: The lack of differentiated lessons being provided.

Problem Statement 2: Writing: Based upon the 2020-21 data, Special Education students are performing below campus expectations in Writing. **Root Cause:** Writing: The lack of grammar and academic writing acquisition.

Problem Statement 3: Math: Based upon the 2020-21 data, Special Education, LEP and Economically Disadvantaged students are performing below campus expectations in Math. **Root Cause:** Math: The lack of various instructional modalities.

Problem Statement 4: Science: Based upon the 2020-21 data, Special Education, LEP and Economically Disadvantaged students are performing below campus expectations in Science. **Root Cause:** Science: The lack of differentiated lessons being provided.

Problem Statement 5: Social Studies: Based upon the 2020-21 data, Special Education and LEP students are performing below campus expectations in Social Studies. **Root Cause:** Social Studies: The lack of vocabulary exposure and usage.

Problem Statement 6: Students are beginning the 2021-22 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.

School Culture and Climate

School Culture and Climate Strengths

Employee Perception (Based on 2020-21 School Year)

All of the 2021 EPS indicators were above 90% (Strongly Agree/Agree) except for the following: "At this school, various forms of feedback are given to me to help me improve my performance" (88%), "At this school, decisions are data driven" (89%), "At this school, staff recognition is built into the school culture" (86%), " At this school, quality of work is expected of students" (81%).

Student Attendance

Aragon has a high attendance rate; however, we need to continue to improve on students who take an extended absence from school. For example, students who leave the semester early or are out for more than three days in a row. Aragon continues to promote high attendance.

PBIS and Restorative Discipline Data

Aragon continues to promote restorative practices as opposed to removing students from class to provide consequences. Discipline data has decreased due to restorative practices. Assistant Principals will continue to train on restorative practices and promote positive outcomes with students.

Campus Safety

Aragon students and faculty will become comfortable with safety procedures including mental health and active shooter training. Students receive a safety lessons periodically through Advisory. Students will practice and talk through scenarios to better prepare for a crisis.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Based upon the 2020-21 EPS data, staff feels they are not provided enough opportunities to provide feedback. **Root Cause:** School Culture and Climate: The lack of various modalities to submit and receive feedback.

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.

100% of Aragon teachers are certified and highly qualified in the content areas they teach.

Aragon welcomes 23 new staff members, which include 16 teachers and 7 para-professionals. Aragon continues to support and mentor teachers within their first three years of teaching. They will continue to receive training, materials, and support from administration at the campus and district level. Additional staff development offerings for mentors, throughout the year, will enable them to give extra support to our new teachers. Our mentors would like to see additional staff development opportunities for new teachers on classroom management, time management, and handling paperwork.

We will continue to focus on quality recruitment of our Aragon staff while providing a mentoring program for our new teachers and para-professionals that offers consistent emotional, social, and professional support throughout the year.

Faculty and staff at Aragon prolong their commitment to student academic success and excellence in education. For the 2021-22 school year, this commitment drives the ongoing focus of proactive communication, positive attitudes and teamwork.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: New teachers feel overwhelmed at different parts of the year due to perceived workload. **Root Cause:** Teacher/Paraprofessional Attendance: The lack of time new teachers have opportunities to meet and discuss current processes.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

We are constantly searching for ways to help all of our parents feel more at ease and more comfortable at the start of each new school year. We are committed to providing more activities aimed at the community, as well as greater involvement from mentors and support groups who are willing to come to Aragon to provide additional support to our students. We are also working to ensure that our parents, VIPS, business and community members know that we genuinely appreciate their support.

Our goal is to continuously reach out to our community with important information in varying formats. We will use a wide range of specificity and depth in our communications with parents to ensure they are inspired to get involved in our school and to make sure they always feel welcome at Aragon.

Additionally, we aim to utilize various opportunities to receive feedback from our parents, several of which are listed below: Face-to face and virtual visits, CPOC, VIPS, campus website, Home Access Center, School Messenger, E-mails, Surveys, Wildcat Express and Cub Camp.

Our VIPS (volunteers) are a constant presence on our campus, assisting in supporting various activities such as the school store, spirit sales, volunteering in classrooms, fund-raising, picture days, health screenings, dance organization and chaperoning, among many other levels of support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Aragon will increase community partnerships between mentors and students and mentors and the school. **Root Cause:** Parent and Community Engagement : The lack of effort put towards recruiting community supports.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data
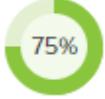
- Parent surveys and/or other feedback

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 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR Reading, Math, Social Studies and Science results

Strategy 1 Details	Formative Reviews		

Strategy 1: Reading: Reading and Language Arts teachers will provide clear modeling of analysis across various text genres and cultures using data driven strategies such as small group, modeling of product, think-pair-share and think alouds for mastery of content guided toward the targeted sub-populations.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Reading and Language Arts Department, Reading and Language Arts CCIS, Administration
 	
