

Cypress-Fairbanks Independent School District

Bleyl Middle School

2021-2022 Campus Improvement Plan



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

A Community that Builds Relationships, Develops Character, and Inspires a Desire to Learn.

R.E.A.L

Respect, Excellence, Accountability, Leadership!

Table of Contents

- Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Student Achievement 5
- School Culture and Climate 6
- Staff Quality, Recruitment, and Retention 8
- Parent and Community Engagement 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
- 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. 14
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 18
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 23
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 25
- State Compensatory 27
- Budget for Bleyl Middle School 28
- Personnel for Bleyl Middle School 28
- Title I Personnel 28
- Campus Funding Summary 29
- Addendums 30

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Collaborative meetings were held on the dates indicated below to review data, address specific groups/students, and to discuss specific strategies to meet the needs of our campus, students, staff, and parents daily.

In summary, the comprehensive needs assessment denotes the following: Upon reviewing data points for our campus, and conducting a root cause of major concern areas, it was clear our needs assessment revealed the following target areas: Closing the achievement gap between all sub pops to reduce the number of students who are failing or at-risk of failing, implementing different restorative discipline strategies to address the needs of our students struggling to make appropriate behavior choices (including but not limited to our African American Special Education students), growing our student and staff attendance daily, and providing more (virtual) opportunities for our parents to connect to our campus.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*

- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and at The Met Church and Wellington Place Apartments.

Student Achievement

Student Achievement Strengths

After reviewing the 2021 STAAR and EOC results, the following were identified as strengths:

- 100% of Algebra I students earned Approaches or higher on the EOC exam
- All subpopulations of Algebra I students outperformed as compared to the cluster at all performance levels
- All, Hispanic, White, Economically Disadvantaged, and LEP students outperformed as compared to the cluster on the 8th Grad Math STARR at all performance levels
- 8th grade Special Education Science students surpassed the 2021 target by 2% at the Meets level
- LEP students outperformed as compared to the cluster on the 8th grade Social Studies STAAR test at the Approaches performance level

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our Economically Disadvantaged students are underperforming as compared to our cluster. **Root Cause:** Reading: We are not modeling how to define and read mentor texts fluently.

Problem Statement 2: Writing: Writing: Our ED student group continues to score below State standards on Writing STAAR **Root Cause:** Writing: We struggle to create accomplished writers in students who are deficient in reading comprehension and who lack experience in practice and quality writing.

Problem Statement 3: Math: Our African American students are underperforming as compared to our other sub-populations. **Root Cause:** Math: We are moving at a pace our students cannot keep up with and not prioritizing the critical concepts.

Problem Statement 4: Science: Our African American students are underperforming as compared to our other sub-populations at all performance levels. **Root Cause:** Science: We need to change our methods for teaching students how to learn vocabulary words.

Problem Statement 5: Social Studies: Our Economically Disadvantaged students are underperforming at the Meets and Masters levels as compared to the district and our cluster. **Root Cause:** Social Studies: We are not checking for understanding daily.

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.

Problem Statement 7: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

EMPLOYEE PERCEPTION SURVEY:

Based on the 2021 Employee Perception Survey, the following are strengths:

1. Staff voiced an appreciation for having specific and easy to follow guidelines and procedures to keep them safe at work (Emergency Drills, Daily Backpack and Badge Checks, Consistent

Communication about situations on campus impacting instruction or the daily operation of the building.)

2. Staff collaboration is encouraged and practiced on a regular basis.

3. Staff are provided a variety of opportunities throughout the school year to engage in professional development to continue growing professionally. These include, but are not limited to,

Share Sessions, GT PD, ESL PD, book studies, Mini-PD with our AAS over hot topics, Compliance Course, Crossing the Lines training, and Suicide Prevention.

4. Staff receive various forms of feedback on a regular basis in the form of: Walk-through, Formal Observations, Emails, Conferences, Positive Notes, Peer Pats, etc.

5. Decisions are data-driven and are made in the best interest of our students.

In an effort to support a more consistent learning environment, campus-based resources were placed into the Bleyl Quick Links where all staff could access and have various resources at their fingertips. Some of these resources include: Accommodations for students, Building Information (Map, master schedule, bus information), Important Dates, Emergency and Safety Information, Duty Schedules, Faculty Meetings, Grading and Grades, Important Dates, Planning Guides, Map of Building, and Tutorial Schedules.

In addition, staff designated duty spots have also been defined for our staff so they know the expectation before, during and after class/school.

PARENT CONNECTION: Our school and counseling department provides ongoing information to parents regarding courses, testing, expectations, Brahma Express nights, Open House, College and Career Readiness, Career Cruising, selecting courses for High School, Title 1 Improving your child's education, and other activities (athletics/UIIL) and information related to our students, parents, and Bleyl MS. In addition, Bleyl will plan for 2 Spring time Virtual Coffee and Conversations to share and involve parents with discussions about age-appropriate and school-related topics. Our campus will provide concerts, plays, and Elective's Fair this year to bridge home with school.

Information is communicated regularly in English and Spanish through phone calls, emails, School Messenger, Bleyl Blurbs, Campus Website, and Bleyl Marquee to help support all students at Bleyl MS.

STUDENT ATTENDANCE:

Bleyl consistently tracks students' attendance/absences/tardies through the attendance/registrar office and guardian phone calls/contacts are made to check on the status of absent students who are moving towards being excessively absent. Teachers also communicate regularly with guardians to check on students when they are absent from class in an effort to develop a plan for making up work. Teachers are required to take attendance the first 10 minutes of class. There is a process in place including the use of an attendance team for attendance reconciliation when teachers are absent.

