

Cypress-Fairbanks Independent School District

Campbell 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

L.E.A.D.: Learn. Empower. Achieve. Dream.

Gator Snap

Show Respect

Be Noble

Be Accountable

Be Punctual

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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: Each grade level and content team conducted a data analysis using local data from the prior school year. The team members identified a problem based on the data, then reflected on where we wanted to be as a campus. They determined if the strategies that were put in place resulted in the desired outcomes. The teams determined if they had the same problems and root causes and then decided what they needed to do the same or differently this year. The teams then modified the problem statements and root causes if necessary and entered strategies needed for this school year. This information was then presented to the CPOC committee for a final review and opportunity for adjustments.

In summary, the comprehensive needs assessment denotes the following: In reading the local data showed that we still needed to target our White, Asian, LEP & SPED populations even though some gains were being made across different grade levels. Teachers will continue to incorporate relevant resources and regularly confer with these subgroups to set individual learning goals. In math improvement is needed with the White and LEP students. Teachers will continue to provide formative assessments indicating specific needs regarding independent practice. Great gains were made in social studies where teachers were focusing on higher level questions.

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 Idlewilde Apartments.

Student Achievement

Student Achievement Summary

Due to COVID-19 in the 2020-21 school year, each campus was given the state accountability rating of Not Rated: Declared State of Disaster. However, federal accountability ratings (Targeted Support or Additional Targeted Support) from the 2018-19 school year will remain in place.

The indicators included in the Closing the Gaps domain of the accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus was identified for Targeted Support and Improvement in the following area(s): White (Academic Achievement Reading, Academic Achievement Math, Growth Math, Student Success)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

Campbell Middle School saw improvements in the White population in math and reading. Most areas were above our cluster performance in Alg., 7 and 8 math, reading, social studies, and writing.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: All categories are below district performance and AA is well below target. **Root Cause:** Reading: We need to continue to address individual student needs.

Problem Statement 2: Writing: Personal experiences are not addressed in writing and writing prompts are not always addressed accurately. **Root Cause:** Writing: Teachers lack of

modeling explicit strategies to guide students.

Problem Statement 3: Math: All student populations not meeting district performance measures and AA is well below cluster. **Root Cause:** Math: We need to improve teacher skills on checking for understanding.

Problem Statement 4: Science: Hispanic and LEP have biggest gap from target **Root Cause:** Science: We need to continue to address individual student needs.

Problem Statement 5: Social Studies: 77% of students did not reach meets, 16% below district average. **Root Cause:** Social Studies: Teachers were overwhelmed and lacked training on using data.

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.

Problem Statement 8: Targeted Support and Improvement Reading (data based on 2018-19 identification): White student groups are not meeting STAAR performance targets. **Root Cause:** Targeted Support and Improvement Reading: Teachers are lacking opportunities to extend and deepen the students understanding in relevant topics.

Problem Statement 9: Targeted Support and Improvement Math (data based on 2018-19 identification): All, AA, Hisp., Eco Dis, White and LEP student groups are not meeting STAAR performance targets. **Root Cause:** Targeted Support and Improvement Math: Lack of formative assessments indicating specific needs regarding independent practice.

School Culture and Climate

School Culture and Climate Strengths

Campbell Middle School continues to build a positive campus culture by incorporating strategies to make students feel more welcome and safe at school. The main strategies we have woven into our school culture to promote a safe and welcoming climate are PBIS lessons along with social skills and Project Safety lessons taught through advisory and used building-wide with incentive activities and a continued focus on teachers building strong relationships with all of our students. To encourage safety students are expected to wear badges and clear backpacks daily, along with continuing one-way hallways.

Bigger projects help to involve positive role models and broaden the world the students experience through Guys 'N Ties and Girls 'N Pearls.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Teachers lack classroom management skills. **Root Cause:** School Culture and Climate: Large number of inexperienced teachers lacking the opportunities to communicate and collaborate with each other about these skills.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Teachers met monthly for Wisdom Wednesday to discuss Hot Topics and learn relevant skills. Teachers chose book topics they were interested in and worked with PLCs on a monthly basis to grow in their craft.

Our new teacher mentor program meets monthly to help support immediate concerns of our new staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers struggle to maintain classroom management. **Root Cause:** Teacher/Paraprofessional Attendance: Lack of ongoing training in procedures and classroom management.