    TEA Priorities: Build a foundation of reading and math
	Formative		

	Nov	Feb	May
	50%	75%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Writing: Writing teachers will provide clear modeling of various writing tasks that rely on evidence to support critical thinking.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Reading and Language Arts Department, Reading and Language Arts CCIS, Administration
	Formative		

	Nov	Feb	May
	50%	75%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: Writing: Writing teachers will confer and revise and edit in small groups to provide clear, consistent feedback to students both formally and informally.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Reading and Language Arts Department, Reading and Language Arts CCIS, Administration
	Formative		

	Nov	Feb	May
	50%	75%	100%

Strategy 4 Details	**Formative Reviews**		

Strategy 4: Math: Math teachers will maximize student learning opportunities by utilizing blended learning strategies and small group instructions, balancing student-teacher talk, and developing purposeful targeted groups using data.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Math Department, Math CCIS, Administration
 	
    TEA Priorities: Build a foundation of reading and math
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 5 Details	**Formative Reviews**		

Strategy 5: Science: Science teachers will increase assessment scores by building relationships and providing quality first time instruction using one-to-one technology, blended learning, small group and differentiated instruction to aide in targeted student success.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Science Department, Science CCIS, Administration
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 6 Details	**Formative Reviews**		

Strategy 6: Social Studies: Social Studies teachers will use ELPS strategies to increase the student use and understanding of academic and non-academic vocabulary through differentiation, building relationships and student discourse.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Social Studies Department, Social Studies CCIS, Administration
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 7 Details	**Formative Reviews**		

Strategy 7: Dropout Prevention: Aragon will work follow up with at-risk students and those not attending school to find ways that work with families to get kids to school
 	
    Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.
    Staff Responsible for Monitoring: Registrar, Counselors, Administration
 	
    TEA Priorities: Connect high school to career and college
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 8 Details	**Formative Reviews**		

Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction, one day a week, in all core content areas (LA, Math, Science, Social Studies). Each day a different content will be presented.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Advisory teachers, CCIS, Administration
	Formative		

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

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 the 2021-22 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		
Strategy 1: Hire and additional math teacher.	**Formative**		
Strategy's Expected Result/Impact: By hiring a math teacher, we will reduce the class size of seventh and eighth grade math on-level classes.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math teacher - ESSER III - $70,940	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Hire core content area interventionists.	**Formative**		
Strategy's Expected Result/Impact: By the end of the 2021-22 school year, 80% of the students working with the math and reading content area interventionist(s) will reach Approaches or higher on the Reading and Math STAAR.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS, Math and LA/Reading Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math and Reading Interventionists - ESSER III - $16,520	50%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: After school Accelerated Instruction for Math, Reading and Science.	**Formative**		
Strategy's Expected Result/Impact: By the end of the 2021-22 school year, 80% of the students attending Accelerated Instruction will be pass their core classes with a 70% or higher at the end of each grading period.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS, Math/Reading/Science Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teachers to teach Accelerated Instruction after school - ESSER III - $11,280	50%	75%	100%

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 3: State Compensatory Education (SCE): Throughout the 2021-22 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: After school STAAR tutorials for Math, Reading, Science and Social Studies	Formative		
Strategy's Expected Result/Impact: Students attending tutorials will be pass their STAAR assessment.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialists, Core Content CCIS's and Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies and Extra Duty - Special Allotment: Compensatory Education - $2,442	0%	0%	50%
Strategy 2 Details	Formative Reviews		
Strategy 2: Supplies to support after school STAAR tutorials for Math, Reading, Science, and Social Studies	Formative		
Strategy's Expected Result/Impact: Attract students to after school tutorials	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Academic Achievement Specialists **Funding Sources:** Supplies - Special Allotment: Compensatory Education - $1,755	0%	50%	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 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.
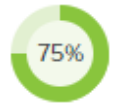
    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Students in all grade levels will receive safety lessons periodically though Advisory. Lessons will include procedures and scenarios to be discussed and practiced as a class with the teacher.
    Strategy's Expected Result/Impact: Students will know how to react in an emergency situation.
    Staff Responsible for Monitoring: All campus staff
	Formative		

	Nov	Feb	May
	50%	75%	100%
Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) 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 Principal
	Formative		

	Nov	Feb	May
	50%	75%	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 2021-222 school year, student attendance will be at 98%.