RESTORATIVE DISCIPLINE:

The following systems have been put in place to support a restorative discipline approach at Bleyl MS: (1) Discipline referrals have incorporated restorative activities to help change

behaviors. (2) Lunch and afterschool D-Hall has been added Monday -Thursday to provide an alternative to Restorative Management Classroom (DMC). (3) A Behavior Interventionist position was added to our campus to assist with behavior modification programs and activities for students and teacher supports. (4) Bleyl has been a PBIS (Positive Behavior initiative Support) campus for 10 years and last year we incorporated a PBIS Reboot to incorporate more restorative practices and PBIS reinforcers (rewards) to promote and reward positive behavior choices. PBIS Rewards were also implemented to encourage continuous positive student behavior modes and to positively reinforce teacher practices in restorative implementation. (5) All students and staff acknowledge and uphold Bleyl's R.E.A.L PBIS Matrix by showing respect to others and self, striving for excellence, being accountable for actions and choices, and demonstrating leadership throughout the campus and learning modes. The R.E.A.L Matrix was collaboratively composed and shared with students during Brahma Camp, posted throughout areas of the building, and in each individual teacher's classroom to communicate the appropriate behavioral expectations in all areas of the building.

CAMPUS SAFETY: We consistently and regularly communicate with parents through school messenger, call-outs, the website, school marquee, and REMIND 101. Bleyl has also implemented a backpack and badge check at two entrance locations on campus (bus loading zone and front entrance) to make quick checks and ensure all students are in compliance with district and campus safety expectations prior to entering the building. Any student out of compliance must correct the issue at specific points prior to being allowed to enter the building. In addition, we follow and communicate the SRP (Standard Response Protocol) with students, staff and parents. We consistently communicate with our students and staff, "If you see something, say something!" Students and staff also learn about the Tip Line and how to report an incident/concern through Brahma Camp and Code of Conduct grade-level meetings. Bleyl continues to be a No Place for Hate campus by the Anti-Defamation League. This distinction is earned by the campus student body and staff participating in activities regarding bullying, safety, and respectful behaviors.

Safety - COVID 19:

Unloading procedures at school - We unload 3 buses at a time to maintain social distancing per column. Doors are monitored by staff maintaining when feasible appropriate social distancing.

All students report to their 1st-period class in the morning for control. If a student needs breakfast, the Food Service team provides them with a Grab and Go breakfast and the students eat it in their 1st-period classroom. Trash is picked up after the bell rings for 1st period to begin.

Signs are posted around the school to indicate one-way hallways and two-way hallways. Students may use the restroom during hall change.

6th Grade students are released one minute early from all classes.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students continue to struggle with making appropriate behavior decisions regardless of the intervention method/consequences.

Root Cause: School Culture and Climate: We struggle to align consequences with a restorative approach so students are able to learn how to self-regulate their behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All faculty and staff are 100% highly qualified and fully certified at Bleyl Middle School. We retained 6 teachers and 1 clerical para using Title 1 funds. Bleyl MS spent \$450,753.12 on additional staff to reduce our class size school-wide and provide support to at-risk students. In order to retain these qualified teachers, we will continue to have meetings where teachers are allowed to share ideas and concerns with the Principal on a regular basis (ex: I'm Listening). Each year we celebrate our staff each grading period with special treats to show our appreciation, through Brag on a Brahma, Positive Notes, 12 Days of Christmas Bleyl Style, Monthly Treats, Attendance Raffle, and Staff Appreciation Week!

Bleyl Middle School will continue to focus on the retention of highly qualified staff through involvement in campus planning and job recognition.

Our staff attends professional development regularly throughout the school year to refine, strengthen, and add to their knowledge and resources. Share sessions, workshops, Digital Learning Conference, GT Workshops, ESL Training, and other curriculum workshops are some of the professional development activities to support administrator, teacher, and paraprofessional growth at Bleyl MS. In addition, our campus reviews practices, policies, and procedures through in-service, faculty meetings, Employee Title IX Training, Crossing the Line Training, Suicide Prevention, and CPI Training.

To better support our staff, we have added 3 department liaison leaders for Fine Arts, Electives, Physical Education, and CTE Courses. This provides our staff with additional support and communication avenues.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: During the Spring semester (longer grading periods) our staff attendance declines. **Root Cause:** Teacher/Paraprofessional Attendance: Our staff struggles to balance work (planning, interventions, implementing quality lessons, planning lessons, and paper work) with personal needs.

Parent and Community Engagement

Parent and Community Engagement Strengths

In balancing a connection with our students, Bleyl MS offers multiple parent events to keep them engaged in their child's education. These events include Brahma Express, Open House, Coffee and Conversations, and parents meetings/conferences where our parents learn about course requirements, expectations, STAAR goals, college and career readiness, and how to support a middle school student; UIL performances (Band, Orchestra, Choir), Theater Arts Plays (Beginner, Intermediate and Advanced); and Athletic events (Volleyball, Football, Basketball, Track and Field). We work collaboratively with our amazing VIPS program (Volunteers in Public School) to process creative and out-of-the-box ways to support our students, staff, and the building. Providing more opportunities will hopefully reach more parents so they feel a stronger connection to Bleyl and their students' academic and social involvements.

Translation is provided for telephone call-outs, Bleyl blurbs, general announcements, and information from the nurse's clinic. Parents receive the same information that is presented in English so that they are able to ask questions and more fully engage in their child's learning experience at Bleyl MS.

