Cypress-Fairbanks Independent School District

Cook Middle School

2021-2022 Campus Improvement Plan

Rangers Today, Leaders Tomorrow

Mission Statement

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

Vision

1. **To provide quality first time learning** using effective team planning, relevance, data analysis, training, differentiated instructional strategies, and model classroom strategies.
2. **To create a sense of belonging for each student and celebrate their accomplishments** through relevant lessons, extracurricular activities, clubs, and school spirit activities.
3. **To recognize the needs of students and adjust our plans and approach** to meet the student needs through targeted team planning, just in time professional development, and self-reflection.

R.O.C.K.

Respectful

Organized

Cooperative

Kind

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Comprehensive Needs Assessment

Revised/Approved: August 19, 2021

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 Using an integrated approach, campus-level teams reviewed the system safeguard data tables along with other STAAR data and benchmark 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," and identification of a root cause. The problem statements and root causes are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

In summary, the comprehensive needs assessment denotes the following: Our comprehensive needs assessment determined that there was a need to continue to adjust our CIP strategies as well as to implement some CIP strategies that were created for the prior year.

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 St. Maximillian Church.

Student Achievement

Student Achievement Strengths

Using an integrated approach, campus-level teams reviewed the system safeguard data tables 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," and identification of a root cause. The problem statements and root causes are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

The team members included: Reading & Writing-6th, 7th, 8th grade Language Arts and Reading teachers, CCIS,AAS, DI and Principal; Math- 6th, 7th and 8th grade Math and Math Lab teachers, CCIS, AAS, DI, and Principal; Science- 6th, 7th, 8th-grade science teachers, CCIS, AAS, DI and Principal; Social Studies- 6th, 7th and 8th grade social studies teachers, CCIS, AAS, DI and Principal.

The teams met on the following date(s): Reading- August 16th, 2021; Math- May 17th, 2021; Social Studies- August 19th, 2021; Science- August 18th, 2021, Writing- August 16th, 2021.

The following strength were identified based on a review of the 2020-21 data:

	Continuously Enrolled	**Non-Continuously Enrolled**
Approaches	77%	66%
Meets	49%	39%
Masters	25%	18%

When looking at overall performance on all administered STAAR assessments. students that were continuously enrolled at Cook had higher STAAR performance than students that were not continuously enrolled.

All Tests	**All Students**	**African American**	**Hispanic**	**White**	**Asian**	**Two or More Races**	**Econ. Disadv.**	**EL (Current)**	**EL (Current & Monitored)**	**Special Education**
Approaches	75%	65%	70%	87%	93%	85%	68%	38%	57%	37%
Meets	47%	33%	40%	64%	75%	63%	37%	15%	26%	17%
Masters	24%	13%	17%	37%	47%	37%	16%	4%	9%	6%

Reading Assessments Grades 6-8:

Reading	**All Students**	**African American**	**Hispanic**	**White**	**Asian**	**Two or More Races**	**Econ. Disadv.**	**EL (Current)**	**EL (Current & Monitored)**	**Special Education**
Approaches	75%	71%	74%	89%	89%	85%	71%	37%	58%	37%
Meets	50%	35%	43%	68%	71%	69%	39%	13%	27%	17%
Masters	25%	16%	19%	40%	45%	38%	17%	4%	11%	3%

Math Assessments Grades 6-8:

Math	All Students	African American	Hispanic	White	Asian	Two or More Races	Econ. Disadv.	EL (Current)	EL (Current & Monitored)	Special Education
Approaches	74%	59%	68%	87%	96%	82%	67%	42%	59%	75%
Meets	47%	29%	39%	61%	84%	59%	37%	18%	29%	50%
Masters	24%	11%	16%	37%	57%	44%	15%	5%	10%	30%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Students are not able to differentiate their approach and processing for different genres of texts. **Root Cause:** Reading: We are not giving students differentiated strategies and enough opportunities to make their thinking visible so that we can monitor understanding

Problem Statement 2: Writing: Students' writing is too formulaic. Students are struggling to produce authentic writing. **Root Cause:** Writing: We have not given students a solid foundation of writing structures and rules so that they can then develop depth of ideas.

Problem Statement 3: Math: Students struggle with math computation skills and applying the campus CUBES problem-solving strategy **Root Cause:** Math: We are not building in students practicing computational skills in class or requiring students to explain or justify their thinking.

Problem Statement 4: Science: Students are not demonstrating growth across the levels of STAAR performance. **Root Cause:** Science: We are not planning for and implementing effective differentiation strategies for specific needs.

Problem Statement 5: Social Studies: Students struggle to apply social studies process TEKS and vocabulary **Root Cause:** Social Studies: We are not giving students enough purposeful opportunities to practice the social studies process TEKS and vocabulary.

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

Student Attendance:

Student attendance data has been trending down for the last five school years but the rate of decrease did slow down between the 2017-18 school year and the 2018-19 school year.

2018-2019-95.89%

2017-2018- 96%

2016-2017-96.6%

2015-2016- 96.7%

2014-2015- 97.1%

Restorative Discipline and Campus Safety

Cook Middle School is a PBIS campus and PBIS initiatives are a driving force in creating a positive, welcoming, and future-focused campus culture. That culture is supported through the use of common language, common expectations, and regular social skills lessons and tangible rewards earned for positive behavior.

The 2021 EBS Survey was completed by 91 staff members. The following were strengths noted in the survey.

- 85% of respondents agreed that a small number of positively and clearly stated school-wide student expectations or rules are defined.
- 92% of respondents agreed that procedures are in place to address emergency/dangerous situations.
- 82% of respondents agreed that a team exists for behavior support planning and problem-solving.

Cook students and staff are celebrated weekly through our student Ranger of the Week and staff Ranger of the Week. Students are selected based on their display of R.O.C.K. behaviors, goal setting in the classroom. Students are recognized for the efforts they make to succeed academically.

Student accomplishments and participation in school-sponsored activities are celebrated and promoted during lunch and during weekly Ranger Review videos. Students' sense of belonging is encouraged through participation in clubs and extra-curricular activities.