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Aragon will improve communication with families when students are absent for three days in a row and work with families to decrease end of the semester prolonged absences.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%. **Staff Responsible for Monitoring:** All campus staff, Registrar, Administration	50%	75%	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 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: Administrators and teachers will provide more restorative discipline practices including restorative circles in an effort to reduce student discipline data.
     Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.
     Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, Principal
	Formative		

	Nov	Feb	May
	50%	75%	75%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions: Aragon will work with teachers to provide restorative strategies to reduce in-school suspensions for African-American Special Education students.
     Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%.
     Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, Principal
	Formative		

	Nov	Feb	May
	50%	75%	75%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: Aragon will work with students needing to receive traditional out-of-school suspensions by providing restorative solutions on-campus reducing the amount of time out of class.
     Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%.
     Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, Principal
	Formative		

	Nov	Feb	May
	50%	75%	75%

Strategy 4 Details	Formative Reviews		

Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Aragon will continue to provide restorative practices with African American students to maintain 0 discretionary DAEP placements.
     Strategy's Expected Result/Impact: DAEP placements of African American students will continue to be 0%.
     Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, Principal
	Formative		

	Nov	Feb	May
	0%	0%	0%

Strategy 5 Details	Formative Reviews

Strategy 5: Violence Prevention: Aragon will continue to provide violent prevention training through counseling and assistant principal grade level meetings.	Formative		
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Principal	Nov	Feb	May
	50%	50%	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 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the students will have the opportunity to participate in coordinated school health activities and their evaluation.

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement health and wellness activities through physical education.	**Formative**		
Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** PE Teachers	**Nov**	**Feb**	**May**
	50%	50%	100%
	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 2021-22 school year, teacher/paraprofessional attendance will increase by 10%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Aragon will provide attendance awards for staff with perfect attendance and recognition for those with fewer than two absences a semester.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.
    Staff Responsible for Monitoring: Principal, Director of Instruction, Substitute Representative, Appraisers
 	
    TEA Priorities: Recruit, support, retain teachers and principals
	0%	0%	0%

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 2021-22 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		
Strategy 1: High-Quality Professional Development: Aragon will provide on-campus professional development each month to all staff in an effort to increase technology understanding. We will also suggest district provided professional development for more targeted development of teachers.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teachers will participate in professional developments and use learned strategies in their classroom. The CCIS/Appraiser will conduct walk-throughs to observe implementation. **Staff Responsible for Monitoring:** Director of Instruction, Technology Liaison, Administration **TEA Priorities:** Recruit, support, retain teachers and principals	0%	50%	50%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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 2021-22 school year, community family engagement will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Multiple opportunities will be provided for campus families and the community to become involved including but not limited to Cub Camp, Wildcat Express, VIPS Meetings, CPOC, KWP, School Store, Grade Level Events, PIE Mentors, Reading Buddies and fundraisers. Communication will be delivered through multiple avenues including School Messenger, Remind 101, Teacher/School Web pages, Newsletters, etc. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Teachers, CCIS, Administrative Team	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Aragon Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Aragon Middle School

Name	Position	FTE
1 position	DI Helping Teacher	1
2 positions	Academic Achievement Specialist	1
3 position	Content Curriculum Instr Specialist	1
4 positions	teacher	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Math teacher		$70,940.00
1	2	2	Math and Reading Interventionists		$16,520.00
1	2	3	Teachers to teach Accelerated Instruction after school		$11,280.00
				Sub-Total	$98,740.00
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Supplies and Extra Duty		$2,442.00
1	3	2	Supplies		$1,755.00
				Sub-Total	$4,197.00