We will continue to provide parent meetings in both English and Spanish. These meetings will be an extension of our Coffee and Conversation parent meetings so parents receive important information and support to their questions or concerns. Over the summer we provided enrichment materials for students in Math and Reading to support summer school programming.

In addition, our community partners (The Met Church, YMCA-Cypress Creek, and Methodist Hospital) are also involved at Bleyl MS in the following ways:

Bleyl is truly a school that builds relationships beyond its walls. Our students and teachers have the privilege of partnering with community organizations, The Met Church, YMCA-Cypress Creek, and The Methodist Willowbrook Hospital, through our district school adoption program. Some of our noteworthy cooperative projects include food and school supply drives, providing meals throughout the holiday season, and the Thanksgiving and Christmas family adoption program to supply needy families with food, gifts, and necessities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Our parents continue to struggle with being actively involved at Bleyl MS on a consistent and regular basis. **Root Cause:** Parent and Community Engagement: We need to work with parents to overcome issues that may prevent them from participating in events at Bleyl.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data










- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data




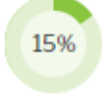








Goals




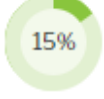
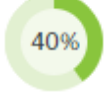





Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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, Writing, Math, Social Studies and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: We will model fluency and decoding by incorporating "read-alouds" and "think-alouds" daily.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, & Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: Subscriptions: Reading Materials - Scope and Action - Title I - \$7,055.55, Supplies: Non-Consumables - Flocabulary - Title I - \$2,600</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Students will engage in accountable and thoughtful reading and speaking practices to improve writing through imitating focused, quality examples.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, & Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Teachers will prioritize instruction of the readiness TEKS in planning, track individual student mastery of the readiness TEKS, and use the data to adjust instruction to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, District Coach, & Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			




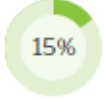






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Teachers will utilize various evidence-based strategies for vocabulary including the implementation of Frayer Models, Pictures in Context, and Writing Wednesday.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, & Administration</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: Teachers will incorporate intentional check for understanding activities daily and use the formal and informal data to adjust instruction to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, & Administration</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: The dropout prevention team at Bleyl MS, consisting of the Registrar, Administration, and district Attendance Officer, work collaboratively to ensure any student coded with a 98 is located and school placement is recorded.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Registrar, District Attendance officer, Director of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction that includes specific and targeted lessons in Math, Science, Social Studies, Reading and Writing during scheduled "Closing the Gaps" time to refine students' skill set and learning level. (Math provides 56 minutes weekly for all grades, ELAR provides 56 minutes weekly for all grades, Science provides 56 minutes weekly for 6th Grade)</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Administration and AAS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: REAL Time (Closing the Achievement Gap), Clubs and Organizations, Project Safety, Second Step (Social and Emotional Learning), CHOICES, DEAR (Drop Everything and Read), Restorative Circles (Mediation) and various UIL Fine Arts Events and Concerts, Theater Arts Programs, CTE Activities, Athletic Programs (Football, Basketball, Volleyball, Track, Cross-Country), and Soccer Start Program.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Extra Duty Pay for Coaches - Title I - \$1,000</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Deepen understanding of and address specific academic needs of the Economically Disadvantaged student group in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Title I Campuses:</p> <ol style="list-style-type: none"> 1. In meeting the needs of students who are at-risk of not graduating, we have incorporated an additional ESL/Reading /Writing 7th Grade Teacher, and an ESL Reading Teacher Interventionist to reduce the number of students per teacher and to conduct push-ins and pullouts to target specific areas and needs for students who are academically at-risk so they perform at or above grade level. 2. Supplemental software/site licenses will provide added student resources. 3. Supplying additional paper will enhance classroom activities. 4. Communicating academic status, needs, and opportunities will generate postal expenses. <p>Staff Responsible for Monitoring: Administration, CCIS, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Brain Pop - Title I - \$2,395, Staff Salaries (1 Science, 2 Social Studies, 1 Math, 2 ELAR, 1 Clerical Para) - Title I - \$450,753.12, Paper - Title I - \$2,314.72, Meter Mail (300 Letters) - Title I - \$111.78</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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		
<p>Strategy 1: Saturday Academic Camp (SAC) will take place 6 times throughout the school year (September, October, November, January, February, and April). We will invite all students who are below 70% passing in core content assessments for the grading period to experience enrichment in 4 core content areas plus one of The CASEL 5 SEL areas.</p> <p>Strategy's Expected Result/Impact: 80% of students attending SAC will earn passing scores on assessments at the end of each SAC session.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Master Teacher Salary - ESSER III - \$70,000, Social Emotional Learning Program - ESSER III - \$3,000, Extra Duty Pay - ESSER III - \$27,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core Content Area Interventionist: We will create a 6th grade Reading Intervention Workshop class. This class will be for students in need of intense, targeted instruction including our ESL students and those not passing STAAR. It will be taught by a highly-skilled reading interventionist with a Reading Specialist and Master Reading Teacher Certificate.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 85% of students will achieve their yearly expected growth.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 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		
<p>Strategy 1: Provide supplemental support for interventions for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase passing rates on all STAAR tests</p> <p>Staff Responsible for Monitoring: AAS, Director of Instruction</p> <p>Funding Sources: Supplies - Special Allotment: Compensatory Education - \$5,905</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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.