Parent and Community Engagement

Parent and Community Engagement Strengths

Campbell MS continues to increased parent participation in all events across the campus. Fine Arts performances such as band and choir have large numbers of parents and community support for the performers. Communication is routinely used through our campus webpage, School Messenger, Twitter and Facebook.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Lack of timely and specific communication for our parents and community. **Root Cause:** Parent and Community Engagement : Lack of training and specific guidelines/procedures in place.

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)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data










Goals






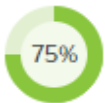


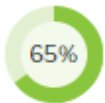



Revised/Approved: September 23, 2021














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 and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Teachers will encourage student accountability and use differentiation in small groups to meet individual 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: CCIS, AAS, Director of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: 1 Reading Teacher - Title I - \$70,822, Instructional Supplies - Title I - \$4,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Teachers will give individualized support through consistent writing conferences. Teachers will model how to write with more depth and complexity and incorporate targeted tutorials especially for our White and SPED populations.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Consistent student improvement in levels of writing on the rubric.</p> <p>Staff Responsible for Monitoring: Director of Instruction, AAS, CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Campbell Middle School will continue to write across the contents promoting reading, writing, speaking and reasoning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Students will grow in literacy skills in all contents.</p> <p>Staff Responsible for Monitoring: Director of Instruction, AAS, CCIS</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will use differentiation in small groups to meet individual needs of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Students will gain more independence and learn how to work through struggle without giving up.</p> <p>Staff Responsible for Monitoring: Director of Instruction, CCIS, AAS</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: 2 Math Teacher - Title I - \$139,327, Instructional Supplies - Title I - \$4,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Teachers will use differentiation in small groups to meet individual 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: Director of Instruction, AAS, CCIS</p> <p>Funding Sources: BrainPop - Title I - \$2,500, Instructional Supplies - Title I - \$2,000</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Social Studies: Teachers will use data to group students and use backward design planning strategies to scaffold instruction and differentiate assignments using vocabulary strategies, writing/inferencing, and student centered activities to increase student mastery.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction, AAS, CCIS, Appraisers</p> <p>Funding Sources: 2 teachers - Title I - \$136,225, Instructional Materials - Title I - \$2,000</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Dropout Prevention: Campus will work with attendance officer weekly.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction that includes: Each core content team will decide which day of the week their Closing the Gap Time (CTG) will take place and hold it consistently on that day each week; Monday-social studies, Tuesday-science, Wednesday-Math, Thursday-ELAR</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Students will grow in areas that were missed during the Spring.</p> <p>Staff Responsible for Monitoring: Director of Instruction, AAS, CCIS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Extra Duty Pay - Title I - 11-6118 - \$23,000</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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: Horizons Showcase, DaVinci Day, Student Council, Book Club, Guys In Ties, and Girls in Pearls Day, Hispanic Forum and Soccer Start</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Well rounded and confident students.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Buses - Title I - \$2,000</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Deepen understanding of and address specific academic needs of the White, Asian, SPED student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Title I Campuses: Teachers will learn and use high yield instructional strategies that will make for more effective first time instruction. Student achievement will improve. One additional counselor will be hired to assist our most at-risk population.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Supplies: Staff Development - Title I - \$500, 1 additional counselor - Title I - \$70,537.50</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: We will use data to assign specific students to tutorials organized by TEK/needed skills. We will base our tutorial groups on data pulled from DPMS, STAAR data, benchmarks, etc.</p> <p>Strategy's Expected Result/Impact: Students attending the 21-22 TEKS tutorials will show a 25% growth from their previous years STAAR test and/or most recent diagnostic exam.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Tutorials - ESSER III - \$12,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire a core content area interventionist (math).</p> <p>Strategy's Expected Result/Impact: By the end of the 21-22 school year 85% of the students working with the math interventionist will reach approaches or higher on the STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: 1 Math Teacher - ESSER III - \$70,000</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Pete Hall- Needs vs Behaviors addressing mindset of our students. (Reflective Coaching) Coaching binders and supplies needed for professional development sessions.</p> <p>Strategy's Expected Result/Impact: After staff attends the Reflective Coaching PD all year, 80% of their students will achieve Approaches or higher on the STAAR test.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Professional Development - ESSER III - \$18,000, Professional Development- Supplies (Coaching Binders) - ESSER III - 13-6399 - \$1,000</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: Meet the academic needs of at-risk students. We will use funding for extra duty pay for tutorials and equip students with headphones to support learners while using technology.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies and extra duty pay - Special Allotment: Compensatory Education - \$4,703</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 4: Targeted Support and Improvement: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Growth Math (74%), Student Success (58%)