Addendums

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	6	Aragon	All	515	421	82%	86%	4%	520	431	83%
Math	6	Aragon	Hispanic	231	178	77%	81%	4%	220	171	78%
Math	6	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Aragon	Asian	47	46	98%	100%	2%	50	48	96%
Math	6	Aragon	African Am.	77	52	68%	72%	4%	84	64	76%
Math	6	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Aragon	White	143	131	92%	96%	4%	145	130	90%
Math	6	Aragon	Two or More	15	13	87%	91%	4%	17	15	88%
Math	6	Aragon	Eco. Dis.	231	168	73%	77%	4%	224	174	78%
Math	6	Aragon	LEP Current	50	29	58%	62%	4%	59	39	66%
Math	6	Aragon	At-Risk	277	197	71%	75%	4%	272	197	72%
Math	6	Aragon	SPED	54	27	50%	60%	10%	58	27	47%
Math	7	Aragon	All	509	394	77%	82%	5%	546	439	80%
Math	7	Aragon	Hispanic	230	166	72%	76%	4%	243	182	75%
Math	7	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Aragon	Asian	48	46	96%	100%	4%	54	52	96%
Math	7	Aragon	African Am.	81	54	67%	71%	4%	91	66	73%
Math	7	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Aragon	White	133	114	86%	90%	4%	142	127	89%
Math	7	Aragon	Two or More	14	13	93%	97%	4%	15	11	73%
Math	7	Aragon	Eco. Dis.	236	162	69%	73%	4%	249	182	73%
Math	7	Aragon	LEP Current	28	14	50%	55%	5%	57	33	58%
Math	7	Aragon	At-Risk	197	115	58%	62%	4%	292	209	72%
Math	7	Aragon	SPED	27	9	33%	50%	17%	58	21	36%
Math	8	Aragon	All	226	153	68%	75%	7%	254	200	79%
Math	8	Aragon	Hispanic	124	79	64%	70%	6%	130	99	76%
Math	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Aragon	Asian	8	8	100%	100%	0%	14	12	86%
Math	8	Aragon	African Am.	42	24	57%	65%	8%	52	38	73%
Math	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Aragon	White	42	36	86%	90%	4%	52	46	88%
Math	8	Aragon	Two or More	9	6	67%	72%	5%	5	4	80%
Math	8	Aragon	Eco. Dis.	123	71	58%	64%	6%	146	110	75%
Math	8	Aragon	LEP Current	28	13	46%	55%	9%	34	22	65%
Math	8	Aragon	At-Risk	138	81	59%	64%	5%	204	156	76%
Math	8	Aragon	SPED	24	6	25%	50%	25%	28	12	43%
Reading	6	Aragon	All	516	391	76%	80%	4%	519	425	82%
Reading	6	Aragon	Hispanic	233	168	72%	76%	4%	219	174	79%
Reading	6	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Aragon	Asian	47	43	91%	95%	4%	51	46	90%
Reading	6	Aragon	African Am.	75	50	67%	71%	4%	84	59	70%
Reading	6	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Aragon	White	144	118	82%	86%	4%	144	130	90%
Reading	6	Aragon	Two or More	15	11	73%	77%	4%	17	15	88%
Reading	6	Aragon	Eco. Dis.	229	153	67%	71%	4%	223	168	75%
Reading	6	Aragon	LEP Current	51	17	33%	50%	17%	59	30	51%
Reading	6	Aragon	At-Risk	276	170	62%	66%	4%	272	192	71%
Reading	6	Aragon	SPED	53	13	25%	50%	25%	57	25	44%
Reading	7	Aragon	All	513	453	88%	92%	4%	550	491	89%
Reading	7	Aragon	Hispanic	230	197	86%	90%	4%	243	209	86%
Reading	7	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Aragon	Asian	50	47	94%	98%	4%	55	52	95%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	7	Aragon	African Am.	82	69	84%	88%	4%	91	77	85%
Reading	7	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Aragon	White	134	127	95%	98%	3%	145	137	94%
Reading	7	Aragon	Two or More	14	12	86%	90%	4%	15	15	100%
Reading	7	Aragon	Eco. Dis.	238	197	83%	87%	4%	249	208	84%
Reading	7	Aragon	LEP Current	28	18	64%	70%	6%	57	37	65%
Reading	7	Aragon	At-Risk	197	148	75%	79%	4%	293	241	82%
Reading	7	Aragon	SPED	28	9	32%	50%	18%	58	32	55%
Reading	8	Aragon	All	480	423	88%	92%	4%	552	517	94%
Reading	8	Aragon	Hispanic	203	175	86%	90%	4%	247	227	92%
Reading	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Aragon	Asian	46	44	96%	100%	4%	55	54	98%
Reading	8	Aragon	African Am.	68	55	81%	85%	4%	96	87	91%
Reading	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Aragon	White	135	124	92%	96%	4%	138	135	98%
Reading	8	Aragon	Two or More	26	25	96%	98%	2%	15	14	93%
Reading	8	Aragon	Eco. Dis.	210	171	81%	85%	4%	246	221	90%
Reading	8	Aragon	LEP Current	31	16	52%	60%	8%	39	28	72%
Reading	8	Aragon	At-Risk	188	138	73%	78%	5%	273	241	88%
Reading	8	Aragon	SPED	29	9	31%	50%	19%	30	16	53%