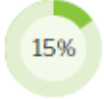






Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Bleyl will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus backpack and student id/badge policy and procedures.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to learn daily with materials and supplies located in a clear backpack and an ID badge around their neck and visible to all personnel.</p> <p>Staff Responsible for Monitoring: All Bleyl MS staff will have a duty station to support this daily check-in process, in classrooms, hallways, and at extra-curricular activities.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, canine visits, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. All students will learn all about and be prepared for Emergency Operating Procedures/safety drills.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 96% or above.






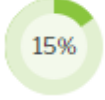


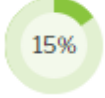
Evaluation Data Sources: Student attendance records




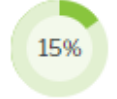






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: We will contact guardians to check the status of students who are moving towards being excessively absent and hold administrative conferences with the student.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%.</p> <p>Staff Responsible for Monitoring: Teachers, Registrar, Administration, Attendance Officer</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 will be decreased by 10% or more and exclusionary discipline actions will be decreased by 50%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Students will learn about being REAL (Respect, Excellence, Accountability, and Leadership) at Bleyl. A campus rubric with location expectations will be taught during Brahma Camp, Code of Conduct meetings, and revisited regularly during advisory time. PBIS rewards will be issued when students are displaying REAL behaviors.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 50% or more.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: PBIS Rewards - Title I - \$3,905</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Develop and implement research-based alternative options to in school suspension by using the code of conduct comprehensive list of research-based strategies.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Develop and implement research-based alternative options to out of school suspension by using the code of conduct comprehensive list of research-based strategies.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Develop and implement research-based alternative options to DAEP by using the code of conduct comprehensive list of research-based strategies.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Behavior Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
	 5%	 10%	 15%
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Students will engage in restorative circles and advisory lessons teaching REAL behaviors. These initiatives will support an environment where students feel safe, engaged, and successful at Bleyl MS.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administration</p>	Formative		
	Nov	Feb	May
	 15%	 35%	 40%
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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		
<p>Strategy 1: Implement the Fitness Gram program with fidelity. Students will learn techniques to stay healthy throughout their life.</p> <p>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.</p> <p>Staff Responsible for Monitoring: PE Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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% or more.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Each month staff perfect attendance will be celebrated at the faculty meetings. Staff with perfect attendance each month will receive a "Perfect Attendance" certificate and have their name placed in a drawing to be selected to receive perfect attendance prizes.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 25% or more.</p> <p>Staff Responsible for Monitoring: Administration, Director of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

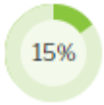






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Bleyl MS Staff participated in the Digital Learning Conference, engaged in CPI training, and participated in Lead Your School training. Ongoing professional development opportunities will be provided based on the campus needs.</p> <p>Strategy's Expected Result/Impact: Students will be challenged at a higher learning level using their teacher's training from DLC, CPI, and consistently working collaboratively with teams to plan engaging, relevant, and purposeful lessons.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Lead Your School Consultants - Title I - \$5,900</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 25%.

Evaluation Data Sources: Parent Survey
 Activity sign-in sheets/records
 Number of parents attending meetings/activities

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Bleyl MS will hold virtual meetings (including, but not limited to Brahma Express, Open House, and Coffee and Conversations) with parents to increase active parent engagement and awareness of teen and school-related topics, facilitate a more open and positive relationship, and provide a more active home/school partnership.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p>	Formative		
	Nov	Feb	May
	 20%	 40%	 80%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Wellington Place Apartments and The Met Church.</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
	 20%	 40%	 60%

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings.</p> <p>Parent Meetings: August 19 and August 20- Brahma Express September 9, 2021 - Open House and Title I Parent Meeting TBD - Coffee and Conversations November 11- Book Fair and Family Game Night</p> <p>CPOC Meetings: September 23, 2021 (Title I Meeting and CPOC) November 11, 2021 February 10, 2022 May 12, 2022</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 25% due to the campus offering flexible meeting dates, times, and platform options.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: PAFE Supplies - Title I - \$6,000, PAFE Snacks - Title I - \$2,000</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Bleyl Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

--

Personnel for Bleyl Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	DI Helping Teachers	1
2 positions	Academic Achievement Specialist	1
4 positions	Content Curriculum Instr Specialist	1
7 positions	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	8th Grade Science Teacher	Class-size Reduction	1
Staff	6th Grade Language Arts Teacher	Class-size Reduction	1
Staff	6th Grade Language Arts Teacher	Class-size Reduction	1
Staff	6th Grade Math Teacher	Class-size Reduction	1
Staff	7th Grade Social Studies Teacher	Class-size Reduction	1
Staff	Social Studies Teacher	Class-size Reduction	1
Staff	Instructional Paraprofessional	Classroom Aide	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Social Emotional Learning Program		\$3,000.00
1	2	1	Extra Duty Pay		\$27,000.00
1	2	1	Master Teacher Salary		\$70,000.00
Sub-Total					\$100,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies: Non-Consumables - Flocabulary		\$2,600.00
1	1	1	Subscriptions: Reading Materials - Scope and Action		\$7,055.55
1	1	8	Extra Duty Pay for Coaches		\$1,000.00
1	1	9	Meter Mail (300 Letters)		\$111.78
1	1	9	Brain Pop		\$2,395.00
1	1	9	Paper		\$2,314.72
1	1	9	Staff Salaries (1 Science, 2 Social Studies, 1 Math, 2 ELAR, 1 Clerical Para)		\$450,753.12
2	3	1	PBIS Rewards		\$3,905.00
3	2	1	Lead Your School Consultants		\$5,900.00
4	1	3	PAFE Snacks		\$2,000.00
4	1	3	PAFE Supplies		\$6,000.00
Sub-Total					\$484,035.17
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$5,905.00
Sub-Total					\$5,905.00

