Cypress-Fairbanks Independent School District

Dean Middle School

2021-2022 Campus Improvement Plan

Mission Statement

It's all about the D.E.A.N

Developing purposeful students to **E**ngage in academic excellence while **A**dvancing rigor, relevance and relationships for the **N**ew leaders of tomorrow's world.

Vision

C.A.R.E. - Continuous Achievement Requires Excellence

Our vision is to foster excellence through establishing a common language, understanding and practice through alignment of behavior, philosophy of teaching, curriculum, and instructional strategies.

Value Statement

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Comprehensive Needs Assessment

Revised/Approved: October 15, 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: Utilizing the needs assessment process, available data with regards to the four goals were analyzed with the comprehensive needs assessment team and CPOC to determine areas of need and the root causes. After reviewing the data and determining root causes, strategies to meet our campus needs were drafted by the team. During our first CPOC meeting, data, proposed goals, and proposed strategies were reviewed. CPOC members broke into small groups to review the data, proposed goals, and proposed strategies and then shared out their findings and suggestions for needed changes in the CIP. Any needed adjustments were made and agreed upon by the CPOC at the first meeting.

In summary, the comprehensive needs assessment denotes the following: Upon review of the data for our campus, it was noted that our major areas of concern include closing the achievement gap between all sub groups of students, providing quality first time instruction that is differentiated to meet the needs of our students, providing dedicated time to fill gaps created by COVID, utilizing formative assessment data to drive instructional practices, utilizing restorative discipline practices, and providing quality professional development.

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 Quail Creek Apartments, Part West Apartments, and Woodcreek NW Crossing.

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 2018-19 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 has been identified for Targeted Support and Improvement in the following area(s): all students (Academic Achievement Reading, Academic Achievement Math, Growth Math, Student Success), African American (Academic Achievement Reading, Academic Achievement Math, Growth Math, Student Success), White (Academic Achievement Reading, Growth Reading, Student Success), English Learners (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

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

Algebra:

- Approaches - 100% of African American students passed; Percentage passing was at or above our cluster group in all sub pops except White.
- Meets - Exceeded our cluster group in all sub pops with the All student group performing 12% higher than others in the cluster
- Masters - Exceeded cluster group in all sub pops except for African American. Highest sub pop for Masters was Economically Disadvantaged
- Number of students - Tested 152 students which is more students than 7 other schools in cluster 2 and 3 - We are providing more students with the opportunity than many of the other middle schools

Math:

- Approaches - 6th grade White was 3% over the target and we outperformed the cluster in White and Sped; 7th grade scored higher than the cluster in all areas except white
- Meets - 6th grade met the target in LEP; 7th grade exceeded the target by 5% and scored higher than the cluster in 5 of 7 sub pops; 8th grade scored the same as the cluster in the sub pop of ECO
- Masters - 6th grade performed higher than the cluster in all sub pops except Hispanic; 7th grade All students were 1% over the cluster

Reading:

- Approaches - 6th grade White was 6% over the target and performed higher than the cluster in White and Sped; 7th grade performed higher than the target in all sub pops; 8th grade exceeded the target and the cluster in the White sub pop
- Meets - 6th grade performed at or above the target in African American and Sped and performed higher than the cluster in 4 of the 7 sub pops; 7th grade met or exceeded the target in all sub pops except White and Eco; 8th grade exceeded the target, and the cluster, in White and Economically Disadvantaged
- Masters - 6th grade performed higher than the target and cluster in the White sub pop; 8th grade exceeded the target in the All, White, and Hispanic sub pops; 8th grade exceeded the cluster in 5 of the 7 sub pops

Science:

- Approaches - 92% of the White sub pop scored approaches which exceeded the target by 22% and the cluster by 10%
- Meets - met or exceeded the target in all sub pops; performed higher than the cluster in White, Economically Disadvantaged, and Sped
- Masters - Met or exceeded the target in all sub pops; performed higher than the cluster in 5 of the 7 areas

Social Studies

- Approaches - White and Sped performed higher than the target and the cluster
- Meets - All, White, and Economically Disadvantaged performed higher than the cluster; White was 69% which exceeded the average district percentage
- Masters - Met or exceeded the cluster in the All, Hispanic, White, Economically Disadvantaged, and Sped

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Multiple student groups, Hispanic, African American, and Economically Disadvantaged, performed considerably lower on the STAAR than the established target. **Root Cause:** Reading: All teachers are not providing learning experiences that teach students how to think critically while reading.

Problem Statement 2: Writing: The African American and White student groups performed lower than the target for STAAR when looking at Approaches, Meets, and Masters. **Root Cause:** Writing: Teachers are not providing enough writing opportunities and most opportunities are lengthy and focus on formulaic skills.

Problem Statement 3: Math: Multiple student groups, Hispanic, African American, and Economically Disadvantaged, performed considerably lower on the STAAR than the established target. **Root Cause:** Math: Teachers deliver the same lesson, in the same format, to all students regardless of where they are academically.

Problem Statement 4: Science: African American and LEP student groups performed 10-15% lower than the All student group on STAAR. **Root Cause:** Science: Lessons lack consistent opportunities for students to participate in labs, problem solve and apply their learning to new situations.