Science	8	Aragon	All	486	417	86%	90%	4%	552	499	90%
Science	8	Aragon	Hispanic	207	163	79%	84%	5%	247	216	87%
Science	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Aragon	Asian	47	46	98%	100%	2%	55	55	100%
Science	8	Aragon	African Am.	66	52	79%	83%	4%	96	83	86%
Science	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Aragon	White	140	133	95%	97%	2%	138	131	95%
Science	8	Aragon	Two or More	24	22	92%	96%	4%	15	13	87%
Science	8	Aragon	Eco. Dis.	211	160	76%	80%	4%	247	210	85%
Science	8	Aragon	LEP Current	32	16	50%	55%	5%	39	26	67%
Science	8	Aragon	At-Risk	192	135	70%	75%	5%	273	224	82%
Science	8	Aragon	SPED	31	15	48%	55%	7%	30	15	50%
Social Studies	8	Aragon	All	487	388	80%	83%	3%	553	443	80%
Social Studies	8	Aragon	Hispanic	207	147	71%	75%	4%	248	191	77%
Social Studies	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	Asian	47	46	98%	100%	2%	55	49	89%
Social Studies	8	Aragon	African Am.	67	53	79%	84%	5%	96	66	69%
Social Studies	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	White	139	121	87%	90%	3%	138	124	90%
Social Studies	8	Aragon	Two or More	25	21	84%	88%	4%	15	13	87%
Social Studies	8	Aragon	Eco. Dis.	211	150	71%	75%	4%	247	179	72%
Social Studies	8	Aragon	LEP Current	32	12	38%	50%	12%	39	19	49%
Social Studies	8	Aragon	At-Risk	194	118	61%	65%	4%	274	179	65%
Social Studies	8	Aragon	SPED	31	12	39%	50%	11%	30	9	30%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	6	Aragon	All	515	262	51%	55%	4%	520	282	54%
Math	6	Aragon	Hispanic	231	88	38%	41%	3%	220	111	50%
Math	6	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Aragon	Asian	47	42	89%	93%	4%	50	42	84%
Math	6	Aragon	African Am.	77	23	30%	34%	4%	84	34	40%
Math	6	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Aragon	White	143	99	69%	73%	4%	145	89	61%
Math	6	Aragon	Two or More	15	9	60%	64%	4%	17	6	35%
Math	6	Aragon	Eco. Dis.	231	90	39%	43%	4%	224	96	43%
Math	6	Aragon	LEP Current	50	13	26%	30%	4%	59	15	25%
Math	6	Aragon	At-Risk	277	97	35%	39%	4%	272	102	38%
Math	6	Aragon	SPED	54	9	17%	21%	4%	58	10	17%
Math	7	Aragon	All	509	255	50%	55%	5%	546	281	51%
Math	7	Aragon	Hispanic	230	97	42%	47%	5%	243	100	41%
Math	7	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Aragon	Asian	48	38	79%	84%	5%	54	45	83%
Math	7	Aragon	African Am.	81	29	36%	41%	5%	91	28	31%
Math	7	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Aragon	White	133	81	61%	66%	5%	142	98	69%
Math	7	Aragon	Two or More	14	9	64%	69%	5%	15	9	60%
Math	7	Aragon	Eco. Dis.	236	90	38%	43%	5%	249	104	42%
Math	7	Aragon	LEP Current	28	6	21%	26%	5%	57	14	25%
Math	7	Aragon	At-Risk	197	46	23%	28%	5%	292	100	34%
Math	7	Aragon	SPED	27	5	19%	24%	5%	58	6	10%
Math	8	Aragon	All	226	73	32%	35%	3%	254	105	41%
Math	8	Aragon	Hispanic	124	31	25%	28%	3%	130	49	38%
Math	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Aragon	Asian	8	8	100%	100%	0%	14	10	71%
Math	8	Aragon	African Am.	42	11	26%	29%	3%	52	19	37%
Math	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Aragon	White	42	19	45%	48%	3%	52	24	46%
Math	8	Aragon	Two or More	9	4	44%	47%	3%	5	3	60%
Math	8	Aragon	Eco. Dis.	123	33	27%	30%	3%	146	53	36%
Math	8	Aragon	LEP Current	28	5	18%	21%	3%	34	11	32%
Math	8	Aragon	At-Risk	138	30	22%	25%	3%	204	69	34%
Math	8	Aragon	SPED	24	2	8%	11%	3%	28	5	18%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Aragon	All	516	227	44%	50%	6%	519	314	61%
Reading	6	Aragon	Hispanic	233	78	33%	40%	7%	219	121	55%
Reading	6	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Aragon	Asian	47	34	72%	75%	3%	51	39	76%
Reading	6	Aragon	African Am.	75	24	32%	38%	6%	84	45	54%
Reading	6	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Aragon	White	144	84	58%	64%	6%	144	100	69%
Reading	6	Aragon	Two or More	15	6	40%	45%	5%	17	9	53%
Reading	6	Aragon	Eco. Dis.	229	76	33%	40%	7%	223	111	50%
Reading	6	Aragon	LEP Current	51	5	10%	12%	2%	59	11	19%
Reading	6	Aragon	At-Risk	276	76	28%	33%	5%	272	113	42%
Reading	6	Aragon	SPED	53	5	9%	12%	3%	57	9	16%
Reading	7	Aragon	All	513	336	65%	68%	3%	550	378	69%