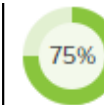
Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted Support and Improvement Reading: Teachers will incorporate more relevant resources and regularly confer specifically with the White and SPED students to set individual learning goals and increase reading stamina. Teachers will accomplish this through repetition of mentor texts allowing students to become very familiar with the content and deepen their understanding.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal, DI, and Appraisers</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted Support and Improvement Math: Teachers will include more formative assessments with independent practice.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal, DI, and Appraisers</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will use additional classroom manipulatives, instructional supplies, and materials to support students' learning.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p>	Formative		
	Nov	Feb	May


Staff Responsible for Monitoring: Principal and DI

Funding Sources: Instructional supplies - Title I - \$30,000



 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 1: Student Safety: By the end of the 2021-21 school year, 100% of the district's safety policies will be implemented.

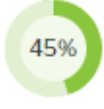






Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on the school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. Teachers will continue to enforce the 10/10 Rule and closely monitor restrooms and hallways.</p> <p>Strategy's Expected Result/Impact: Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. All Staff</p> <p>Staff Responsible for Monitoring: Principal, APs, all staff</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, 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.</p> <p>Staff Responsible for Monitoring: Principal, APs</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 95%.










Evaluation Data Sources: Student attendance records











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: 1. Run an attendance report every 3 weeks. Conference with students near 10 absences. 2. Students with 10 or more absences will be placed on an attendance contract to make up seat time and be required to conference with assistant principal and parent/guardian.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</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 and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Teachers will follow the PBIS school-wide expectations to reinforce positive behaviors. PBIS I and II leadership teachers will coach and train staff with common language and strategies throughout the school year. Staff will increase positive timely communication with parents. Code of Conduct talks will be held within the first 2 weeks of school and within the first 2 weeks of the spring semester. We will also review the PBIS I & II expectations that will be held within the first 2 weeks of spring semester. Implement monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 30%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Project Safety Coordinator, Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: * Parent/Teacher conferences when potential negative behaviors are identified. * Restorative talks with Assistant Principal and Counselor.</p> <p>Strategy's Expected Result/Impact: Select ONE: In School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Students will be taught behavior restorative/relational practices and social skills by the grade level AP, and counselor.</p> <p>Strategy's Expected Result/Impact: Select ONE: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, & Counselor</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Students will be taught restorative/relational practices and social skills by the grade level</p> <p>Strategy's Expected Result/Impact: Select ONE:</p> <p>DAEP placements of African American students will be reduced by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Campus will continue to use Project Safety lessons through advisory.</p> <p>Strategy's Expected Result/Impact: SELECT ONE:</p> <p>Violent Incidents will be reduced by 25%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, counselors</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 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 wellness lessons with fidelity.</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 and 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 1%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: A campus incentive-based system has been implemented to promote staff attendance and decrease absenteeism.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, teachers will receive job targeted professional development based on individual needs. Administrators, coaches, and teachers will receive instruction from Pete Hall on how to become a reflective practitioner to increase student achievement.







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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Provide multiple choices of professional development to meet teachers' individual needs such as Wisdom Wednesdays, coaching/feedback and use of Sibme Videos. Teachers will be given opportunities to observe each other's classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in areas they personally want and will have a higher job satisfaction.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Books for PLCs - Title I - \$500</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 participation by having more participation in activities than the previous year, and the campus will offer new ways to encourage that participation.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Send bi-weekly communication out to families, counselors will hold Brown Bag lunches, Bingo with the Counselors and will send out a survey in the Fall and one in the Spring for input. Staff will hold monthly Campbell Connects with the community.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase in each activity from previous year.</p> <p>Staff Responsible for Monitoring: Principal, DI, and Counselors</p> <p>Funding Sources: PAFE: Snacks - Title I - 11-6499 - \$5,300, PAFE: Materials - Title I - 11-6399 - \$650</p>	Formative		
	Nov	Feb	May
			
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): Meadowchase Apartments</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: Principal and DI</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