Problem Statement 5: Social Studies: African American and LEP students performed significantly lower on STAAR than the All student group. **Root Cause:** Social Studies: Teams struggle to plan lessons that require students to process their learning in a way that is relevant and engaging.

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): In the Closing the Gaps Domain, the campus did not meet the target percent for the third year in the identified areas and student groups as follows: Academic Achievement (All, African American, White, and English Learners); Academic Growth (White); Student Success (All, African American, White, and English Learners) **Root Cause:** Targeted Support and Improvement Reading: Teachers are unsure or do not implement strategies to determine individual student understandings of learning objectives; therefore, they do not adjust instruction to fill gaps in learning.

Problem Statement 9: Targeted Support and Improvement Math (data based on 2: In the Closing the Gaps Domain, the campus did not meet the target percent for the third year in the identified areas and student groups as follows: Academic Achievement (African American and English Learners); Academic Growth (All, African American, and English Learners); Student Success (All, African American, White, and English Learners) **Root Cause:** Targeted Support and Improvement Math: Content planning sessions focus on teacher actions instead of student knowledge, actions, and outcomes.

School Culture and Climate

School Culture and Climate Strengths

Campus Environment Data from the 2021 Effective Behavior Support (EBS) Staff Survey:

- 95% reported we have a small number of positively and clearly stated school-wide student expectations or rules defined
- 93% reported expected student behaviors are taught directly
- 96% reported expected student behaviors are acknowledged regularly
- 100% reported a team exists for behavior support planning and problem solving
- 99% reported student behaviors are acknowledged regularly

Campus Safety Data from the 2021 Effective Behavior Support (EBS) Staff Survey:

- 99% reported procedures are in place to address emergency/dangerous situations
- 97% reported adults actively supervise students in non-classroom settings
- 97% reported transitions between classes are efficient and orderly

Restorative Discipline:

- There was a 20% reduction in the number of out-of-school discipline assignments from the 2019-2020 school year to the 2020-2021 school year.
- The number of days students were removed from the classroom learning environment decreased by 71%.

Other:

- Free breakfast and lunch were provided for all students. Free dinner was provided for students that stayed for after school activities.
- The Backpack Buddy program provided meals for qualified students over the weekend. We hope to double the number of students served this school year.
- All students were provided with free school supplies as well as a clear backpack for 2020-2021

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Discipline data within student sub-populations is disproportionate when compared to campus demographics. **Root Cause:** School Culture and Climate: Staff require additional focus on classroom management, relationship building and restorative discipline practices and strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Dean Middle School's staff is a family of highly committed educators and support staff. 100% of the teachers are highly qualified and certified. Using Title I funds, 6 additional teachers were added to reduce class size and provide intervention courses for students in need of additional reading and math support. Teachers at Dean have an average of 11 years of experience and 18% hold a Masters degree. 22% of staff have been at Dean 10+ years.

Dean Middle School teachers had the highest attendance rate of the middle schools in our cluster for the 2020-2021 school year. Only five middle schools in CFISD had better attendance. In addition, our teacher attendance rate of 94.12% was higher than the overall district rate. Most absences were due to illness or unavoidable circumstances.

Our staff retention data improved from the previous year. For the 2020-2021 school year we hired 34 new staff members. However, for the current school year, 2021-2022, we only hired 19 new staff members. That is approximately a 40% decrease in turnover. Of the new teachers hired for 2021-2022, 80% of them have teaching experience in CFISD or another district.

Dean strives to hire personnel reflective of our student demographics. Current teacher demographics are: 3% Asian, 18% African American, 27% Hispanic, and 51% White.

The 2021 Employee Perception Survey indicated the areas below as the top five strengths for the campus:

- 98% reported that the work they are asked to do is directly related to their job responsibilities
- 94% reported that information was available to help them do their job effectively
- 94% reported that procedures were implemented to keep them safe at work
- 100% reported that quality work is expected of them
- 98% reported they were clear about their work responsibilities

Professional growth and coaching was aligned to the campus instructional goals. Teachers attended off-campus workshops and conferences including Region 4, the Digital Learning Conference, Capturing Kids Hearts and the Trauma Institute. Small Learning Community teams received ongoing professional development sessions on blended learning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance decreases on Fridays and during the spring semester. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and staff experience increased levels of stress and fatigue as they handle the extra challenges that come with working at a Title I campus - student learning gaps, student behaviors, and lack of parent engagement.

Parent and Community Engagement

Parent and Community Engagement Strengths

Approximately 51% of invited families attended Mustang Round Up. The Saturday event was hosted for all 6th graders and 7th graders that were online for the 2020-2021 school year. The event gave students an opportunity to become familiar with the campus, meet teachers and administrators, walk their schedule, and reduce anxiety prior to the first day of school.

Seven "Mustang Minute" parent meetings were hosted via Zoom in the 2020-2021 school year. The average attendance was 60 parents. Hosting the meetings via Zoom seemed to increase attendance. We are looking at a combination of in person and Zoom events for the coming year.