Cook Middle School completed all 2020-2021 required safety drills and students participated in regular advisory lessons that deal with campus safety procedures and the health and well-being of students. For the 2021-2022 school year, students in every grade level will be engaged in Social Emotional Learning advisory lessons using the Second Step curriculum. The purpose of this curriculum is to continue to meet the needs of the whole child by providing direct instruction in the areas of mindset and goals, values and friendship, thoughts, emotions and decisions, and serious peer conflict. The curriculum also includes weekly class meetings facilitated through advisory classes as well as weekly class challenges to build community within our student body.

Ranger Showcase

Cook Middle School will organize the sixth annual Ranger Showcase that allows all students to showcase projects from varying subject areas to their parents and community members.

No Zeros Incentives

Cook Middle School organized and implemented incentives and rewards for students that turned in all of their assignments and had no zeros on each progress report and report card. Students were able to participate in lunch recesses, earned free time rewards and field days as a reward for completing all of their work. Our first semester Field Day incentive required students to have no zeros in any class for the 2nd grading period and approximately 1,200 students were eligible to participate.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students and staff need more direct instruction on the skills needed to have an effective relationship. **Root Cause:** School Culture and Climate: We are not prioritizing the relationship and determining why a specific behavior is occurring.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We will continue to focus on quality recruitment for our Cook staff, while providing a mentoring program for new teachers. We will continue to promote a sense of belonging and high expectations for our campus through our new teacher mentors, and a focus on professional development that is differentiated to meet the varied needs of our staff. We provide teachers with a support system including a content area team with a common planning period to support quality first-time instruction. Core content area teachers are also supported by a Campus Content Instructional Specialist who provides curriculum support as well as individual coaching for teachers. Teachers and students are further supported by two Academic Achievement Specialists who provide assistance for teachers as they compile and analyze data.

To continue to build on the quality of our staff, we engage in professional development as a regular part of our operations. Our staff development plan for the 2021-2022 school year is built around connecting our five core focuses for our professional development over the last 7 years (Student Use of Technology, Making Student Thinking Visible, Ongoing Assessments, Adjusting to Meet Student Needs, and the Learning Environment) to the implementation of Blended Learning. As a campus, we have 17 staff members who completed the Blended Learning Trainer Certification course and are developing.   As a campus, we participated in 7 hours of Blended Learning training during the summer of 2021. To help teachers move instructional strategies from theory to practice, we have implemented a level choice board with specific actions for teachers to take in their classrooms.   All actions in our staff development plan include a reflective piece that requires teachers to either record themselves and share it with a collaboration partner, coach, or administrator; or to engage in reflective conversations and observations with collaboration partners, coaches, or administrators. Using ESSER Funds, we have invested in direct coaching/consulting professional development in the area of Blended Learning. Our campus will be visited by a consultant five times throughout the school year. Teachers will receive instructional feedback and will engage in planning sessions with the consultant.

Staff Attendance

Substitute Fill Rate: (2020-2021- Sept 8th-May 4th)

For the 2020-2021 school year, our substitute fill rate was 45%. Absences that were not filled were covered either by campus personnel or by splitting classes. This is down from a 72% substitute fill rate during the 2019-2020 school year.

Class Periods Covered by Non-Teaching Professionals (CCIS, Librarian, Administrators)			
1st Grading Period	2nd Grading Period	3rd Grading Period	4th Grading Period
85 class periods	153 class periods	79 class periods	114 class periods

Employee Perception Survey

Strengths:

- 97% of respondents agreed that opportunities exist for me to think for myself.
- 92% of respondents agreed that the work I am asked to do directly relates to my job responsibilities
- 90% of respondents agreed that procedures have been implemented to keep me safe at work.
- 99% of respondents agreed that quality work is expected of me.
- 93% of respondents agreed that collaboration is encouraged and practiced.
- 91% of respondents agreed that there are opportunities to discuss my concerns with my campus administrators.
-

Opportunities for Growth:

- 80% of respondents agreed that various forms of feedback are given to me to help me improve my performance.
- 88% of respondents agreed that staff recognition is built into the school culture.

- 79% of respondents agreed that quality work is expected of students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Only 45% of the absences requiring a substitute were filled during the 2020-2021 school year. **Root Cause:** Teacher/Paraprofessional Attendance: We are not cultivating strong enough relationships with substitutes and giving them enough time to know that they are needed.

Problem Statement 2: "Various forms of feedback are given to me to help me improve my performance" was the lowest scoring area on the employee perception survey. **Root Cause:** We do not have a common definition of feedback and enough various forms of feedback that are used consistently.

Parent and Community Engagement

Parent and Community Engagement Strengths

The most recent Title I Parent Survey resulted in the following:

50% of respondents reported that the school provided parents with opportunities to share feedback and ideas regarding the school's parent and family engagement program activities quite well.

51% of respondents indicated that they would like to see parental involvement funds used for technology resources. 39% of respondents indicated that they would like to see the funds used for Parent Workshops.

57% of respondents reported that the school leadership fosters an environment in which staff, parents, and the community work together to improve student achievement quite well.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: There is a lack of consistency school wide with communication leading to parents not feeling informed. **Root Cause:** Parent and Community Engagement : We are not fully implementing our parent communication practices.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

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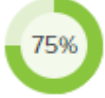
- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2021, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.
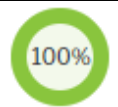
> **Evaluation Data Sources:** STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: We will implement small group instruction with every student using informal and formal assessments at least once a week.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increased student performance on classroom assessments. Increased student performance on STAAR. **Staff Responsible for Monitoring:** ELAR CCIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4	55%	70%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: We will teach students to support their writing with text evidence.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increased student performance on classroom writing assessments. Increased student performance on Writing STAAR. **Staff Responsible for Monitoring:** ELAR CCIS	60%	75%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Writing: We will use I Can statements or success criteria to assist students in revising their own writing and the writing of peers.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Increased student performance on classroom writing assessments. Increased student performance on Writing STAAR. **Staff Responsible for Monitoring:** ELAR CCIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4	25%	45%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Math: We will implement small group instruction with every student using informal and formal assessments at least once a week	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved student performance on classroom assessments and district and state assessments. **Staff Responsible for Monitoring:** Math CCIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4	55%	70%	90%