Reading	7	Aragon	Hispanic	230	141	61%	64%	3%	243	146	60%
Reading	7	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Aragon	Asian	50	40	80%	83%	3%	55	47	85%
Reading	7	Aragon	African Am.	82	45	55%	58%	3%	91	59	65%
Reading	7	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Aragon	White	134	97	72%	75%	3%	145	116	80%
Reading	7	Aragon	Two or More	14	12	86%	89%	3%	15	9	60%
Reading	7	Aragon	Eco. Dis.	238	128	54%	57%	3%	249	141	57%
Reading	7	Aragon	LEP Current	28	8	29%	32%	3%	57	17	30%
Reading	7	Aragon	At-Risk	197	80	41%	44%	3%	293	151	52%
Reading	7	Aragon	SPED	28	3	11%	14%	3%	58	11	19%
Reading	8	Aragon	All	480	312	65%	68%	3%	552	412	75%
Reading	8	Aragon	Hispanic	203	112	55%	58%	3%	247	181	73%
Reading	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Aragon	Asian	46	40	87%	90%	3%	55	49	89%
Reading	8	Aragon	African Am.	68	39	57%	60%	3%	96	61	64%
Reading	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Aragon	White	135	102	76%	79%	3%	138	108	78%
Reading	8	Aragon	Two or More	26	19	73%	76%	3%	15	13	87%
Reading	8	Aragon	Eco. Dis.	210	110	52%	55%	3%	246	160	65%
Reading	8	Aragon	LEP Current	31	7	23%	26%	3%	39	16	41%
Reading	8	Aragon	At-Risk	188	68	36%	39%	3%	273	155	57%
Reading	8	Aragon	SPED	29	5	17%	20%	3%	30	3	10%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Science	8	Aragon	All	486	297	61%	65%	4%	552	385	70%
Science	8	Aragon	Hispanic	207	95	46%	50%	4%	247	165	67%
Science	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Aragon	Asian	47	43	91%	95%	4%	55	50	91%
Science	8	Aragon	African Am.	66	29	44%	48%	4%	96	48	50%
Science	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Aragon	White	140	111	79%	83%	4%	138	109	79%
Science	8	Aragon	Two or More	24	19	79%	83%	4%	15	13	87%
Science	8	Aragon	Eco. Dis.	211	104	49%	53%	4%	247	150	61%
Science	8	Aragon	LEP Current	32	7	22%	26%	4%	39	15	38%
Science	8	Aragon	At-Risk	192	65	34%	38%	4%	273	138	51%
Science	8	Aragon	SPED	31	8	26%	30%	4%	30	7	23%
Social Studies	8	Aragon	All	487	229	47%	50%	3%	553	262	47%
Social Studies	8	Aragon	Hispanic	207	72	35%	38%	3%	248	100	40%
Social Studies	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	Asian	47	37	79%	82%	3%	55	41	75%
Social Studies	8	Aragon	African Am.	67	22	33%	36%	3%	96	40	42%
Social Studies	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	White	139	84	60%	63%	3%	138	73	53%
Social Studies	8	Aragon	Two or More	25	14	56%	59%	3%	15	8	53%
Social Studies	8	Aragon	Eco. Dis.	211	79	37%	40%	3%	247	98	40%
Social Studies	8	Aragon	LEP Current	32	5	16%	19%	3%	39	6	15%
Social Studies	8	Aragon	At-Risk	194	40	21%	24%	3%	274	77	28%
Social Studies	8	Aragon	SPED	31	6	19%	22%	3%	30	5	17%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	6	Aragon	All	515	133	26%	30%	4%	520	142	27%
Math	6	Aragon	Hispanic	231	35	15%	19%	4%	220	50	23%
Math	6	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Aragon	Asian	47	33	70%	74%	4%	50	29	58%
Math	6	Aragon	African Am.	77	9	12%	16%	4%	84	13	15%
Math	6	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Aragon	White	143	54	38%	42%	4%	145	47	32%
Math	6	Aragon	Two or More	15	2	13%	17%	4%	17	3	18%
Math	6	Aragon	Eco. Dis.	231	35	15%	19%	4%	224	42	19%
Math	6	Aragon	LEP Current	50	4	8%	12%	4%	59	8	14%
Math	6	Aragon	At-Risk	277	36	13%	17%	4%	272	48	18%
Math	6	Aragon	SPED	54	5	9%	13%	4%	58	3	5%
Math	7	Aragon	All	509	112	22%	25%	3%	546	151	28%
Math	7	Aragon	Hispanic	230	36	16%	19%	3%	243	49	20%
Math	7	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Aragon	Asian	48	30	63%	66%	3%	54	33	61%
Math	7	Aragon	African Am.	81	11	14%	17%	3%	91	12	13%
Math	7	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Aragon	White	133	31	23%	26%	3%	142	55	39%
Math	7	Aragon	Two or More	14	4	29%	32%	3%	15	2	13%
Math	7	Aragon	Eco. Dis.	236	35	15%	18%	3%	249	41	16%
Math	7	Aragon	LEP Current	28	1	4%	7%	3%	57	4	7%
Math	7	Aragon	At-Risk	197	11	6%	9%	3%	292	49	17%
Math	7	Aragon	SPED	27	2	7%	10%	3%	58	2	3%
Math	8	Aragon	All	226	13	6%	10%	4%	254	18	7%