Open House was held virtually through a S'more newsletter link. The electronic platform used was able to collect the number of views and only 125 parents viewed the event. With the changes in the COVID requirements, we will return to in-person Open House for the 2021-2022 school year.

We ended the year with a drive-thru Awards Ceremony to celebrate the accomplishments of our students. We had a great turnout with approximately 75% of the invited families in attendance.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent participation in non-elective events is low and inconsistent. **Root Cause:** Parent and Community Engagement : We need to find ways to engage parents in events that they are interested in and able to attend.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: Teachers will consistently confer with individuals and/or small groups to build upon their thinking, make meaning of text, correct misconceptions, and provide immediate feedback.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Appraisers, CCIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4	35%	40%	50%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: Teachers will incorporate informal writing daily into lessons and provide individual or small group feedback through writing conferences.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Appraisers, CCIS	25%	50%	55%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Teachers will incorporate the blended learning model and data driven small group instruction to better meet students' needs.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Appraisers, CCIS	10%	20%	35%

Strategy 4 Details	Formative Reviews		
Strategy 4: Science: Teachers will utilize the 5E Model (engage, explore, explain, elaborate, evaluate) so students can learn through experience and then apply those understandings to STEM applications. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Appraisers, CCIS	Formative		
	Nov	Feb	May
	20%	45%	75%

Strategy 5 Details	Formative Reviews		
Strategy 5: Social Studies: Teachers will incorporate active engagement strategies with a focus on processing activities and small group instruction to develop critical thinking and problem solving skills. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Appraisers, CCIS	Formative		
	Nov	Feb	May
	20%	45%	55%

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: Campus administrators will work collaboratively with the registrar to design and implement procedures to find and locate students that withdraw from campus. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Connect high school to career and college	Formative		
	Nov	Feb	May
	75%	80%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction in the four core content areas utilizing lessons focused on critical TEKS for the subject and grade level. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Title 1: Advisory Waggle Program - Teachers will utilize the Waggle computer program to assist students with their mastery of critical Math and Reading TEKS. **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS **Funding Sources:** Advisory Waggle program - Title I - $29,400	Formative		
	Nov	Feb	May
	50%	60%	80%

Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : The campus will provide enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education. Examples include: Social Emotional Lessons (Second Step), JA Inspire Career Day, Student Council, Veterans Day Celebration, Soccer Start and after school clubs (STEM, Hola, FCA, Science Olympiad).	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Title 1: Second Step - Students will participate in social emotional learning lessons and activities each Monday through Advisory. These lessons will help develop a well-rounded student in areas such as: interpersonal skills, self-esteem, conflict resolution, goal setting, and empathy. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CCIS Special Programs **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** Second Step Program - Title I - $2,600	30%	65%	90%

Strategy 9 Details	Formative Reviews		
Strategy 9: Deepen understanding of and address specific academic needs of the African American, White, and English Language Learner student groups in an effort to address the needs of all students, particularly at-risk.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below. Title I: Salaries - Additional teachers will be hired to reduce class size and provide intervention classes for identified students. A paraprofessional will be hired to support the campus with student mobility and behavior. Title I: Extra Duty - Teachers will provide additional learning opportunities and experiences for students and the community to assist with meeting the goals and objectives in the CIP. Title I: Temporary Worker - Temporary workers will provide additional support for students through interventions during the school day to assist in meeting or exceeding targets on the attached CIP target table. Title I: Student Scholarships - Students will participate in additional learning opportunities to accelerate, close the achievement gap, glean real world experiences, or prepare for local and state assessments. Title I: Professional Development - The leadership team and/or teaching staff 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 to assist in meeting the goals identified in the CIP. Title I: Supplies - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms. 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. Title I: Snacks - The campus will provide snacks for parent, students, and the community for events held during and after the school day in order to increase participation and assist in meeting the goals and targets in the CIP. Title I: Library - We will increase the choice and circulation of library books in order to develop stronger readers to assist in meeting the goals and targets in the CIP. **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS, CCIS **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Professional Development - Title I - $15,000, Supplies - Title I - $26,940, Extra Duty - Title I - $12,400, Temporary Worker - Title I - $20,000, Student Scholarships - Title I - $2,500, Library - Title I - $7,500, Snacks - Title I - $2,500, Salaries - Title I - $470,000	60%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 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: We will develop a targeted after school tutorial intervention to close the gap on critical skills in the core content areas. AAS will identify students for each intervention period based on past and current data, including STAAR, benchmarks, DPM, and campus assessments.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students attending the 2021-2022 Targeted Tutorial Intervention will increase their fall DPM score by 20% when compared to their JDA data from 2020-2021. ESSER: Tutorial Teachers - Students required by HB4545 to receive accelerated instruction in science, math, or reading will attend after school tutorials to close the gap on learning lost in the previous year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS **Funding Sources:** Tutorial Teachers - ESSER III - $4,470	50%	65%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Hire a temporary worker to serve as core content reading interventionist to work with small groups of students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 85% of the students working with the interventionist will reach approaches or higher on the Reading STAAR. ESSER: Temporary Worker - Provide extended learning time to small groups of students on critical TEKS. **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS **Funding Sources:** Temporary Worker - ESSER III - $15,530	60%	70%	95%

Strategy 3 Details	Formative Reviews		
Strategy 3: Hire a master teacher to serve as core content area math interventionist to work with small groups of students	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: ESSER: Master Teacher - Provide extended learning time to small groups of students on critical TEKS.			