Addendums

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	
					#	%				#	%
Math	6	Bleyl	All	450	279	62%	75%	13%	481	307	64%
Math	6	Bleyl	Hispanic	185	116	63%	75%	12%	216	135	63%
Math	6	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Bleyl	Asian	23	21	91%	95%	4%	40	37	93%
Math	6	Bleyl	African Am.	154	67	44%	63%	19%	141	71	50%
Math	6	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Bleyl	White	66	61	92%	95%	3%	64	52	81%
Math	6	Bleyl	Two or More	16	10	63%	64%	1%	17	11	65%
Math	6	Bleyl	Eco. Dis.	315	171	54%	69%	15%	335	197	59%
Math	6	Bleyl	LEP Current	58	25	43%	45%	2%	79	43	54%
Math	6	Bleyl	At-Risk	281	155	55%	56%	1%	329	188	57%
Math	6	Bleyl	SPED	54	19	35%	36%	1%	44	9	20%
Math	7	Bleyl	All	488	268	55%	80%	25%	470	283	60%
Math	7	Bleyl	Hispanic	215	114	53%	80%	27%	196	122	62%
Math	7	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Bleyl	Asian	42	37	88%	95%	7%	23	21	91%
Math	7	Bleyl	African Am.	139	53	38%	68%	30%	163	72	44%
Math	7	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Bleyl	White	81	58	72%	87%	15%	67	56	84%
Math	7	Bleyl	Two or More	10	5	50%	82%	32%	16	8	50%
Math	7	Bleyl	Eco. Dis.	323	153	47%	76%	29%	332	176	53%
Math	7	Bleyl	LEP Current	50	17	34%	64%	30%	67	31	46%
Math	7	Bleyl	At-Risk	243	85	35%	36%	1%	311	156	50%
Math	7	Bleyl	SPED	41	8	20%	48%	28%	59	15	25%
Math	8	Bleyl	All	352	247	70%	93%	23%	373	245	66%
Math	8	Bleyl	Hispanic	154	115	75%	93%	18%	169	117	69%
Math	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Bleyl	Asian	18	15	83%	100%	17%	12	11	92%
Math	8	Bleyl	African Am.	134	74	55%	91%	36%	139	78	56%
Math	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Bleyl	White	34	31	91%	95%	4%	45	34	76%
Math	8	Bleyl	Two or More	11	11	100%	100%	0%	6	4	67%
Math	8	Bleyl	Eco. Dis.	244	159	65%	92%	27%	292	181	62%
Math	8	Bleyl	LEP Current	51	29	57%	84%	27%	50	23	46%
Math	8	Bleyl	At-Risk	208	125	60%	61%	1%	288	187	65%
Math	8	Bleyl	SPED	35	12	34%	63%	29%	36	13	36%
Reading	6	Bleyl	All	452	271	60%	68%	8%	479	328	68%
Reading	6	Bleyl	Hispanic	186	119	64%	65%	1%	215	142	66%
Reading	6	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Bleyl	Asian	23	20	87%	88%	1%	40	35	88%
Reading	6	Bleyl	African Am.	154	66	43%	55%	12%	140	87	62%
Reading	6	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Bleyl	White	66	49	74%	88%	14%	64	49	77%
Reading	6	Bleyl	Two or More	16	12	75%	76%	1%	17	12	71%
Reading	6	Bleyl	Eco. Dis.	317	176	56%	60%	4%	333	217	65%
Reading	6	Bleyl	LEP Current	58	21	36%	37%	1%	79	39	49%
Reading	6	Bleyl	At-Risk	284	154	54%	55%	1%	328	209	64%
Reading	6	Bleyl	SPED	55	10	18%	19%	1%	43	11	26%
Reading	7	Bleyl	All	494	371	75%	78%	3%	471	384	82%
Reading	7	Bleyl	Hispanic	216	163	75%	78%	3%	197	165	84%
Reading	7	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Bleyl	Asian	42	37	88%	90%	2%	23	23	100%