Math	8	Aragon	Hispanic	124	4	3%	7%	4%	130	7	5%
Math	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Aragon	Asian	8	4	50%	54%	4%	14	5	36%
Math	8	Aragon	African Am.	42	1	2%	6%	4%	52	3	6%
Math	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Aragon	White	42	3	7%	11%	4%	52	1	2%
Math	8	Aragon	Two or More	9	1	11%	15%	4%	5	2	40%
Math	8	Aragon	Eco. Dis.	123	6	5%	9%	4%	146	11	8%
Math	8	Aragon	LEP Current	28	2	7%	11%	4%	34	3	9%
Math	8	Aragon	At-Risk	138	5	4%	8%	4%	204	10	5%
Math	8	Aragon	SPED	24	0	0%	4%	4%	28	0	0%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	6	Aragon	All	516	119	23%	25%	2%	519	183	35%
Reading	6	Aragon	Hispanic	233	33	14%	16%	2%	219	66	30%
Reading	6	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Aragon	Asian	47	25	53%	55%	2%	51	29	57%
Reading	6	Aragon	African Am.	75	12	16%	18%	2%	84	23	27%
Reading	6	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Aragon	White	144	47	33%	35%	2%	144	60	42%
Reading	6	Aragon	Two or More	15	2	13%	15%	2%	17	5	29%
Reading	6	Aragon	Eco. Dis.	229	39	17%	19%	2%	223	58	26%
Reading	6	Aragon	LEP Current	51	1	2%	5%	3%	59	4	7%
Reading	6	Aragon	At-Risk	276	37	13%	15%	2%	272	50	18%
Reading	6	Aragon	SPED	53	3	6%	10%	4%	57	5	9%
Reading	7	Aragon	All	513	220	43%	45%	2%	550	269	49%
Reading	7	Aragon	Hispanic	230	87	38%	40%	2%	243	101	42%
Reading	7	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Aragon	Asian	50	32	64%	66%	2%	55	38	69%
Reading	7	Aragon	African Am.	82	29	35%	37%	2%	91	37	41%
Reading	7	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Aragon	White	134	62	46%	48%	2%	145	86	59%
Reading	7	Aragon	Two or More	14	9	64%	66%	2%	15	6	40%
Reading	7	Aragon	Eco. Dis.	238	81	34%	36%	2%	249	90	36%
Reading	7	Aragon	LEP Current	28	1	4%	6%	2%	57	8	14%
Reading	7	Aragon	At-Risk	197	33	17%	19%	2%	293	94	32%
Reading	7	Aragon	SPED	28	2	7%	9%	2%	58	4	7%
Reading	8	Aragon	All	480	158	33%	35%	2%	552	295	53%
Reading	8	Aragon	Hispanic	203	41	20%	22%	2%	247	122	49%
Reading	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Aragon	Asian	46	26	57%	59%	2%	55	39	71%
Reading	8	Aragon	African Am.	68	16	24%	26%	2%	96	38	40%
Reading	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Aragon	White	135	64	47%	49%	2%	138	85	62%
Reading	8	Aragon	Two or More	26	11	42%	44%	2%	15	11	73%
Reading	8	Aragon	Eco. Dis.	210	52	25%	27%	2%	246	109	44%
Reading	8	Aragon	LEP Current	31	3	10%	12%	2%	39	5	13%
Reading	8	Aragon	At-Risk	188	22	12%	14%	2%	273	79	29%
Reading	8	Aragon	SPED	29	1	3%	5%	2%	30	1	3%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	8	Aragon	All	486	183	38%	42%	4%	552	216	39%
Science	8	Aragon	Hispanic	207	47	23%	27%	4%	247	81	33%
Science	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Aragon	Asian	47	34	72%	76%	4%	55	39	71%
Science	8	Aragon	African Am.	66	14	21%	25%	4%	96	26	27%
Science	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Aragon	White	140	78	56%	60%	4%	138	61	44%
Science	8	Aragon	Two or More	24	10	42%	46%	4%	15	9	60%
Science	8	Aragon	Eco. Dis.	211	55	26%	30%	4%	247	78	32%
Science	8	Aragon	LEP Current	32	1	3%	7%	4%	39	4	10%
Science	8	Aragon	At-Risk	192	30	16%	20%	4%	273	48	18%
Science	8	Aragon	SPED	31	6	19%	23%	4%	30	1	3%
Social Studies	8	Aragon	All	487	117	24%	30%	6%	553	153	28%
Social Studies	8	Aragon	Hispanic	207	28	14%	20%	6%	248	56	23%
Social Studies	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	Asian	47	23	49%	55%	6%	55	30	55%
Social Studies	8	Aragon	African Am.	67	6	9%	15%	6%	96	18	19%
Social Studies	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	White	139	55	40%	46%	6%	138	43	31%
Social Studies	8	Aragon	Two or More	25	5	20%	26%	6%	15	6	40%
Social Studies	8	Aragon	Eco. Dis.	211	37	18%	24%	6%	247	51	21%
Social Studies	8	Aragon	LEP Current	32	2	6%	12%	6%	39	3	8%
Social Studies	8	Aragon	At-Risk	194	19	10%	16%	6%	274	33	12%
Social Studies	8	Aragon	SPED	31	4	13%	19%	6%	30	3	10%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 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.