Staff Responsible for Monitoring: Principal, Director of Instruction, AAS

Funding Sources: Master Teacher - ESSER III - $80,000
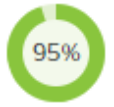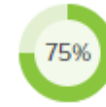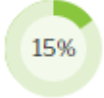
75% 80% 95%

| 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: Provide students with additional resources, incentives, materials, and learning opportunities both during and outside the school day.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 85% of the targeted students will pass the STAAR. SCE: Tutorial Teachers - Provide TEKS targeted after school tutorial sessions for identified students. SCE: Supplies - Provide supplies to students for use during classroom or tutorial sessions including P.O.W.E.R bucks as instructional incentives. **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS **Funding Sources:** Tutorial Teachers - Special Allotment: Compensatory Education - $490, Supplies - Special Allotment: Compensatory Education - $4,699	15%	35%	80%
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 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: all students (Academic Achievement Reading (44%), Academic Achievement Math (46%), Growth Math (71%), Student Success (47%), African American (Academic Achievement Reading (32%), Academic Achievement Math (31%), Growth Math (67%), Student Success (36%), White (Academic Achievement Reading (60%), Growth Reading (69%), Student Success (58%), English Learners (Academic Achievement Reading (29%), Academic Achievement Math (40%), Growth Math (68%), Student Success (37%)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted Support and Improvement Reading: Incorporate research-based strategies from Seidlitz training to improve the quality of formative assessments, engagement, and structured student discourse. **Strategy's Expected Result/Impact:** Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. **Staff Responsible for Monitoring:** Principal, Appraisers, CCIS **Targeted Support Strategy**	**Formative**		
	Nov	**Feb**	**May**
	30%	40%	40%

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted Support and Improvement Math: Incorporate research-based strategies from Seidlitz training to improve the quality of formative assessments, engagement, and structured student discourse. **Strategy's Expected Result/Impact:** Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. **Staff Responsible for Monitoring:** Principal, Appraisers, CCIS **Targeted Support Strategy**	**Formative**		
	Nov	**Feb**	**May**
	10%	20%	35%

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

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.
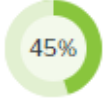
    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Administrators and staff will actively monitor the implementation of all district safety policies through supervision of students, staff, and campus visitors upon entry to the campus and careful monitoring throughout the day.
     Strategy's Expected Result/Impact: 100% of students, staff, and campus visitors will comply with COVID safety protocols - Wearing a mask (optional), maintaining social distance, and washing hands frequently.
 	
     Procedures and protocols for the District's Lead Safely plan will be followed 100% of the time.
 	
     Students will wear ID badges and comply with the clear backpack requirements daily.
     Staff Responsible for Monitoring: Principal, All staff
	Formative		

	Nov	**Feb**	**May**
	70%	85%	100%

Strategy 2 Details	Formative Reviews		

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

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

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

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 94.9%.

    Evaluation Data Sources: Student attendance records
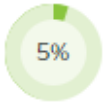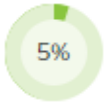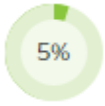
Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Assistant Principals will implement systems to review reports, identify trends with attendance and documentation, and plan action steps to intervene with students who are absent 3 or more consecutive days and those who leave one or more weeks before the end of a semester.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student attendance will be at or exceed 94.9%. **Staff Responsible for Monitoring:** Principal, Assistant Principals	45%	55%	60%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 50%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: Train all staff members on the philosophy, implementation, and benefits of restorative discipline with a focus on adjusting the campus culture to one that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.
 	
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 50%.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist
	Formative		

	Nov	Feb	May
	25%	25%	25%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions: Implement a tiered intervention approach designed to hold students accountable by utilizing alternate assignments geared towards changing behaviors instead of administering punishment.
 	
    Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%.
    Staff Responsible for Monitoring: Principal, Assistant Principals
	Formative		

	Nov	Feb	May
	20%	25%	25%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: Conduct restorative conferences with teachers and students to repair strained relationships prior to the situation escalating to the level of behavior that would warrant a suspension.
 	
    Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%.
    Staff Responsible for Monitoring: Principal, Assistant Principals
	Formative		

	Nov	Feb	May
	5%	5%	5%

Strategy 4 Details	Formative Reviews		

Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Proactively work with students who have struggled in the past by utilizing the root cause analysis process and restorative discipline practices.
 	
    Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 50%.
    Staff Responsible for Monitoring: Principal, Assistant Principal
	Formative		

	Nov	Feb	May
	5%	5%	5%

Strategy 5 Details	Formative Reviews

Strategy 5: Violence Prevention: Increase drug and alcohol awareness and prevention through the use of programs such as Project Safety and Red Ribbon week.
 	