Strategy 5 Details	Formative Reviews		
Strategy 5: Science: We will implement small group instruction with every student using informal and formal assessments at least once a week	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved student performance on classroom, district and state assessments. **Staff Responsible for Monitoring:** Science CCIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4	55%	80%	90%

Strategy 6 Details	Formative Reviews		
Strategy 6: Social Studies: We will implement small group instruction with every student using informal and formal assessments at least once a week	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved student performance on classroom, district and state assessments. **Staff Responsible for Monitoring:** Social Studies CCIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4	55%	70%	95%

Strategy 7 Details	Formative Reviews		
Strategy 7: Dropout Prevention: We will contact parents and schools to ensure that students on our campus dropout list are either enrolled in school or offered educational services.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Dropout Recovery Specialist **TEA Priorities:** Connect high school to career and college	30%	50%	75%

Strategy 8 Details	Formative Reviews		

Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction that includes: small group instruction for all students for language arts, math, science and social studies.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: CCIS, Director of Instruction
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.4
	Formative		

	Nov	Feb	May
	55%	80%	100%

Strategy 9 Details	Formative Reviews		

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: A variety of social, leadership, community service and academic clubs and extracurricular activities.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.5
	Formative		

	Nov	Feb	May
	25%	40%	90%

Strategy 10 Details	**Formative Reviews**		
Strategy 10: Deepen understanding of and address the specific academic needs of student groups in an effort to address the needs of all students, particularly at-risk and students receiving special education services.	**Formative**		
	Nov	**Feb**	**May**

Strategy 10: Deepen understanding of and address the specific academic needs of student groups in an effort to address the needs of all students, particularly at-risk and students receiving special education services.

Strategy's Expected Result/Impact: Title I Campuses: Improve academic outcomes for students on STAAR, district assessments, and classroom assessments.

Travel Staff Reimbursement: Staff will participate in professional development opportunities like the Model Schools Conference to build our capacity for meeting the needs of all students.

Student Scholarships: Funds will be used to assist students with attending required summer school courses.

Supplies Instructional and Supplies Non-Consumable - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms and at home for CFISD Connect learners. In addition, materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP.

Salaries and Benefits: The class size reduction teachers will assist in lowering the student to teacher ratio assisting in meeting our students' goals in all content areas. The 504/Testing coordinator will assist in maintaining services for students receiving 504 services.

Buses: Buses will be provided to assist students in accessing opportunities, events, and field trips at a higher rate.

Snacks: Snacks will be provided to students attending targeted tutoring sessions and Saturday tutorials for the purpose of addressing gaps and improving academic outcomes for students.

Extra Duty Pay: Teachers will address student needs and gaps through after school targeted tutorials and Saturday interventions.

Contracted Services: Conference Registration: The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

Substitute Pay: Substitutes will be used to allow teachers to participate in professional development and planning activities.

Staff Responsible for Monitoring: Academic Achievement Specialists

Schoolwide and Targeted Assistance Title I Elements: 2.6

Funding Sources: Salaries and Benefits - Title I - $351,000, Substitute Pay: T1 Salaried Staff - Title I - $800, Extra Duty Pay - Title I - $8,000, Student Scholarships - Title I - $1,000, Supplies: Instructional - Title I - $26,700, Snacks: Student - Title I - $1,000, Library Books - Title I - $5,000

Formative review circles: Nov 45%, Feb 70%, May 100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

   Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Closing the Gap: Targeted Advisory Period: Students that failed STAAR, (Math & Reading) will be individually assigned into a targeted advisory course to receive additional instructional support in the areas of math and reading.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 70% of all students participating will earn passing scores on assessments and passing grades by the end of the first semester **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Extra Duty Pay - ESSER III - $25,000, Supplies Instructional - ESSER III - $10,000	70%	90%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Day Tutorials: Accelerated Instruction tutorials and Saturday Blitzes will support the progressive mastery of the TEKS (moving students from approaches to meets, or meets to masters)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 70% of students attending will show progressive growth by the end of each semester **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Extra Duty Pay - ESSER III - $30,000, Supplies: Non Consumable - ESSER III - $5,741, Snacks - ESSER III - $2,000	65%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will participate in weekly social-emotional lessons using the Second Step Digital Platform during the advisory period.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 70% of all students that participate in the Second Step program will gain and utilize appropriate SEL skills. **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Supplies Instructional - ESSER III - $2,259	45%	70%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.
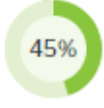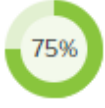
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students and parents will receive weekly Zero reports that include a list of zeros, courses failed as well as coaching scripts of how to ask for missing work and assistance from teachers.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in student academic performance. Reduction in failing grades and missing assignments. **Staff Responsible for Monitoring:** Academic Achievement Specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Printer Ink - Special Allotment: Compensatory Education - $512, Supplemental Student Supplies - Special Allotment: Compensatory Education - $4,200, Headphones for At-Risk Programs - Special Allotment: Compensatory Education - $800	50%	85%	100%
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue

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

Performance Objective 1: Student Safety: By the end of the 2020-21 school year, 100% of the district's safety policies will be implemented.
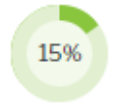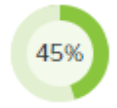
    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will implement health and safety lessons at least once a month, including Project Safety Lessons.	**Formative**		
Strategy's Expected Result/Impact: Improved campus safety **Staff Responsible for Monitoring:** Assistant Principals	Nov	Feb	May
	40%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal	Nov	Feb	May
	45%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2020-21 school year, student attendance will be at 96%.
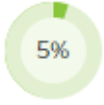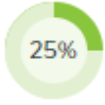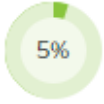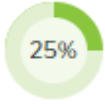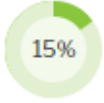
Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Excessive absence data will be reviewed biweekly and guardians will be contacted and teachers provided with follow-up information.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%. **Staff Responsible for Monitoring:** Assistant Principals	**Nov**	**Feb**	**May**
	15%	45%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Restorative Discipline: By the end of the 2020-21 school year, discipline referrals and exclusionary discipline actions will be decreased by 2%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: We will directly teach students and staff the skills need to foster a positive teacher-student partnership.	**Formative**		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2%.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals	20%	40%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: Students assigned ISS will engage in a reflective process that includes a written reflection and a guided conversation with the DMC coordinator.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 2%.	5%	25%	70%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: We will teach students to disagree productively with peers.	**Formative**		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 2%.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals	5%	25%	70%