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Algebra I	All Testers	Aragon	All	269	269	100%	100%	0%	302	298	99%
Algebra I	All Testers	Aragon	Hispanic	83	83	100%	100%	0%	116	116	100%
Algebra I	All Testers	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Aragon	Asian	41	41	100%	100%	0%	42	42	100%
Algebra I	All Testers	Aragon	African Am.	32	32	100%	100%	0%	44	43	98%
Algebra I	All Testers	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Aragon	White	95	95	100%	100%	0%	89	86	97%
Algebra I	All Testers	Aragon	Two or More	17	17	100%	100%	0%	11	11	100%
Algebra I	All Testers	Aragon	Eco. Dis.	92	92	100%	100%	0%	96	93	97%
Algebra I	All Testers	Aragon	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Aragon	At-Risk	52	52	100%	100%	0%	70	68	97%
Algebra I	All Testers	Aragon	SPED	*	*	*	*	*	*	*	*

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 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.

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Algebra I	All Testers	Aragon	All	269	245	91%	95%	4%	302	286	95%
Algebra I	All Testers	Aragon	Hispanic	83	72	87%	90%	3%	116	109	94%
Algebra I	All Testers	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Aragon	Asian	41	40	98%	100%	2%	42	41	98%
Algebra I	All Testers	Aragon	African Am.	32	28	88%	90%	2%	44	42	95%
Algebra I	All Testers	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Aragon	White	95	90	95%	98%	3%	89	84	94%
Algebra I	All Testers	Aragon	Two or More	17	14	82%	85%	3%	11	10	91%
Algebra I	All Testers	Aragon	Eco. Dis.	92	86	93%	95%	2%	96	89	93%
Algebra I	All Testers	Aragon	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Aragon	At-Risk	52	43	83%	87%	4%	70	63	90%
Algebra I	All Testers	Aragon	SPED	*	*	*	*	*	*	*	*

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 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.

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Algebra I	All Testers	Aragon	All	269	183	68%	75%	7%	302	235	78%
Algebra I	All Testers	Aragon	Hispanic	83	50	60%	65%	5%	116	89	77%
Algebra I	All Testers	Aragon	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Aragon	Asian	41	38	93%	95%	2%	42	39	93%
Algebra I	All Testers	Aragon	African Am.	32	15	47%	55%	8%	44	33	75%
Algebra I	All Testers	Aragon	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Aragon	White	95	70	74%	80%	6%	89	67	75%
Algebra I	All Testers	Aragon	Two or More	17	9	53%	60%	7%	11	7	64%
Algebra I	All Testers	Aragon	Eco. Dis.	92	64	70%	75%	5%	96	71	74%
Algebra I	All Testers	Aragon	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Aragon	At-Risk	52	24	46%	52%	6%	70	45	64%
Algebra I	All Testers	Aragon	SPED	*	*	*	*	*	*	*	*

Middle School Content Area
Standard Expectations

English Language Arts/Reading (Grade 6)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, embedding grammar instruction that focuses on meaning and effect, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Foster collaborative and independent opportunities for students to read, write, speak, listen and think in online and face-to-face environments.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
    - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
    - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
    - Conduct online academic discussions, debates and postings or podcasts.
    - Conduct, gather, and analyze academic research.
    - Create podcasts, websites, videos, and other multi-media publications.
    - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
    - Read online text and make online notes/annotations.
    - Submit work in Schoology, or via Google Doc. Review and respond to Feedback.

English/Language Arts 7-12

- Use instructional best practices, and predictable routines to create a classroom community that allows students to actively engage in their learning.
- Align instruction and assignments to the TEKS and the unique needs of the students.
- Utilize reading and writing workshop components such as mini-lessons, independent reading and writing, small group instruction, and conferring.
- Model the writing process through prewriting, drafting, revising, and editing alongside students.
- Utilize the invitation process of grammar instruction to encourage approximation and application of grammar skills in student writing.
- Have students read independently and allow choice in their reading selections.
- Provide collaborative opportunities for students to think, write, and respond to their reading.
- Facilitate academic discussions that allow students to practice both listening and speaking skills.
- Design learning experiences that cultivate a student-centered community, balancing online and offline learning tasks.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
    - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
    - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
    - Conduct online academic discussions, Socratic seminars, debates, and postings or podcasts.
    - Conduct, gather, and analyze academic research.
    - Create podcasts, websites, videos, and other multi-media publications.
    - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
    - Read online text and make online notes/annotations.
    - Submit work in Schoology, Turnitin, or via Google Doc. Review and respond to Feedback.

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.

Science

Collaboratively plan instructional units 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 such as Google Drive and Schoology
  - explore simulations (e.g. Explore Learning Gizmos, PhETs, CK-12, etc.);
  - collect and represent data using probeware and digital tools such as Vernier's Logger Pro, Google Sheets, etc;
  - analyze and interpret data using various digital tools (Logger Pro, Google Apps, etc.);
  - communicate and share conclusions using Google Apps, WeVideo, etc.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of facilitation 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.
- 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
  - Participate in small group instruction to enhance learning or address areas of concern
  - Access differentiated content for readiness and skill level and/or interests
  - Utilize devices for self-directed learning
  - Demonstrate mastery by using/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.

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.