    Strategy's Expected Result/Impact: Violent incidents will be reduced by 25%.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors
	Formative		

	Nov	**Feb**	**May**
	35%	40%	55%

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

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the students will have the opportunity to participate in coordinated school health activities and their evaluation.

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement campus-designed health 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:** Physical Education Teachers	**Nov**	**Feb**	**May**
	50%	80%	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: Build in incentives to increase attendance on high absence days such as Friday. Recognize staff with perfect attendance each month with certificates and incentives.	**Formative**		
	Nov	**Feb**	**May**
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	10%	15%	20%
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
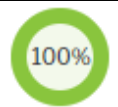Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will participate in high quality professional development. Including, but not limited to, Seidlitz Education training to learn research-based instructional practices including formative assessment, differentiation, and student engagement techniques. Teachers will improve their effectiveness with these strategies by implementing the reflective practices gleaned from professional development with Pete Hall.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, we will meet or exceed the STAAR targets on the attached CIP target tables. Title 1: Consultant Pete Hall - Teachers will work with consultant Pete Hall to learn how to use the reflective cycle to impact instruction and student growth. Title 1: Consultant Seidlitz Education - Teachers will implement the campus targeted strategies learned during the professional development session on creating an interactive and engaging classroom of learners. **Staff Responsible for Monitoring:** Director of Instruction, AAS, CCIS **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Consultant - Pete Hall - Title I - $6,000, Consultant - Seidlitz Education - Title I - $5,910	40%	55%	80%
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 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Implement various methods of communication between the campus and parents including school messenger, flyers, Remind texts, Zoom conferences and parent meetings, technology classes, and volunteer opportunities on campus.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal, CCIS Special Programs	25%	55%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: Title I Campus: 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): Quail Creek Apartments, Park West Apartments, and Woodcreek of NW Crossing.	Formative		
	Nov	Feb	May
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:** Director of Instruction, CCIS Special Programs **Schoolwide and Targeted Assistance Title I Elements:** 3.1	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Title I Campus: Flexible Number of Parent Involvement Meetings/Opportunities: The campus offers a flexible number of parent and family engagement meetings/opportunities: Open House & Title I Meeting; Mustang Minute with the Principal, Four Year Planning Night, Spring Stampede, Electives Night, and Parent Involvement Day. We will use a variety of methods to maximize the parent participation - Feeder school inclusion, in-person, Zoom, and recordings on the S'more platform. **Strategy's Expected Result/Impact:** Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times. Title 1: Guest Speaker(s) - The campus will provide guest speakers on current and relevant topics for two parent meetings in the 2021-2022 school year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS Special Programs **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** Guest Speakers - Title I - $2,500	**Formative**		
	Nov	**Feb**	**May**
	30%	60%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

State Compensatory

Budget for Dean Middle School

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

Personnel for Dean Middle School

Name	Position	FTE
1 position	Behavior Interventionist	1
11 positions	Teacher	1
2 positions	Academic Achievement Specialist	1
6 positions	Content Curriculum Instr Specialist	1

Title I Personnel

Name	Position	Program	FTE
Staff	Math Teacher	Class size reduction	1
Staff	Math Teacher	Class size reduction	1
Staff	Social Studies Teacher	Class size reduction	1
Staff	Science Teacher	Class size reduction	1
Staff	Language Arts Teacher	Class size reduction	1
Staff	Language Arts Teacher	Class size reduction	1
Staff	Paraprofessional Aide	Discipline / Clerical	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Tutorial Teachers		$4,470.00
1	2	2	Temporary Worker		$15,530.00
1	2	3	Master Teacher		$80,000.00
				Sub-Total	$100,000.00
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Advisory Waggle program		$29,400.00
1	1	8	Second Step Program		$2,600.00
1	1	9	Salaries		$470,000.00
1	1	9	Extra Duty		$12,400.00
1	1	9	Temporary Worker		$20,000.00
1	1	9	Student Scholarships		$2,500.00
1	1	9	Professional Development		$15,000.00
1	1	9	Supplies		$26,940.00
1	1	9	Snacks		$2,500.00
1	1	9	Library		$7,500.00
3	2	1	Consultant - Pete Hall		$6,000.00
3	2	1	Consultant - Seidlitz Education		$5,910.00
4	1	3	Guest Speakers		$2,500.00
				Sub-Total	$603,250.00
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Tutorial Teachers		$490.00
1	3	1	Supplies		$4,699.00
				Sub-Total	$5,189.00