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	Bleyl	African Am.	143	96	67%	69%	2%	164	117	71%
Reading	7	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Bleyl	White	81	67	83%	86%	3%	67	61	91%
Reading	7	Bleyl	Two or More	10	7	70%	88%	18%	15	14	93%
Reading	7	Bleyl	Eco. Dis.	327	230	70%	74%	4%	332	255	77%
Reading	7	Bleyl	LEP Current	51	22	43%	43%	0%	67	48	72%
Reading	7	Bleyl	At-Risk	246	151	61%	62%	1%	312	236	76%
Reading	7	Bleyl	SPED	40	14	35%	36%	1%	58	24	41%
Reading	8	Bleyl	All	451	347	77%	88%	11%	536	456	85%
Reading	8	Bleyl	Hispanic	192	148	77%	84%	7%	228	194	85%
Reading	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Bleyl	Asian	36	32	89%	90%	1%	44	41	93%
Reading	8	Bleyl	African Am.	145	94	65%	89%	24%	175	140	80%
Reading	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Bleyl	White	61	57	93%	97%	4%	76	69	91%
Reading	8	Bleyl	Two or More	16	15	94%	95%	1%	11	10	91%
Reading	8	Bleyl	Eco. Dis.	293	209	71%	87%	16%	393	320	81%
Reading	8	Bleyl	LEP Current	50	21	42%	58%	16%	57	33	58%
Reading	8	Bleyl	At-Risk	225	139	62%	63%	1%	339	270	80%
Reading	8	Bleyl	SPED	36	9	25%	54%	29%	38	17	45%
Science	8	Bleyl	All	448	292	65%	80%	15%	533	416	78%
Science	8	Bleyl	Hispanic	190	129	68%	79%	11%	223	174	78%
Science	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Bleyl	Asian	38	31	82%	91%	9%	44	42	95%
Science	8	Bleyl	African Am.	141	63	45%	69%	24%	176	120	68%
Science	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Bleyl	White	62	56	90%	91%	1%	77	70	91%
Science	8	Bleyl	Two or More	16	12	75%	88%	13%	11	9	82%
Science	8	Bleyl	Eco. Dis.	293	166	57%	75%	18%	393	286	73%
Science	8	Bleyl	LEP Current	50	15	30%	45%	15%	56	29	52%
Science	8	Bleyl	At-Risk	222	99	45%	46%	1%	335	240	72%
Science	8	Bleyl	SPED	35	6	17%	22%	5%	38	19	50%
Social Studies	8	Bleyl	All	450	296	66%	77%	11%	537	358	67%
Social Studies	8	Bleyl	Hispanic	191	123	64%	76%	12%	226	152	67%
Social Studies	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	Asian	38	29	76%	82%	6%	44	40	91%
Social Studies	8	Bleyl	African Am.	142	76	54%	66%	12%	177	93	53%
Social Studies	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	White	62	56	90%	91%	1%	77	63	82%
Social Studies	8	Bleyl	Two or More	16	12	75%	76%	1%	11	10	91%
Social Studies	8	Bleyl	Eco. Dis.	295	171	58%	71%	13%	395	238	60%
Social Studies	8	Bleyl	LEP Current	50	16	32%	43%	11%	55	19	35%
Social Studies	8	Bleyl	At-Risk	224	107	48%	49%	1%	338	191	57%
Social Studies	8	Bleyl	SPED	35	10	29%	32%	3%	38	10	26%

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	Bleyl	All	450	123	27%	39%	12%	481	126	26%
Math	6	Bleyl	Hispanic	185	40	22%	36%	14%	216	45	21%
Math	6	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Bleyl	Asian	23	18	78%	82%	4%	40	28	70%
Math	6	Bleyl	African Am.	154	24	16%	19%	3%	141	22	16%
Math	6	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Bleyl	White	66	34	52%	70%	18%	64	26	41%
Math	6	Bleyl	Two or More	16	5	31%	32%	1%	17	4	24%
Math	6	Bleyl	Eco. Dis.	315	70	22%	31%	9%	335	74	22%
Math	6	Bleyl	LEP Current	58	4	7%	8%	1%	79	14	18%
Math	6	Bleyl	At-Risk	281	54	19%	20%	1%	329	54	16%
Math	6	Bleyl	SPED	54	3	6%	9%	3%	44	0	0%
Math	7	Bleyl	All	488	137	28%	51%	23%	470	136	29%
Math	7	Bleyl	Hispanic	215	50	23%	47%	24%	196	55	28%
Math	7	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Bleyl	Asian	42	28	67%	89%	22%	23	19	83%
Math	7	Bleyl	African Am.	139	21	15%	30%	15%	163	23	14%
Math	7	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Bleyl	White	81	34	42%	66%	24%	67	31	46%
Math	7	Bleyl	Two or More	10	4	40%	76%	36%	16	4	25%
Math	7	Bleyl	Eco. Dis.	323	71	22%	43%	21%	332	82	25%
Math	7	Bleyl	LEP Current	50	8	16%	17%	1%	67	11	16%
Math	7	Bleyl	At-Risk	243	28	12%	13%	1%	311	52	17%
Math	7	Bleyl	SPED	41	3	7%	8%	1%	59	3	5%
Math	8	Bleyl	All	352	125	36%	63%	27%	373	103	28%
Math	8	Bleyl	Hispanic	154	61	40%	64%	24%	169	51	30%
Math	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Bleyl	Asian	18	11	61%	87%	26%	12	9	75%
Math	8	Bleyl	African Am.	134	30	22%	50%	28%	139	26	19%
Math	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Bleyl	White	34	20	59%	78%	19%	45	16	36%
Math	8	Bleyl	Two or More	11	3	27%	54%	27%	6	1	17%
Math	8	Bleyl	Eco. Dis.	244	73	30%	60%	30%	292	67	23%
Math	8	Bleyl	LEP Current	51	13	25%	46%	21%	50	9	18%
Math	8	Bleyl	At-Risk	208	47	23%	24%	1%	288	68	24%
Math	8	Bleyl	SPED	35	2	6%	25%	19%	36	6	17%