Strategy 4 Details	Formative Reviews		
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Prior to discretionary DAEP placements, the campus will convene an administrative committee to review the matrix.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 2%.	15%	40%	100%
Staff Responsible for Monitoring: Assistant Principals			

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: Violence Prevention: We will implement Social Emotional Learning lessons with all students three times a week.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Violent Incidents will be reduced by 2%. **Staff Responsible for Monitoring:** Assistant Principals	30%	70%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 4: Coordinated Health Program: By the end of the 2020-21 school year, 100% of the students will have the opportunity to participate in coordinated school health activities and their evaluation.

    Evaluation Data Sources: Lesson plans

Strategy 1 Details			Formative Reviews		
Strategy 1: Implement the Coordinated Approach to Child Health (CATCH) program with fidelity.			**Formative**		
Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**
			45%	75%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will create opportunities to celebrate our substitutes and absences will be submitted as far in advance as possible.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Feb**	**May**
	20%	45%	80%
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers and administrators will participate in monthly learning path trainings focused on the implementation of Blended Learning.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased implementation of Blended Learning **Staff Responsible for Monitoring:** Director of Instruction, Academic Achievement Specialists, CCIS **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Contracted Services- Blended Learning Consultant PD - ESSER III - $25,000	40%	70%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will keep parents informed of classroom activities and assessments through weekly email updates and consistent campus communications about upcoming events.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. **Staff Responsible for Monitoring:** Director of Instruction, Assistant Principals **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Non Consumable Supplies: PAFE - Title I - $2,655, Snacks PAFE - Title I - $500, Extra Duty Pay: PAFE - Title I - $500, Contracted Services: PAFE - Title I - $2,000	70%	90%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Title I Campus:	Formative		
	Nov	Feb	May
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. 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): St. Maximilian Kolbe Catholic Church. **Strategy's Expected Result/Impact:** 100% of parents and family members will have access to the Parent and Family Engagement Policy. **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1	100%	100%	100%

Strategy 3 Details	Formative Reviews

Strategy 3: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family participation will increase by 2% due to the campus offering flexible meeting dates and times. **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.2	35%	55%	80%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Budget for Cook Middle School

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

Personnel for Cook Middle School

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

Title I Personnel

Name	Position	Program	FTE
Staff	Language Arts Teacher	Class Size Reduction	1
Staff	Social Studies Teacher	Class Size Reduction	1
Staff	Social Studies Teacher	Class Size Reduction	1
Staff	Social Studies Teacher	Class Size Reduction	1
Staff	Science Teacher	Class Size Reduction	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Supplies Instructional		$10,000.00
1	2	1	Extra Duty Pay		$25,000.00
1	2	2	Snacks		$2,000.00
1	2	2	Extra Duty Pay		$30,000.00
1	2	2	Supplies: Non Consumable		$5,741.00
1	2	3	Supplies Instructional		$2,259.00
3	2	1	Contracted Services- Blended Learning Consultant PD		$25,000.00
				Sub-Total	**$100,000.00**
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	Student Scholarships		$1,000.00
1	1	10	Supplies: Instructional		$26,700.00
1	1	10	Salaries and Benefits		$351,000.00
1	1	10	Library Books		$5,000.00
1	1	10	Snacks: Student		$1,000.00
1	1	10	Substitute Pay: T1 Salaried Staff		$800.00
1	1	10	Extra Duty Pay		$8,000.00
4	1	1	Extra Duty Pay: PAFE		$500.00
4	1	1	Snacks PAFE		$500.00
4	1	1	Contracted Services: PAFE		$2,000.00
4	1	1	Non Consumable Supplies: PAFE		$2,655.00
				Sub-Total	**$399,155.00**
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Printer Ink		$512.00
1	3	1	Supplemental Student Supplies		$4,200.00
1	3	1	Headphones for At-Risk Programs		$800.00

Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$5,512.00

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	Cook	All	446	337	76%	81%	5%	436	324	74%
Math	6	Cook	Hispanic	261	181	69%	74%	5%	250	168	67%
Math	6	Cook	Am. Indian	*	*	*	*	*	6	4	67%
Math	6	Cook	Asian	56	52	93%	98%	5%	49	47	96%
Math	6	Cook	African Am.	40	26	65%	70%	5%	44	27	61%
Math	6	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Cook	White	67	58	87%	93%	6%	77	71	92%
Math	6	Cook	Two or More	19	17	89%	94%	5%	10	7	70%
Math	6	Cook	Eco. Dis.	276	198	72%	77%	5%	273	189	69%
Math	6	Cook	LEP Current	77	31	40%	45%	5%	83	46	55%
Math	6	Cook	At-Risk	293	202	69%	74%	5%	301	197	65%
Math	6	Cook	SPED	43	17	40%	45%	5%	35	12	34%
Math	7	Cook	All	478	297	62%	67%	5%	470	327	70%
Math	7	Cook	Hispanic	267	147	55%	60%	5%	275	177	64%
Math	7	Cook	Am. Indian	5	2	40%	45%	5%	*	*	*
Math	7	Cook	Asian	53	51	96%	100%	4%	52	50	96%
Math	7	Cook	African Am.	69	30	43%	48%	5%	49	28	57%
Math	7	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Cook	White	66	54	82%	87%	5%	68	52	76%
Math	7	Cook	Two or More	17	12	71%	76%	5%	21	16	76%
Math	7	Cook	Eco. Dis.	289	151	52%	57%	5%	306	196	64%
Math	7	Cook	LEP Current	76	18	24%	29%	5%	85	36	42%
Math	7	Cook	At-Risk	269	123	46%	51%	5%	317	194	61%
Math	7	Cook	SPED	45	13	29%	34%	5%	51	15	29%
Math	8	Cook	All	335	247	74%	79%	5%	360	254	71%
Math	8	Cook	Hispanic	228	163	71%	76%	5%	220	150	68%
Math	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Cook	Asian	17	17	100%	100%	0%	20	19	95%
Math	8	Cook	African Am.	43	28	65%	70%	5%	62	41	66%
Math	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Cook	White	42	37	88%	93%	5%	45	34	76%
Math	8	Cook	Two or More	*	*	*	*	*	11	9	82%
Math	8	Cook	Eco. Dis.	226	156	69%	74%	5%	260	178	68%
Math	8	Cook	LEP Current	71	39	55%	60%	5%	79	36	46%
Math	8	Cook	At-Risk	217	144	66%	71%	5%	289	195	67%
Math	8	Cook	SPED	42	16	38%	43%	5%	43	17	40%
Reading	6	Cook	All	447	313	70%	75%	5%	436	310	71%
Reading	6	Cook	Hispanic	261	160	61%	66%	5%	250	162	65%
Reading	6	Cook	Am. Indian	*	*	*	*	*	6	4	67%
Reading	6	Cook	Asian	56	51	91%	96%	5%	49	44	90%
Reading	6	Cook	African Am.	41	26	63%	68%	5%	44	22	50%
Reading	6	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Cook	White	67	57	85%	90%	5%	77	72	94%
Reading	6	Cook	Two or More	19	17	89%	94%	5%	10	6	60%
Reading	6	Cook	Eco. Dis.	276	171	62%	67%	5%	273	173	63%
Reading	6	Cook	LEP Current	80	26	33%	38%	5%	82	35	43%
Reading	6	Cook	At-Risk	294	178	61%	66%	5%	299	185	62%
Reading	6	Cook	SPED	41	11	27%	32%	5%	34	5	15%
Reading	7	Cook	All	474	365	77%	82%	5%	472	399	85%
Reading	7	Cook	Hispanic	266	195	73%	78%	5%	276	224	81%
Reading	7	Cook	Am. Indian	5	4	80%	85%	5%	*	*	*
Reading	7	Cook	Asian	54	47	87%	92%	5%	53	52	98%

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	Cook	African Am.	68	47	69%	74%	5%	49	37	76%
Reading	7	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Cook	White	63	57	90%	95%	5%	68	60	88%
Reading	7	Cook	Two or More	17	14	82%	87%	5%	21	21	100%
Reading	7	Cook	Eco. Dis.	287	202	70%	75%	5%	307	249	81%
Reading	7	Cook	LEP Current	76	22	29%	34%	5%	86	52	60%
Reading	7	Cook	At-Risk	267	170	64%	69%	5%	319	256	80%
Reading	7	Cook	SPED	43	14	33%	38%	5%	51	21	41%
Reading	8	Cook	All	462	385	83%	88%	5%	506	442	87%
Reading	8	Cook	Hispanic	280	228	81%	86%	5%	278	232	83%
Reading	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Cook	Asian	53	47	89%	94%	5%	59	58	98%
Reading	8	Cook	African Am.	54	42	78%	83%	5%	73	64	88%
Reading	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Cook	White	66	61	92%	97%	5%	75	68	91%
Reading	8	Cook	Two or More	5	4	80%	85%	5%	18	17	94%
Reading	8	Cook	Eco. Dis.	280	219	78%	83%	5%	322	275	85%
Reading	8	Cook	LEP Current	75	36	48%	53%	5%	83	48	58%
Reading	8	Cook	At-Risk	245	173	71%	76%	5%	332	272	82%
Reading	8	Cook	SPED	45	19	42%	47%	5%	44	26	59%
Science	8	Cook	All	462	388	84%	89%	5%	507	433	85%
Science	8	Cook	Hispanic	277	221	80%	85%	5%	278	222	80%
Science	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Cook	Asian	54	52	96%	100%	4%	59	59	100%
Science	8	Cook	African Am.	54	43	80%	85%	5%	74	60	81%
Science	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Cook	White	67	63	94%	99%	5%	75	72	96%
Science	8	Cook	Two or More	7	7	100%	100%	0%	18	17	94%
Science	8	Cook	Eco. Dis.	280	221	79%	84%	5%	323	262	81%
Science	8	Cook	LEP Current	73	40	55%	60%	5%	81	42	52%
Science	8	Cook	At-Risk	244	179	73%	78%	5%	333	265	80%
Science	8	Cook	SPED	44	21	48%	53%	5%	45	25	56%
Social Studies	8	Cook	All	460	314	68%	73%	5%	504	340	67%
Social Studies	8	Cook	Hispanic	277	172	62%	67%	5%	276	160	58%
Social Studies	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Cook	Asian	54	50	93%	98%	5%	59	54	92%
Social Studies	8	Cook	African Am.	54	30	56%	61%	5%	74	48	65%
Social Studies	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Cook	White	65	54	83%	88%	5%	74	62	84%
Social Studies	8	Cook	Two or More	7	6	86%	91%	5%	18	14	78%
Social Studies	8	Cook	Eco. Dis.	278	166	60%	65%	5%	321	191	60%
Social Studies	8	Cook	LEP Current	72	24	33%	38%	5%	80	16	20%
Social Studies	8	Cook	At-Risk	241	119	49%	54%	5%	331	184	56%
Social Studies	8	Cook	SPED	44	15	34%	39%	5%	46	13	28%