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	Dean	All	418	265	63%	68%	5%	401	264	66%
Math	6	Dean	Hispanic	297	185	62%	67%	5%	299	204	68%
Math	6	Dean	Am. Indian	*	*	*	*	*	6	3	50%
Math	6	Dean	Asian	26	23	88%	90%	2%	19	18	95%
Math	6	Dean	African Am.	73	37	51%	56%	5%	60	26	43%
Math	6	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Dean	White	17	15	88%	90%	2%	13	9	69%
Math	6	Dean	Two or More	*	*	*	*	*	*	*	*
Math	6	Dean	Eco. Dis.	352	221	63%	65%	2%	352	228	65%
Math	6	Dean	LEP Current	111	45	41%	46%	5%	125	68	54%
Math	6	Dean	At-Risk	345	210	61%	65%	4%	331	209	63%
Math	6	Dean	SPED	33	14	42%	45%	3%	41	20	49%
Math	7	Dean	All	414	227	55%	60%	5%	447	251	56%
Math	7	Dean	Hispanic	307	168	55%	60%	5%	322	179	56%
Math	7	Dean	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Dean	Asian	28	22	79%	84%	5%	21	20	95%
Math	7	Dean	African Am.	51	24	47%	52%	5%	78	37	47%
Math	7	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Dean	White	24	12	50%	55%	5%	18	13	72%
Math	7	Dean	Two or More	*	*	*	*	*	*	*	*
Math	7	Dean	Eco. Dis.	344	187	54%	59%	5%	401	221	55%
Math	7	Dean	LEP Current	90	26	29%	34%	5%	137	54	39%
Math	7	Dean	At-Risk	275	120	44%	49%	5%	365	187	51%
Math	7	Dean	SPED	34	12	35%	40%	5%	45	13	29%
Math	8	Dean	All	261	115	44%	50%	6%	350	191	55%
Math	8	Dean	Hispanic	193	88	46%	50%	4%	269	151	56%
Math	8	Dean	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Dean	Asian	6	6	100%	100%	0%	11	9	82%
Math	8	Dean	African Am.	51	15	29%	35%	6%	51	22	43%
Math	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Dean	White	*	*	*	*	*	17	8	47%
Math	8	Dean	Two or More	*	*	*	*	*	*	*	*
Math	8	Dean	Eco. Dis.	222	103	46%	50%	4%	299	159	53%
Math	8	Dean	LEP Current	64	19	30%	35%	5%	105	36	34%
Math	8	Dean	At-Risk	197	69	35%	40%	5%	305	154	50%
Math	8	Dean	SPED	30	6	20%	30%	10%	35	9	26%
Reading	6	Dean	All	422	253	60%	65%	5%	401	259	65%
Reading	6	Dean	Hispanic	302	173	57%	63%	6%	299	192	64%
Reading	6	Dean	Am. Indian	*	*	*	*	*	6	3	50%
Reading	6	Dean	Asian	25	25	100%	100%	0%	19	18	95%
Reading	6	Dean	African Am.	73	36	49%	54%	5%	60	32	53%
Reading	6	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Dean	White	17	14	82%	85%	3%	13	10	77%
Reading	6	Dean	Two or More	*	*	*	*	*	*	*	*
Reading	6	Dean	Eco. Dis.	353	209	59%	64%	5%	352	225	64%
Reading	6	Dean	LEP Current	113	34	30%	40%	10%	125	54	43%
Reading	6	Dean	At-Risk	352	197	56%	61%	5%	331	204	62%
Reading	6	Dean	SPED	36	9	25%	35%	10%	41	10	24%
Reading	7	Dean	All	418	299	72%	75%	3%	452	351	78%
Reading	7	Dean	Hispanic	309	217	70%	75%	5%	322	248	77%
Reading	7	Dean	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Dean	Asian	28	23	82%	84%	2%	26	25	96%

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	Dean	African Am.	53	37	70%	75%	5%	79	55	70%
Reading	7	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Dean	White	24	20	83%	85%	2%	18	18	100%
Reading	7	Dean	Two or More	*	*	*	*	*	*	*	*
Reading	7	Dean	Eco. Dis.	346	243	70%	75%	5%	406	312	77%
Reading	7	Dean	LEP Current	89	27	30%	35%	5%	137	79	58%
Reading	7	Dean	At-Risk	277	171	62%	65%	3%	369	279	76%
Reading	7	Dean	SPED	35	12	34%	40%	6%	45	17	38%
Reading	8	Dean	All	400	293	73%	75%	2%	452	360	80%
Reading	8	Dean	Hispanic	289	208	72%	75%	3%	338	265	78%
Reading	8	Dean	Am. Indian	6	4	67%	73%	6%	*	*	*
Reading	8	Dean	Asian	31	30	97%	98%	1%	27	24	89%
Reading	8	Dean	African Am.	56	35	63%	68%	5%	61	48	79%
Reading	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Dean	White	12	11	92%	95%	3%	24	22	92%
Reading	8	Dean	Two or More	6	5	83%	88%	5%	*	*	*
Reading	8	Dean	Eco. Dis.	333	244	73%	78%	5%	381	302	79%
Reading	8	Dean	LEP Current	72	24	33%	38%	5%	109	49	45%
Reading	8	Dean	At-Risk	243	147	60%	65%	5%	352	263	75%
Reading	8	Dean	SPED	33	10	30%	35%	5%	37	19	51%
Science	8	Dean	All	404	270	67%	72%	5%	451	289	64%
Science	8	Dean	Hispanic	289	192	66%	71%	5%	337	214	64%
Science	8	Dean	Am. Indian	6	4	67%	72%	5%	*	*	*
Science	8	Dean	Asian	31	31	100%	100%	0%	27	25	93%
Science	8	Dean	African Am.	58	27	47%	52%	5%	61	31	51%
Science	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Dean	White	13	12	92%	93%	1%	24	18	75%
Science	8	Dean	Two or More	7	4	57%	62%	5%	*	*	*
Science	8	Dean	Eco. Dis.	339	225	66%	71%	5%	380	238	63%
Science	8	Dean	LEP Current	71	23	32%	37%	5%	109	33	30%
Science	8	Dean	At-Risk	244	129	53%	58%	5%	351	200	57%
Science	8	Dean	SPED	35	12	34%	39%	5%	37	14	38%
Social Studies	8	Dean	All	399	197	49%	55%	6%	452	256	57%
Social Studies	8	Dean	Hispanic	286	132	46%	51%	5%	338	185	55%
Social Studies	8	Dean	Am. Indian	6	2	33%	38%	5%	*	*	*
Social Studies	8	Dean	Asian	31	29	94%	95%	1%	27	23	85%
Social Studies	8	Dean	African Am.	56	19	34%	39%	5%	61	30	49%
Social Studies	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Dean	White	13	11	85%	87%	2%	24	17	71%
Social Studies	8	Dean	Two or More	7	4	57%	62%	5%	*	*	*
Social Studies	8	Dean	Eco. Dis.	335	159	47%	52%	5%	381	211	55%
Social Studies	8	Dean	LEP Current	70	14	20%	25%	5%	109	23	21%
Social Studies	8	Dean	At-Risk	240	77	32%	37%	5%	352	171	49%
Social Studies	8	Dean	SPED	34	9	26%	31%	5%	37	12	32%