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	Bleyl	All	452	143	32%	35%	3%	479	194	41%
Reading	6	Bleyl	Hispanic	186	55	30%	32%	2%	215	73	34%
Reading	6	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Bleyl	Asian	23	11	48%	69%	21%	40	30	75%
Reading	6	Bleyl	African Am.	154	33	21%	21%	0%	140	46	33%
Reading	6	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Bleyl	White	66	31	47%	62%	15%	64	36	56%
Reading	6	Bleyl	Two or More	16	9	56%	57%	1%	17	7	41%
Reading	6	Bleyl	Eco. Dis.	317	84	26%	27%	1%	333	122	37%
Reading	6	Bleyl	LEP Current	58	4	7%	8%	1%	79	15	19%
Reading	6	Bleyl	At-Risk	284	60	21%	22%	1%	328	100	30%
Reading	6	Bleyl	SPED	55	2	4%	5%	1%	43	2	5%
Reading	7	Bleyl	All	494	250	51%	52%	1%	471	278	59%
Reading	7	Bleyl	Hispanic	216	101	47%	48%	1%	197	114	58%
Reading	7	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Bleyl	Asian	42	32	76%	85%	9%	23	22	96%
Reading	7	Bleyl	African Am.	143	59	41%	42%	1%	164	73	45%
Reading	7	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Bleyl	White	81	52	64%	65%	1%	67	56	84%
Reading	7	Bleyl	Two or More	10	6	60%	77%	17%	15	9	60%
Reading	7	Bleyl	Eco. Dis.	327	142	43%	44%	1%	332	172	52%
Reading	7	Bleyl	LEP Current	51	11	22%	23%	1%	67	24	36%
Reading	7	Bleyl	At-Risk	246	74	30%	31%	1%	312	144	46%
Reading	7	Bleyl	SPED	40	6	15%	16%	1%	58	12	21%
Reading	8	Bleyl	All	451	227	50%	57%	7%	536	342	64%
Reading	8	Bleyl	Hispanic	192	94	49%	52%	3%	228	145	64%
Reading	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Bleyl	Asian	36	27	75%	76%	1%	44	38	86%
Reading	8	Bleyl	African Am.	145	50	34%	47%	13%	175	98	56%
Reading	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Bleyl	White	61	44	72%	78%	6%	76	50	66%
Reading	8	Bleyl	Two or More	16	12	75%	76%	1%	11	10	91%
Reading	8	Bleyl	Eco. Dis.	293	131	45%	50%	5%	393	230	59%
Reading	8	Bleyl	LEP Current	50	9	18%	19%	1%	57	16	28%
Reading	8	Bleyl	At-Risk	225	57	25%	26%	1%	339	177	52%
Reading	8	Bleyl	SPED	36	0	0%	13%	13%	38	8	21%

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	Bleyl	All	448	165	37%	50%	13%	533	244	46%
Science	8	Bleyl	Hispanic	190	63	33%	45%	12%	223	91	41%
Science	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Bleyl	Asian	38	27	71%	82%	11%	44	36	82%
Science	8	Bleyl	African Am.	141	26	18%	31%	13%	176	61	35%
Science	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Bleyl	White	62	41	66%	75%	9%	77	50	65%
Science	8	Bleyl	Two or More	16	8	50%	51%	1%	11	6	55%
Science	8	Bleyl	Eco. Dis.	293	87	30%	40%	10%	393	150	38%
Science	8	Bleyl	LEP Current	50	4	8%	14%	6%	56	14	25%
Science	8	Bleyl	At-Risk	222	33	15%	16%	1%	335	98	29%
Science	8	Bleyl	SPED	35	2	6%	7%	1%	38	8	21%
Social Studies	8	Bleyl	All	450	123	27%	42%	15%	537	183	34%
Social Studies	8	Bleyl	Hispanic	191	43	23%	34%	11%	226	65	29%
Social Studies	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	Asian	38	18	47%	58%	11%	44	33	75%
Social Studies	8	Bleyl	African Am.	142	22	15%	38%	23%	177	37	21%
Social Studies	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	White	62	32	52%	59%	7%	77	39	51%
Social Studies	8	Bleyl	Two or More	16	8	50%	51%	1%	11	9	82%
Social Studies	8	Bleyl	Eco. Dis.	295	58	20%	32%	12%	395	112	28%
Social Studies	8	Bleyl	LEP Current	50	2	4%	9%	5%	55	9	16%
Social Studies	8	Bleyl	At-Risk	224	21	9%	10%	1%	338	73	22%
Social Studies	8	Bleyl	SPED	35	3	9%	10%	1%	38	4	11%

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	Bleyl	All	450	40	9%	16%	7%	481	50	10%
Math	6	Bleyl	Hispanic	185	14	8%	12%	4%	216	16	7%
Math	6	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Bleyl	Asian	23	6	26%	59%	33%	40	13	33%
Math	6	Bleyl	African Am.	154	8	5%	6%	1%	141	8	6%
Math	6	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Bleyl	White	66	11	17%	32%	15%	64	11	17%
Math	6	Bleyl	Two or More	16	1	6%	14%	8%	17	1	6%
Math	6	Bleyl	Eco. Dis.	315	20	6%	11%	5%	335	28	8%
Math	6	Bleyl	LEP Current	58	0	0%	5%	5%	79	6	8%
Math	6	Bleyl	At-Risk	281	17	6%	7%	1%	329	17	5%
Math	6	Bleyl	SPED	54	1	2%	7%	5%	44	0	0%
Math	7	Bleyl	All	488	74	15%	26%	11%	470	52	11%
Math	7	Bleyl	Hispanic	215	20	9%	19%	10%	196	18	9%
Math	7	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Bleyl	Asian	42	19	45%	74%	29%	23	13	57%
Math	7	Bleyl	African Am.	139	9	6%	9%	3%	163	5	3%
Math	7	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Bleyl	White	81	25	31%	36%	5%	67	13	19%
Math	7	Bleyl	Two or More	10	1	10%	59%	49%	16	2	13%
Math	7	Bleyl	Eco. Dis.	323	32	10%	18%	8%	332	28	8%
Math	7	Bleyl	LEP Current	50	1	2%	4%	2%	67	3	4%
Math	7	Bleyl	At-Risk	243	9	4%	5%	1%	311	16	5%
Math	7	Bleyl	SPED	41	1	2%	3%	1%	59	1	2%
Math	8	Bleyl	All	352	23	7%	15%	8%	373	31	8%
Math	8	Bleyl	Hispanic	154	9	6%	13%	7%	169	13	8%
Math	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Bleyl	Asian	18	4	22%	47%	25%	12	8	67%
Math	8	Bleyl	African Am.	134	4	3%	6%	3%	139	4	3%
Math	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Bleyl	White	34	6	18%	28%	10%	45	6	13%
Math	8	Bleyl	Two or More	11	0	0%	1%	1%	6	0	0%
Math	8	Bleyl	Eco. Dis.	244	13	5%	11%	6%	292	18	6%
Math	8	Bleyl	LEP Current	51	4	8%	11%	3%	50	6	12%
Math	8	Bleyl	At-Risk	208	5	2%	3%	1%	288	18	6%
Math	8	Bleyl	SPED	35	0	0%	1%	1%	36	3	8%