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	Cook	All	446	198	44%	49%	5%	436	163	37%
Math	6	Cook	Hispanic	261	88	34%	39%	5%	250	64	26%
Math	6	Cook	Am. Indian	*	*	*	*	*	6	2	33%
Math	6	Cook	Asian	56	45	80%	85%	5%	49	39	80%
Math	6	Cook	African Am.	40	13	33%	38%	5%	44	2	5%
Math	6	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Cook	White	67	40	60%	65%	5%	77	50	65%
Math	6	Cook	Two or More	19	11	58%	63%	5%	10	6	60%
Math	6	Cook	Eco. Dis.	276	95	34%	39%	5%	273	77	28%
Math	6	Cook	LEP Current	77	11	14%	19%	5%	83	11	13%
Math	6	Cook	At-Risk	293	99	34%	39%	5%	301	79	26%
Math	6	Cook	SPED	43	3	7%	12%	5%	35	0	0%
Math	7	Cook	All	478	173	36%	41%	5%	470	201	43%
Math	7	Cook	Hispanic	267	80	30%	35%	5%	275	89	32%
Math	7	Cook	Am. Indian	5	1	20%	25%	5%	*	*	*
Math	7	Cook	Asian	53	42	79%	84%	5%	52	44	85%
Math	7	Cook	African Am.	69	10	14%	19%	5%	49	11	22%
Math	7	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Cook	White	66	31	47%	52%	5%	68	44	65%
Math	7	Cook	Two or More	17	9	53%	58%	5%	21	12	57%
Math	7	Cook	Eco. Dis.	289	73	25%	30%	5%	306	102	33%
Math	7	Cook	LEP Current	76	6	8%	13%	5%	85	9	11%
Math	7	Cook	At-Risk	269	59	22%	27%	5%	317	96	30%
Math	7	Cook	SPED	45	4	9%	14%	5%	51	8	16%
Math	8	Cook	All	335	136	41%	46%	5%	360	125	35%
Math	8	Cook	Hispanic	228	85	37%	42%	5%	220	64	29%
Math	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Cook	Asian	17	13	76%	81%	5%	20	15	75%
Math	8	Cook	African Am.	43	12	28%	33%	5%	62	21	34%
Math	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Cook	White	42	24	57%	62%	5%	45	22	49%
Math	8	Cook	Two or More	*	*	*	*	*	11	3	27%
Math	8	Cook	Eco. Dis.	226	85	38%	43%	5%	260	74	28%
Math	8	Cook	LEP Current	71	17	24%	29%	5%	79	7	9%
Math	8	Cook	At-Risk	217	62	29%	34%	5%	289	79	27%
Math	8	Cook	SPED	42	4	10%	15%	5%	43	3	7%

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	Cook	All	447	170	38%	43%	5%	436	207	47%
Reading	6	Cook	Hispanic	261	71	27%	32%	5%	250	103	41%
Reading	6	Cook	Am. Indian	*	*	*	*	*	6	3	50%
Reading	6	Cook	Asian	56	37	66%	71%	5%	49	35	71%
Reading	6	Cook	African Am.	41	12	29%	34%	5%	44	7	16%
Reading	6	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Cook	White	67	38	57%	62%	5%	77	55	71%
Reading	6	Cook	Two or More	19	11	58%	63%	5%	10	4	40%
Reading	6	Cook	Eco. Dis.	276	76	28%	33%	5%	273	99	36%
Reading	6	Cook	LEP Current	80	8	10%	15%	5%	82	12	15%
Reading	6	Cook	At-Risk	294	79	27%	32%	5%	299	110	37%
Reading	6	Cook	SPED	41	2	5%	10%	5%	34	3	9%
Reading	7	Cook	All	474	256	54%	59%	5%	472	294	62%
Reading	7	Cook	Hispanic	266	128	48%	53%	5%	276	149	54%
Reading	7	Cook	Am. Indian	5	3	60%	65%	5%	*	*	*
Reading	7	Cook	Asian	54	39	72%	77%	5%	53	47	89%
Reading	7	Cook	African Am.	68	26	38%	43%	5%	49	23	47%
Reading	7	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Cook	White	63	47	75%	80%	5%	68	54	79%
Reading	7	Cook	Two or More	17	12	71%	76%	5%	21	18	86%
Reading	7	Cook	Eco. Dis.	287	124	43%	48%	5%	307	168	55%
Reading	7	Cook	LEP Current	76	10	13%	18%	5%	86	19	22%
Reading	7	Cook	At-Risk	267	84	31%	36%	5%	319	158	50%
Reading	7	Cook	SPED	43	6	14%	19%	5%	51	9	18%
Reading	8	Cook	All	462	249	54%	59%	5%	506	337	67%
Reading	8	Cook	Hispanic	280	139	50%	55%	5%	278	168	60%
Reading	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Cook	Asian	53	37	70%	75%	5%	59	49	83%
Reading	8	Cook	African Am.	54	19	35%	40%	5%	73	44	60%
Reading	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Cook	White	66	48	73%	78%	5%	75	61	81%
Reading	8	Cook	Two or More	5	4	80%	85%	5%	18	14	78%
Reading	8	Cook	Eco. Dis.	280	121	43%	48%	5%	322	193	60%
Reading	8	Cook	LEP Current	75	9	12%	17%	5%	83	13	16%
Reading	8	Cook	At-Risk	245	76	31%	36%	5%	332	177	53%
Reading	8	Cook	SPED	45	7	16%	21%	5%	44	9	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	Cook	All	462	289	63%	68%	5%	507	305	60%
Science	8	Cook	Hispanic	277	152	55%	60%	5%	278	144	52%
Science	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Cook	Asian	54	45	83%	88%	5%	59	54	92%
Science	8	Cook	African Am.	54	29	54%	59%	5%	74	36	49%
Science	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Cook	White	67	55	82%	87%	5%	75	56	75%
Science	8	Cook	Two or More	7	6	86%	91%	5%	18	13	72%
Science	8	Cook	Eco. Dis.	280	146	52%	57%	5%	323	164	51%
Science	8	Cook	LEP Current	73	21	29%	34%	5%	81	14	17%
Science	8	Cook	At-Risk	244	102	42%	47%	5%	333	154	46%
Science	8	Cook	SPED	44	11	25%	30%	5%	45	9	20%
Social Studies	8	Cook	All	460	151	33%	38%	5%	504	167	33%
Social Studies	8	Cook	Hispanic	277	70	25%	30%	5%	276	69	25%
Social Studies	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Cook	Asian	54	30	56%	61%	5%	59	36	61%
Social Studies	8	Cook	African Am.	54	9	17%	22%	5%	74	19	26%
Social Studies	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Cook	White	65	37	57%	62%	5%	74	35	47%
Social Studies	8	Cook	Two or More	7	3	43%	48%	5%	18	7	39%
Social Studies	8	Cook	Eco. Dis.	278	66	24%	29%	5%	321	73	23%
Social Studies	8	Cook	LEP Current	72	5	7%	12%	5%	80	3	4%
Social Studies	8	Cook	At-Risk	241	38	16%	21%	5%	331	60	18%
Social Studies	8	Cook	SPED	44	7	16%	21%	5%	46	4	9%