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>Strategy's Expected Result/Impact: Parent and family participation will increase due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal and DI</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</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 Campbell Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Campbell Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 Position	Academic Achievement Specialist	1
1 position	DI Helping Teacher	1
13 Positions	Teacher	1
5 positions	Content Curriculum Instr Specialist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	ELAR Teacher	Class-size Reduction	1
Staff	Math Teacher	Class-size Reduction	1
Staff	Social Studies Teacher	Class-size Reduction	1
Staff	Math Teacher	Class-size Reduction	1
Staff	Social Studies Teacher	Class-size Reduction	1
Staff	Supplemental Counselor	Guidance & Counseling	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutorials		\$12,000.00
1	2	2	1 Math Teacher		\$70,000.00
1	2	3	Professional Development		\$18,000.00
1	2	3	Professional Development- Supplies (Coaching Binders)	13-6399	\$1,000.00
Sub-Total					\$101,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies		\$4,000.00
1	1	1	1 Reading Teacher		\$70,822.00
1	1	4	Instructional Supplies		\$4,000.00
1	1	4	2 Math Teacher		\$139,327.00
1	1	5	BrainPop		\$2,500.00
1	1	5	Instructional Supplies		\$2,000.00
1	1	6	2 teachers		\$136,225.00
1	1	6	Instructional Materials		\$2,000.00
1	1	8	Extra Duty Pay	11-6118	\$23,000.00
1	1	9	Buses		\$2,000.00
1	1	10	1 additional counselor		\$70,537.50
1	1	10	Supplies: Staff Development		\$500.00
1	4	3	Instructional supplies		\$30,000.00
3	2	1	Books for PLCs		\$500.00
4	1	1	PAFE: Materials	11-6399	\$650.00
4	1	1	PAFE: Snacks	11-6499	\$5,300.00
Sub-Total					\$493,361.50
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and extra duty pay		\$4,703.00

Special Allotment: Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$4,703.00

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	Campbell	All	350	210	60%	63%	3%	340	208	61%
Math	6	Campbell	Hispanic	167	96	57%	60%	3%	149	105	70%
Math	6	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Campbell	Asian	34	31	91%	94%	3%	21	21	100%
Math	6	Campbell	African Am.	112	57	51%	60%	9%	134	57	43%
Math	6	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Campbell	White	24	20	83%	86%	3%	23	19	83%
Math	6	Campbell	Two or More	6	4	67%	70%	3%	9	5	56%
Math	6	Campbell	Eco. Dis.	275	165	60%	63%	3%	262	152	58%
Math	6	Campbell	LEP Current	61	26	43%	46%	3%	59	41	69%
Math	6	Campbell	At-Risk	253	144	57%	60%	3%	242	137	57%
Math	6	Campbell	SPED	28	6	21%	24%	3%	40	12	30%
Math	7	Campbell	All	313	175	56%	60%	4%	399	229	57%
Math	7	Campbell	Hispanic	147	87	59%	62%	3%	188	111	59%
Math	7	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Campbell	Asian	35	32	91%	94%	3%	38	34	89%
Math	7	Campbell	African Am.	99	38	38%	55%	17%	144	63	44%
Math	7	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Campbell	White	19	12	63%	66%	3%	21	17	81%
Math	7	Campbell	Two or More	9	4	44%	50%	6%	6	2	33%
Math	7	Campbell	Eco. Dis.	242	126	52%	55%	3%	323	171	53%
Math	7	Campbell	LEP Current	31	13	42%	50%	8%	74	33	45%
Math	7	Campbell	At-Risk	159	65	41%	50%	9%	295	161	55%
Math	7	Campbell	SPED	22	6	27%	30%	3%	29	6	21%
Math	8	Campbell	All	261	139	53%	60%	7%	258	167	65%
Math	8	Campbell	Hispanic	121	65	54%	60%	6%	125	91	73%
Math	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Campbell	Asian	8	7	88%	91%	3%	9	7	78%
Math	8	Campbell	African Am.	102	51	50%	55%	5%	102	55	54%
Math	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Campbell	White	18	10	56%	60%	4%	10	8	80%
Math	8	Campbell	Two or More	7	3	43%	52%	9%	7	4	57%
Math	8	Campbell	Eco. Dis.	209	108	52%	55%	3%	212	133	63%
Math	8	Campbell	LEP Current	36	18	50%	53%	3%	41	22	54%
Math	8	Campbell	At-Risk	190	85	45%	51%	6%	205	127	62%
Math	8	Campbell	SPED	27	9	33%	36%	3%	24	8	33%
Reading	6	Campbell	All	363	225	62%	70%	8%	340	211	62%
Reading	6	Campbell	Hispanic	175	117	67%	75%	8%	149	103	69%
Reading	6	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Campbell	Asian	35	31	89%	92%	3%	21	20	95%
Reading	6	Campbell	African Am.	116	49	42%	70%	28%	134	67	50%
Reading	6	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Campbell	White	24	19	79%	85%	6%	23	15	65%
Reading	6	Campbell	Two or More	6	4	67%	70%	3%	9	4	44%
Reading	6	Campbell	Eco. Dis.	287	174	61%	70%	9%	262	159	61%
Reading	6	Campbell	LEP Current	62	25	40%	44%	4%	59	34	58%
Reading	6	Campbell	At-Risk	266	158	59%	70%	11%	242	134	55%
Reading	6	Campbell	SPED	30	2	7%	24%	17%	40	8	20%
Reading	7	Campbell	All	319	236	74%	80%	6%	399	308	77%
Reading	7	Campbell	Hispanic	151	113	75%	78%	3%	188	144	77%
Reading	7	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Campbell	Asian	36	34	94%	97%	3%	38	35	92%