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	Bleyl	All	452	57	13%	16%	3%	479	107	22%
Reading	6	Bleyl	Hispanic	186	20	11%	12%	1%	215	35	16%
Reading	6	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Bleyl	Asian	23	7	30%	49%	19%	40	19	48%
Reading	6	Bleyl	African Am.	154	12	8%	9%	1%	140	23	16%
Reading	6	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Bleyl	White	66	14	21%	37%	16%	64	24	38%
Reading	6	Bleyl	Two or More	16	2	13%	14%	1%	17	5	29%
Reading	6	Bleyl	Eco. Dis.	317	31	10%	11%	1%	333	67	20%
Reading	6	Bleyl	LEP Current	58	1	2%	3%	1%	79	7	9%
Reading	6	Bleyl	At-Risk	284	20	7%	8%	1%	328	46	14%
Reading	6	Bleyl	SPED	55	1	2%	3%	1%	43	1	2%
Reading	7	Bleyl	All	494	148	30%	32%	2%	471	175	37%
Reading	7	Bleyl	Hispanic	216	55	25%	26%	1%	197	69	35%
Reading	7	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Bleyl	Asian	42	25	60%	66%	6%	23	19	83%
Reading	7	Bleyl	African Am.	143	29	20%	21%	1%	164	37	23%
Reading	7	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Bleyl	White	81	35	43%	44%	1%	67	42	63%
Reading	7	Bleyl	Two or More	10	4	40%	53%	13%	15	5	33%
Reading	7	Bleyl	Eco. Dis.	327	80	24%	25%	1%	332	95	29%
Reading	7	Bleyl	LEP Current	51	5	10%	11%	1%	67	8	12%
Reading	7	Bleyl	At-Risk	246	31	13%	14%	1%	312	70	22%
Reading	7	Bleyl	SPED	40	4	10%	11%	1%	58	2	3%
Reading	8	Bleyl	All	451	106	24%	29%	5%	536	212	40%
Reading	8	Bleyl	Hispanic	192	37	19%	27%	8%	228	81	36%
Reading	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Bleyl	Asian	36	17	47%	48%	1%	44	33	75%
Reading	8	Bleyl	African Am.	145	21	14%	17%	3%	175	54	31%
Reading	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Bleyl	White	61	26	43%	45%	2%	76	37	49%
Reading	8	Bleyl	Two or More	16	5	31%	32%	1%	11	7	64%
Reading	8	Bleyl	Eco. Dis.	293	51	17%	22%	5%	393	137	35%
Reading	8	Bleyl	LEP Current	50	0	0%	2%	2%	57	6	11%
Reading	8	Bleyl	At-Risk	225	13	6%	7%	1%	339	87	26%
Reading	8	Bleyl	SPED	36	0	0%	4%	4%	38	6	16%

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	Bleyl	All	448	86	19%	24%	5%	533	144	27%
Science	8	Bleyl	Hispanic	190	30	16%	19%	3%	223	50	22%
Science	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Bleyl	Asian	38	19	50%	52%	2%	44	32	73%
Science	8	Bleyl	African Am.	141	10	7%	11%	4%	176	26	15%
Science	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Bleyl	White	62	23	37%	44%	7%	77	32	42%
Science	8	Bleyl	Two or More	16	4	25%	26%	1%	11	4	36%
Science	8	Bleyl	Eco. Dis.	293	47	16%	16%	0%	393	87	22%
Science	8	Bleyl	LEP Current	50	1	2%	3%	1%	56	7	13%
Science	8	Bleyl	At-Risk	222	11	5%	6%	1%	335	46	14%
Science	8	Bleyl	SPED	35	1	3%	4%	1%	38	4	11%
Social Studies	8	Bleyl	All	450	38	8%	22%	14%	537	102	19%
Social Studies	8	Bleyl	Hispanic	191	8	4%	15%	11%	226	32	14%
Social Studies	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	Asian	38	9	24%	33%	9%	44	25	57%
Social Studies	8	Bleyl	African Am.	142	6	4%	13%	9%	177	19	11%
Social Studies	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	White	62	13	21%	44%	23%	77	21	27%
Social Studies	8	Bleyl	Two or More	16	2	13%	18%	5%	11	5	45%
Social Studies	8	Bleyl	Eco. Dis.	295	19	6%	14%	8%	395	60	15%
Social Studies	8	Bleyl	LEP Current	50	0	0%	2%	2%	55	4	7%
Social Studies	8	Bleyl	At-Risk	224	3	1%	2%	1%	338	31	9%
Social Studies	8	Bleyl	SPED	35	1	3%	4%	1%	38	2	5%

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.