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	Dean	All	418	118	28%	46%	18%	401	115	29%
Math	6	Dean	Hispanic	297	77	26%	46%	20%	299	83	28%
Math	6	Dean	Am. Indian	*	*	*	*	*	6	3	50%
Math	6	Dean	Asian	26	19	73%	75%	2%	19	13	68%
Math	6	Dean	African Am.	73	14	19%	30%	11%	60	7	12%
Math	6	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Dean	White	17	6	35%	40%	5%	13	6	46%
Math	6	Dean	Two or More	*	*	*	*	*	*	*	*
Math	6	Dean	Eco. Dis.	352	95	27%	45%	18%	352	89	25%
Math	6	Dean	LEP Current	111	13	12%	25%	13%	125	14	11%
Math	6	Dean	At-Risk	345	87	25%	35%	10%	331	81	24%
Math	6	Dean	SPED	33	4	12%	20%	8%	41	5	12%
Math	7	Dean	All	414	103	25%	46%	21%	447	126	28%
Math	7	Dean	Hispanic	307	76	25%	46%	21%	322	88	27%
Math	7	Dean	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Dean	Asian	28	17	61%	65%	4%	21	15	71%
Math	7	Dean	African Am.	51	5	10%	15%	5%	78	13	17%
Math	7	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Dean	White	24	5	21%	30%	9%	18	9	50%
Math	7	Dean	Two or More	*	*	*	*	*	*	*	*
Math	7	Dean	Eco. Dis.	344	82	24%	30%	6%	401	106	26%
Math	7	Dean	LEP Current	90	5	6%	15%	9%	137	17	12%
Math	7	Dean	At-Risk	275	38	14%	20%	6%	365	87	24%
Math	7	Dean	SPED	34	5	15%	20%	5%	45	4	9%
Math	8	Dean	All	261	37	14%	25%	11%	350	52	15%
Math	8	Dean	Hispanic	193	27	14%	25%	11%	269	43	16%
Math	8	Dean	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Dean	Asian	6	3	50%	55%	5%	11	2	18%
Math	8	Dean	African Am.	51	6	12%	20%	8%	51	5	10%
Math	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Dean	White	*	*	*	*	*	17	2	12%
Math	8	Dean	Two or More	*	*	*	*	*	*	*	*
Math	8	Dean	Eco. Dis.	222	33	15%	20%	5%	299	44	15%
Math	8	Dean	LEP Current	64	5	8%	15%	7%	105	7	7%
Math	8	Dean	At-Risk	197	16	8%	15%	7%	305	35	11%
Math	8	Dean	SPED	30	2	7%	15%	8%	35	1	3%