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	Cook	All	446	102	23%	28%	5%	436	75	17%
Math	6	Cook	Hispanic	261	33	13%	18%	5%	250	20	8%
Math	6	Cook	Am. Indian	*	*	*	*	*	6	1	17%
Math	6	Cook	Asian	56	31	55%	60%	5%	49	24	49%
Math	6	Cook	African Am.	40	2	5%	10%	5%	44	0	0%
Math	6	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Cook	White	67	27	40%	45%	5%	77	27	35%
Math	6	Cook	Two or More	19	9	47%	52%	5%	10	3	30%
Math	6	Cook	Eco. Dis.	276	40	14%	19%	5%	273	29	11%
Math	6	Cook	LEP Current	77	4	5%	10%	5%	83	4	5%
Math	6	Cook	At-Risk	293	41	14%	19%	5%	301	33	11%
Math	6	Cook	SPED	43	1	2%	7%	5%	35	0	0%
Math	7	Cook	All	478	82	17%	22%	5%	470	116	25%
Math	7	Cook	Hispanic	267	32	12%	17%	5%	275	39	14%
Math	7	Cook	Am. Indian	5	0	0%	5%	5%	*	*	*
Math	7	Cook	Asian	53	24	45%	50%	5%	52	32	62%
Math	7	Cook	African Am.	69	4	6%	11%	5%	49	5	10%
Math	7	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Cook	White	66	16	24%	29%	5%	68	32	47%
Math	7	Cook	Two or More	17	6	35%	40%	5%	21	8	38%
Math	7	Cook	Eco. Dis.	289	27	9%	14%	5%	306	53	17%
Math	7	Cook	LEP Current	76	2	3%	8%	5%	85	3	4%
Math	7	Cook	At-Risk	269	20	7%	12%	5%	317	47	15%
Math	7	Cook	SPED	45	2	4%	9%	5%	51	3	6%
Math	8	Cook	All	335	19	6%	11%	5%	360	21	6%
Math	8	Cook	Hispanic	228	7	3%	8%	5%	220	11	5%
Math	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Cook	Asian	17	5	29%	34%	5%	20	6	30%
Math	8	Cook	African Am.	43	2	5%	10%	5%	62	2	3%
Math	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Cook	White	42	5	12%	17%	5%	45	2	4%
Math	8	Cook	Two or More	*	*	*	*	*	11	0	0%
Math	8	Cook	Eco. Dis.	226	9	4%	9%	5%	260	11	4%
Math	8	Cook	LEP Current	71	1	1%	6%	5%	79	2	3%
Math	8	Cook	At-Risk	217	4	2%	7%	5%	289	10	3%
Math	8	Cook	SPED	42	1	2%	7%	5%	43	0	0%

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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	Cook	All	447	80	18%	23%	5%	436	125	29%
Reading	6	Cook	Hispanic	261	26	10%	15%	5%	250	57	23%
Reading	6	Cook	Am. Indian	*	*	*	*	*	6	2	33%
Reading	6	Cook	Asian	56	21	38%	43%	5%	49	23	47%
Reading	6	Cook	African Am.	41	3	7%	12%	5%	44	2	5%
Reading	6	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Cook	White	67	23	34%	39%	5%	77	38	49%
Reading	6	Cook	Two or More	19	7	37%	42%	5%	10	3	30%
Reading	6	Cook	Eco. Dis.	276	30	11%	16%	5%	273	54	20%
Reading	6	Cook	LEP Current	80	3	4%	9%	5%	82	5	6%
Reading	6	Cook	At-Risk	294	31	11%	16%	5%	299	55	18%
Reading	6	Cook	SPED	41	0	0%	5%	5%	34	3	9%
Reading	7	Cook	All	474	137	29%	34%	5%	472	199	42%
Reading	7	Cook	Hispanic	266	59	22%	27%	5%	276	87	32%
Reading	7	Cook	Am. Indian	5	2	40%	45%	5%	*	*	*
Reading	7	Cook	Asian	54	26	48%	48%	0%	53	37	70%
Reading	7	Cook	African Am.	68	13	19%	24%	5%	49	13	27%
Reading	7	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Cook	White	63	29	46%	51%	5%	68	46	68%
Reading	7	Cook	Two or More	17	8	47%	52%	5%	21	13	62%
Reading	7	Cook	Eco. Dis.	287	58	20%	25%	5%	307	106	35%
Reading	7	Cook	LEP Current	76	4	5%	10%	5%	86	5	6%
Reading	7	Cook	At-Risk	267	34	13%	18%	5%	319	90	28%
Reading	7	Cook	SPED	43	3	7%	12%	5%	51	4	8%
Reading	8	Cook	All	462	125	27%	32%	5%	506	235	46%
Reading	8	Cook	Hispanic	280	65	23%	28%	5%	278	110	40%
Reading	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Cook	Asian	53	22	42%	47%	5%	59	44	75%
Reading	8	Cook	African Am.	54	10	19%	24%	5%	73	31	42%
Reading	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Cook	White	66	27	41%	46%	5%	75	38	51%
Reading	8	Cook	Two or More	5	0	0%	5%	5%	18	11	61%
Reading	8	Cook	Eco. Dis.	280	56	20%	25%	5%	322	125	39%
Reading	8	Cook	LEP Current	75	2	3%	8%	5%	83	7	8%
Reading	8	Cook	At-Risk	245	19	8%	13%	5%	332	100	30%
Reading	8	Cook	SPED	45	1	2%	7%	5%	44	3	7%