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	Campbell	African Am.	100	67	67%	71%	4%	144	103	72%
Reading	7	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Campbell	White	19	14	74%	78%	4%	21	18	86%
Reading	7	Campbell	Two or More	9	7	78%	81%	3%	6	6	100%
Reading	7	Campbell	Eco. Dis.	248	178	72%	75%	3%	322	243	75%
Reading	7	Campbell	LEP Current	34	14	41%	44%	3%	74	41	55%
Reading	7	Campbell	At-Risk	165	102	62%	65%	3%	294	214	73%
Reading	7	Campbell	SPED	23	5	22%	28%	6%	28	6	21%
Reading	8	Campbell	All	374	300	80%	84%	4%	350	305	87%
Reading	8	Campbell	Hispanic	165	136	82%	85%	3%	167	147	88%
Reading	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Campbell	Asian	30	28	93%	96%	3%	31	30	97%
Reading	8	Campbell	African Am.	135	96	71%	75%	4%	120	99	83%
Reading	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Campbell	White	27	25	93%	94%	1%	18	17	94%
Reading	8	Campbell	Two or More	11	9	82%	85%	3%	9	9	100%
Reading	8	Campbell	Eco. Dis.	282	216	77%	81%	4%	267	230	86%
Reading	8	Campbell	LEP Current	37	18	49%	52%	3%	44	30	68%
Reading	8	Campbell	At-Risk	220	156	71%	74%	3%	236	200	85%
Reading	8	Campbell	SPED	28	9	32%	35%	3%	25	11	44%
Science	8	Campbell	All	372	254	68%	75%	7%	349	274	79%
Science	8	Campbell	Hispanic	162	114	70%	76%	6%	166	135	81%
Science	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Campbell	Asian	30	28	93%	96%	3%	31	30	97%
Science	8	Campbell	African Am.	134	75	56%	70%	14%	121	83	69%
Science	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Campbell	White	28	23	82%	86%	4%	18	17	94%
Science	8	Campbell	Two or More	12	9	75%	78%	3%	9	7	78%
Science	8	Campbell	Eco. Dis.	279	177	63%	73%	10%	266	202	76%
Science	8	Campbell	LEP Current	36	17	47%	60%	13%	44	27	61%
Science	8	Campbell	At-Risk	221	122	55%	65%	10%	235	172	73%
Science	8	Campbell	SPED	27	7	26%	30%	4%	24	10	42%
Social Studies	8	Campbell	All	376	225	60%	70%	10%	349	220	63%
Social Studies	8	Campbell	Hispanic	167	96	57%	70%	13%	167	106	63%
Social Studies	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Campbell	Asian	29	26	90%	93%	3%	31	27	87%
Social Studies	8	Campbell	African Am.	134	73	54%	70%	16%	120	66	55%
Social Studies	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Campbell	White	28	20	71%	90%	19%	18	12	67%
Social Studies	8	Campbell	Two or More	12	6	50%	65%	15%	9	8	89%
Social Studies	8	Campbell	Eco. Dis.	282	153	54%	70%	16%	266	154	58%
Social Studies	8	Campbell	LEP Current	36	11	31%	40%	9%	44	17	39%
Social Studies	8	Campbell	At-Risk	225	100	44%	70%	26%	235	125	53%
Social Studies	8	Campbell	SPED	28	3	11%	30%	19%	25	3	12%

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	Campbell	All	350	102	29%	46%	17%	340	86	25%
Math	6	Campbell	Hispanic	167	44	26%	40%	14%	149	43	29%
Math	6	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Campbell	Asian	34	29	85%	86%	1%	21	18	86%
Math	6	Campbell	African Am.	112	14	13%	31%	18%	134	18	13%
Math	6	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Campbell	White	24	12	50%	59%	9%	23	6	26%
Math	6	Campbell	Two or More	6	1	17%	54%	37%	9	1	11%
Math	6	Campbell	Eco. Dis.	275	74	27%	36%	9%	262	63	24%
Math	6	Campbell	LEP Current	61	12	20%	40%	20%	59	13	22%
Math	6	Campbell	At-Risk	253	67	26%	27%	1%	242	54	22%
Math	6	Campbell	SPED	28	1	4%	23%	19%	40	1	3%
Math	7	Campbell	All	313	89	28%	46%	18%	399	122	31%
Math	7	Campbell	Hispanic	147	40	27%	40%	13%	188	56	30%
Math	7	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Campbell	Asian	35	27	77%	82%	5%	38	31	82%
Math	7	Campbell	African Am.	99	14	14%	31%	17%	144	21	15%
Math	7	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Campbell	White	19	6	32%	59%	27%	21	12	57%
Math	7	Campbell	Two or More	9	1	11%	54%	43%	6	1	17%
Math	7	Campbell	Eco. Dis.	242	61	25%	36%	11%	323	87	27%
Math	7	Campbell	LEP Current	31	3	10%	40%	30%	74	17	23%
Math	7	Campbell	At-Risk	159	21	13%	14%	1%	295	79	27%
Math	7	Campbell	SPED	22	1	5%	23%	18%	29	0	0%
Math	8	Campbell	All	261	49	19%	46%	27%	258	70	27%
Math	8	Campbell	Hispanic	121	22	18%	40%	22%	125	36	29%
Math	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Campbell	Asian	8	4	50%	82%	32%	9	5	56%
Math	8	Campbell	African Am.	102	17	17%	31%	14%	102	21	21%
Math	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Campbell	White	18	3	17%	59%	42%	10	5	50%
Math	8	Campbell	Two or More	7	1	14%	54%	40%	7	2	29%
Math	8	Campbell	Eco. Dis.	209	37	18%	36%	18%	212	52	25%
Math	8	Campbell	LEP Current	36	4	11%	40%	29%	41	8	20%
Math	8	Campbell	At-Risk	190	22	12%	13%	1%	205	48	23%
Math	8	Campbell	SPED	27	3	11%	23%	12%	24	1	4%

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

2021-22 Meets CIP Targets

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Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Campbell	All	363	98	27%	44%	17%	340	114	34%
Reading	6	Campbell	Hispanic	175	44	25%	37%	12%	149	54	36%
Reading	6	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Campbell	Asian	35	25	71%	74%	3%	21	16	76%
Reading	6	Campbell	African Am.	116	16	14%	32%	18%	134	32	24%
Reading	6	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Campbell	White	24	9	38%	39%	1%	23	10	43%
Reading	6	Campbell	Two or More	6	2	33%	56%	23%	9	2	22%
Reading	6	Campbell	Eco. Dis.	287	69	24%	33%	9%	262	80	31%
Reading	6	Campbell	LEP Current	62	6	10%	29%	19%	59	19	32%
Reading	6	Campbell	At-Risk	266	59	22%	23%	1%	242	69	29%
Reading	6	Campbell	SPED	30	2	7%	19%	12%	40	3	8%
Reading	7	Campbell	All	319	152	48%	51%	3%	399	212	53%
Reading	7	Campbell	Hispanic	151	72	48%	51%	3%	188	100	53%
Reading	7	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Campbell	Asian	36	29	81%	82%	1%	38	29	76%
Reading	7	Campbell	African Am.	100	40	40%	51%	11%	144	63	44%
Reading	7	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Campbell	White	19	7	37%	60%	23%	21	16	76%
Reading	7	Campbell	Two or More	9	3	33%	50%	17%	6	2	33%
Reading	7	Campbell	Eco. Dis.	248	103	42%	49%	7%	322	166	52%
Reading	7	Campbell	LEP Current	34	3	9%	30%	21%	74	21	28%
Reading	7	Campbell	At-Risk	165	47	28%	28%	0%	294	142	48%
Reading	7	Campbell	SPED	23	3	13%	22%	9%	28	2	7%
Reading	8	Campbell	All	374	185	49%	52%	3%	350	218	62%
Reading	8	Campbell	Hispanic	165	84	51%	52%	1%	167	114	68%
Reading	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Campbell	Asian	30	25	83%	84%	1%	31	26	84%
Reading	8	Campbell	African Am.	135	54	40%	52%	12%	120	56	47%
Reading	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Campbell	White	27	13	48%	60%	12%	18	14	78%
Reading	8	Campbell	Two or More	11	7	64%	65%	1%	9	7	78%
Reading	8	Campbell	Eco. Dis.	282	131	46%	49%	3%	267	153	57%
Reading	8	Campbell	LEP Current	37	8	22%	29%	7%	44	16	36%
Reading	8	Campbell	At-Risk	220	65	30%	31%	1%	236	124	53%
Reading	8	Campbell	SPED	28	3	11%	19%	8%	25	5	20%