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	Cook	All	462	170	37%	42%	5%	507	170	34%
Science	8	Cook	Hispanic	277	83	30%	35%	5%	278	73	26%
Science	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Cook	Asian	54	34	63%	68%	5%	59	40	68%
Science	8	Cook	African Am.	54	11	20%	25%	5%	74	16	22%
Science	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Cook	White	67	38	57%	62%	5%	75	33	44%
Science	8	Cook	Two or More	7	3	43%	48%	5%	18	7	39%
Science	8	Cook	Eco. Dis.	280	71	25%	30%	5%	323	80	25%
Science	8	Cook	LEP Current	73	5	7%	12%	5%	81	2	2%
Science	8	Cook	At-Risk	244	41	17%	22%	5%	333	56	17%
Science	8	Cook	SPED	44	5	11%	16%	5%	45	2	4%
Social Studies	8	Cook	All	460	66	14%	19%	5%	504	105	21%
Social Studies	8	Cook	Hispanic	277	27	10%	15%	5%	276	41	15%
Social Studies	8	Cook	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Cook	Asian	54	15	28%	33%	5%	59	26	44%
Social Studies	8	Cook	African Am.	54	4	7%	12%	5%	74	9	12%
Social Studies	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Cook	White	65	18	28%	33%	5%	74	22	30%
Social Studies	8	Cook	Two or More	7	1	14%	19%	5%	18	6	33%
Social Studies	8	Cook	Eco. Dis.	278	24	9%	14%	5%	321	39	12%
Social Studies	8	Cook	LEP Current	72	1	1%	6%	5%	80	1	1%
Social Studies	8	Cook	At-Risk	241	11	5%	10%	5%	331	31	9%
Social Studies	8	Cook	SPED	44	4	9%	14%	5%	46	2	4%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Algebra I	All Testers	Cook	All	129	129	100%	100%	0%	144	144	100%
Algebra I	All Testers	Cook	Hispanic	52	52	100%	100%	0%	56	56	100%
Algebra I	All Testers	Cook	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cook	Asian	38	38	100%	100%	0%	40	40	100%
Algebra I	All Testers	Cook	African Am.	9	9	100%	100%	0%	11	11	100%
Algebra I	All Testers	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cook	White	26	26	100%	100%	0%	28	28	100%
Algebra I	All Testers	Cook	Two or More	*	*	*	*	*	8	8	100%
Algebra I	All Testers	Cook	Eco. Dis.	52	52	100%	100%	0%	63	63	100%
Algebra I	All Testers	Cook	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cook	At-Risk	27	27	100%	100%	0%	43	43	100%
Algebra I	All Testers	Cook	SPED	*	*	*	*	*	*	*	*

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Algebra I	All Testers	Cook	All	129	127	98%	100%	2%	144	144	100%
Algebra I	All Testers	Cook	Hispanic	52	52	100%	100%	0%	56	56	100%
Algebra I	All Testers	Cook	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cook	Asian	38	36	95%	100%	5%	40	40	100%
Algebra I	All Testers	Cook	African Am.	9	9	100%	100%	0%	11	11	100%
Algebra I	All Testers	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cook	White	26	26	100%	100%	0%	28	28	100%
Algebra I	All Testers	Cook	Two or More	*	*	*	*	*	8	8	100%
Algebra I	All Testers	Cook	Eco. Dis.	52	50	96%	100%	4%	63	63	100%
Algebra I	All Testers	Cook	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cook	At-Risk	27	27	100%	100%	0%	43	43	100%
Algebra I	All Testers	Cook	SPED	*	*	*	*	*	*	*	*

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Algebra I	All Testers	Cook	All	129	121	94%	96%	2%	144	143	99%
Algebra I	All Testers	Cook	Hispanic	52	48	92%	94%	2%	56	56	100%
Algebra I	All Testers	Cook	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cook	Asian	38	34	89%	91%	2%	40	40	100%
Algebra I	All Testers	Cook	African Am.	9	9	100%	100%	0%	11	11	100%
Algebra I	All Testers	Cook	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cook	White	26	26	100%	100%	0%	28	27	96%
Algebra I	All Testers	Cook	Two or More	*	*	*	*	*	8	8	100%
Algebra I	All Testers	Cook	Eco. Dis.	52	46	88%	90%	2%	63	63	100%
Algebra I	All Testers	Cook	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Cook	At-Risk	27	26	96%	98%	2%	43	43	100%
Algebra I	All Testers	Cook	SPED	*	*	*	*	*	*	*	*

Middle School Content Area
Standard Expectations

English Language Arts/Reading (Grade 6)

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

English/Language Arts 7-12

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

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.

- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
    - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Science

Collaboratively plan instructional units in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to
    - use Chromebook devices to engage in face-to-face and digital collaboration;
    - locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - explore simulations (e.g. Explore Learning Gizmos, PhETs, CK-12, etc.);
    - collect and represent data using probeware and digital tools such as Vernier's Logger Pro, Google Sheets, etc;
    - analyze and interpret data using various digital tools (Logger Pro, Google Apps, etc.);
    - communicate and share conclusions using Google Apps, WeVideo, etc.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- "Chunk" lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of facilitation modes to meet diverse students' needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
    - Engage in collaborative problem-solving activities and discussions
    - Use research tools such as primary and secondary sources for in depth study and relevant applications
    - Analyze visuals (cartoons, maps, images) using critical thinking skills
    - Participate in small group instruction to enhance learning or address areas of concern
    - Access differentiated content for readiness and skill level and/or interests
    - Utilize devices for self-directed learning
    - Demonstrate mastery by using/creating a variety of products

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
    - use Chromebook devices to engage in face to face and/or digital communication.
    - locate and access information and resources stored in different platforms such as Schoology.
    - receive immediate, individualized feedback.
    - connect to speakers outside of the classroom.
    - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
    - increase opportunities for individuals participating in unrehearsed communication.

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.