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	Campbell	All	372	144	39%	42%	3%	349	164	47%
Science	8	Campbell	Hispanic	162	58	36%	39%	3%	166	82	49%
Science	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Campbell	Asian	30	23	77%	80%	3%	31	28	90%
Science	8	Campbell	African Am.	134	42	31%	34%	3%	121	36	30%
Science	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Campbell	White	28	14	50%	58%	8%	18	12	67%
Science	8	Campbell	Two or More	12	5	42%	45%	3%	9	5	56%
Science	8	Campbell	Eco. Dis.	279	96	34%	37%	3%	266	107	40%
Science	8	Campbell	LEP Current	36	4	11%	20%	9%	44	11	25%
Science	8	Campbell	At-Risk	221	50	23%	26%	3%	235	84	36%
Science	8	Campbell	SPED	27	2	7%	15%	8%	24	2	8%
Social Studies	8	Campbell	All	376	88	23%	33%	10%	349	100	29%
Social Studies	8	Campbell	Hispanic	167	41	25%	35%	10%	167	50	30%
Social Studies	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Campbell	Asian	29	14	48%	51%	3%	31	20	65%
Social Studies	8	Campbell	African Am.	134	22	16%	26%	10%	120	22	18%
Social Studies	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Campbell	White	28	9	32%	35%	3%	18	5	28%
Social Studies	8	Campbell	Two or More	12	2	17%	27%	10%	9	2	22%
Social Studies	8	Campbell	Eco. Dis.	282	55	20%	30%	10%	266	61	23%
Social Studies	8	Campbell	LEP Current	36	0	0%	10%	10%	44	3	7%
Social Studies	8	Campbell	At-Risk	225	19	8%	15%	7%	235	40	17%
Social Studies	8	Campbell	SPED	28	0	0%	10%	10%	25	1	4%

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	Campbell	All	350	42	12%	18%	6%	340	32	9%
Math	6	Campbell	Hispanic	167	12	7%	13%	6%	149	11	7%
Math	6	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Campbell	Asian	34	18	53%	59%	6%	21	13	62%
Math	6	Campbell	African Am.	112	4	4%	10%	6%	134	5	4%
Math	6	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Campbell	White	24	7	29%	35%	6%	23	2	9%
Math	6	Campbell	Two or More	6	0	0%	6%	6%	9	1	11%
Math	6	Campbell	Eco. Dis.	275	29	11%	17%	6%	262	22	8%
Math	6	Campbell	LEP Current	61	4	7%	13%	6%	59	4	7%
Math	6	Campbell	At-Risk	253	23	9%	15%	6%	242	16	7%
Math	6	Campbell	SPED	28	0	0%	6%	6%	40	1	3%
Math	7	Campbell	All	313	39	12%	18%	6%	399	59	15%
Math	7	Campbell	Hispanic	147	14	10%	16%	6%	188	20	11%
Math	7	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Campbell	Asian	35	19	54%	60%	6%	38	27	71%
Math	7	Campbell	African Am.	99	3	3%	9%	6%	144	5	3%
Math	7	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Campbell	White	19	3	16%	22%	6%	21	7	33%
Math	7	Campbell	Two or More	9	0	0%	6%	6%	6	0	0%
Math	7	Campbell	Eco. Dis.	242	19	8%	14%	6%	323	37	11%
Math	7	Campbell	LEP Current	31	0	0%	6%	6%	74	5	7%
Math	7	Campbell	At-Risk	159	7	4%	10%	6%	295	36	12%
Math	7	Campbell	SPED	22	1	5%	11%	6%	29	0	0%
Math	8	Campbell	All	261	5	2%	8%	6%	258	8	3%
Math	8	Campbell	Hispanic	121	2	2%	8%	6%	125	5	4%
Math	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Campbell	Asian	8	1	13%	19%	6%	9	2	22%
Math	8	Campbell	African Am.	102	0	0%	6%	6%	102	1	1%
Math	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Campbell	White	18	1	6%	12%	6%	10	0	0%
Math	8	Campbell	Two or More	7	1	14%	20%	6%	7	0	0%
Math	8	Campbell	Eco. Dis.	209	3	1%	7%	6%	212	6	3%
Math	8	Campbell	LEP Current	36	0	0%	6%	6%	41	2	5%
Math	8	Campbell	At-Risk	190	3	2%	8%	6%	205	3	1%
Math	8	Campbell	SPED	27	0	0%	6%	6%	24	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	Campbell	All	363	38	10%	16%	6%	340	62	18%
Reading	6	Campbell	Hispanic	175	16	9%	15%	6%	149	25	17%
Reading	6	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Campbell	Asian	35	14	40%	46%	6%	21	10	48%
Reading	6	Campbell	African Am.	116	2	2%	8%	6%	134	18	13%
Reading	6	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Campbell	White	24	6	25%	31%	6%	23	9	39%
Reading	6	Campbell	Two or More	6	0	0%	6%	6%	9	0	0%
Reading	6	Campbell	Eco. Dis.	287	25	9%	15%	6%	262	39	15%
Reading	6	Campbell	LEP Current	62	2	3%	9%	6%	59	6	10%
Reading	6	Campbell	At-Risk	266	22	8%	14%	6%	242	33	14%
Reading	6	Campbell	SPED	30	0	0%	6%	6%	40	2	5%
Reading	7	Campbell	All	319	76	24%	30%	6%	399	139	35%
Reading	7	Campbell	Hispanic	151	36	24%	30%	6%	188	64	34%
Reading	7	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Campbell	Asian	36	20	56%	62%	6%	38	27	71%
Reading	7	Campbell	African Am.	100	14	14%	20%	6%	144	36	25%
Reading	7	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Campbell	White	19	5	26%	32%	6%	21	10	48%
Reading	7	Campbell	Two or More	9	1	11%	17%	6%	6	1	17%
Reading	7	Campbell	Eco. Dis.	248	45	18%	24%	6%	322	104	32%
Reading	7	Campbell	LEP Current	34	1	3%	9%	6%	74	12	16%
Reading	7	Campbell	At-Risk	165	18	11%	17%	6%	294	87	30%
Reading	7	Campbell	SPED	23	1	4%	10%	6%	28	1	4%
Reading	8	Campbell	All	374	75	20%	26%	6%	350	127	36%
Reading	8	Campbell	Hispanic	165	32	19%	25%	6%	167	65	39%
Reading	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Campbell	Asian	30	13	43%	49%	6%	31	22	71%
Reading	8	Campbell	African Am.	135	20	15%	21%	6%	120	29	24%
Reading	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Campbell	White	27	6	22%	28%	6%	18	5	28%
Reading	8	Campbell	Two or More	11	4	36%	42%	6%	9	5	56%
Reading	8	Campbell	Eco. Dis.	282	48	17%	23%	6%	267	81	30%
Reading	8	Campbell	LEP Current	37	1	3%	9%	6%	44	5	11%
Reading	8	Campbell	At-Risk	220	16	7%	13%	6%	236	59	25%
Reading	8	Campbell	SPED	28	0	0%	6%	6%	25	1	4%

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	Campbell	All	372	64	17%	25%	8%	349	80	23%
Science	8	Campbell	Hispanic	162	24	15%	21%	6%	166	38	23%
Science	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Campbell	Asian	30	14	47%	50%	3%	31	22	71%
Science	8	Campbell	African Am.	134	15	11%	18%	7%	121	14	12%
Science	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Campbell	White	28	9	32%	36%	4%	18	3	17%
Science	8	Campbell	Two or More	12	2	17%	20%	3%	9	2	22%
Science	8	Campbell	Eco. Dis.	279	34	12%	17%	5%	266	51	19%
Science	8	Campbell	LEP Current	36	0	0%	3%	3%	44	4	9%
Science	8	Campbell	At-Risk	221	12	5%	8%	3%	235	32	14%
Science	8	Campbell	SPED	27	0	0%	6%	6%	24	0	0%
Social Studies	8	Campbell	All	376	38	10%	20%	10%	349	66	19%
Social Studies	8	Campbell	Hispanic	167	15	9%	19%	10%	167	32	19%
Social Studies	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Campbell	Asian	29	9	31%	34%	3%	31	19	61%
Social Studies	8	Campbell	African Am.	134	7	5%	15%	10%	120	10	8%
Social Studies	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Campbell	White	28	6	21%	31%	10%	18	4	22%
Social Studies	8	Campbell	Two or More	12	1	8%	11%	3%	9	0	0%
Social Studies	8	Campbell	Eco. Dis.	282	21	7%	17%	10%	266	39	15%
Social Studies	8	Campbell	LEP Current	36	0	0%	10%	10%	44	3	7%
Social Studies	8	Campbell	At-Risk	225	6	3%	10%	7%	235	16	7%
Social Studies	8	Campbell	SPED	28	0	0%	10%	10%	25	0	0%

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.