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	Dean	All	422	119	28%	45%	17%	401	143	36%
Reading	6	Dean	Hispanic	302	71	24%	45%	21%	299	98	33%
Reading	6	Dean	Am. Indian	*	*	*	*	*	6	2	33%
Reading	6	Dean	Asian	25	17	68%	73%	5%	19	14	74%
Reading	6	Dean	African Am.	73	19	26%	45%	19%	60	16	27%
Reading	6	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Dean	White	17	9	53%	55%	2%	13	9	69%
Reading	6	Dean	Two or More	*	*	*	*	*	*	*	*
Reading	6	Dean	Eco. Dis.	353	94	27%	45%	18%	352	114	32%
Reading	6	Dean	LEP Current	113	7	6%	45%	39%	125	15	12%
Reading	6	Dean	At-Risk	352	87	25%	45%	20%	331	99	30%
Reading	6	Dean	SPED	36	3	8%	45%	37%	41	7	17%
Reading	7	Dean	All	418	168	40%	45%	5%	452	226	50%
Reading	7	Dean	Hispanic	309	125	40%	45%	5%	322	161	50%
Reading	7	Dean	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Dean	Asian	28	14	50%	55%	5%	26	22	85%
Reading	7	Dean	African Am.	53	18	34%	39%	5%	79	28	35%
Reading	7	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Dean	White	24	10	42%	47%	5%	18	12	67%
Reading	7	Dean	Two or More	*	*	*	*	*	*	*	*
Reading	7	Dean	Eco. Dis.	346	129	37%	45%	8%	406	198	49%
Reading	7	Dean	LEP Current	89	7	8%	20%	12%	137	34	25%
Reading	7	Dean	At-Risk	277	72	26%	45%	19%	369	167	45%
Reading	7	Dean	SPED	35	6	17%	25%	8%	45	7	16%
Reading	8	Dean	All	400	181	45%	50%	5%	452	244	54%
Reading	8	Dean	Hispanic	289	123	43%	48%	5%	338	185	55%
Reading	8	Dean	Am. Indian	6	1	17%	25%	8%	*	*	*
Reading	8	Dean	Asian	31	25	81%	83%	2%	27	20	74%
Reading	8	Dean	African Am.	56	18	32%	37%	5%	61	26	43%
Reading	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Dean	White	12	10	83%	84%	1%	24	12	50%
Reading	8	Dean	Two or More	6	4	67%	72%	5%	*	*	*
Reading	8	Dean	Eco. Dis.	333	151	45%	50%	5%	381	196	51%
Reading	8	Dean	LEP Current	72	9	13%	20%	7%	109	17	16%
Reading	8	Dean	At-Risk	243	60	25%	30%	5%	352	158	45%
Reading	8	Dean	SPED	33	6	18%	25%	7%	37	7	19%

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	Dean	All	404	168	42%	47%	5%	451	138	31%
Science	8	Dean	Hispanic	289	111	38%	42%	4%	337	104	31%
Science	8	Dean	Am. Indian	6	1	17%	25%	8%	*	*	*
Science	8	Dean	Asian	31	29	94%	95%	1%	27	19	70%
Science	8	Dean	African Am.	58	14	24%	29%	5%	61	9	15%
Science	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Dean	White	13	10	77%	79%	2%	24	6	25%
Science	8	Dean	Two or More	7	3	43%	50%	7%	*	*	*
Science	8	Dean	Eco. Dis.	339	137	40%	45%	5%	380	109	29%
Science	8	Dean	LEP Current	71	8	11%	20%	9%	109	5	5%
Science	8	Dean	At-Risk	244	51	21%	25%	4%	351	74	21%
Science	8	Dean	SPED	35	6	17%	20%	3%	37	2	5%
Social Studies	8	Dean	All	399	88	22%	25%	3%	452	111	25%
Social Studies	8	Dean	Hispanic	286	48	17%	20%	3%	338	79	23%
Social Studies	8	Dean	Am. Indian	6	2	33%	35%	2%	*	*	*
Social Studies	8	Dean	Asian	31	21	68%	70%	2%	27	17	63%
Social Studies	8	Dean	African Am.	56	7	13%	20%	7%	61	8	13%
Social Studies	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Dean	White	13	9	69%	70%	1%	24	6	25%
Social Studies	8	Dean	Two or More	7	1	14%	19%	5%	*	*	*
Social Studies	8	Dean	Eco. Dis.	335	70	21%	26%	5%	381	88	23%
Social Studies	8	Dean	LEP Current	70	2	3%	10%	7%	109	5	5%
Social Studies	8	Dean	At-Risk	240	14	6%	10%	4%	352	59	17%
Social Studies	8	Dean	SPED	34	3	9%	15%	6%	37	3	8%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	6	Dean	All	418	52	12%	17%	5%	401	49	12%
Math	6	Dean	Hispanic	297	25	8%	13%	5%	299	32	11%
Math	6	Dean	Am. Indian	*	*	*	*	*	6	1	17%
Math	6	Dean	Asian	26	15	58%	60%	2%	19	11	58%
Math	6	Dean	African Am.	73	5	7%	10%	3%	60	2	3%
Math	6	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Dean	White	17	5	29%	34%	5%	13	2	15%
Math	6	Dean	Two or More	*	*	*	*	*	*	*	*
Math	6	Dean	Eco. Dis.	352	41	12%	17%	5%	352	32	9%
Math	6	Dean	LEP Current	111	2	2%	5%	3%	125	4	3%
Math	6	Dean	At-Risk	345	38	11%	15%	4%	331	34	10%
Math	6	Dean	SPED	33	1	3%	5%	2%	41	0	0%
Math	7	Dean	All	414	39	9%	15%	6%	447	60	13%
Math	7	Dean	Hispanic	307	26	8%	15%	7%	322	40	12%
Math	7	Dean	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Dean	Asian	28	11	39%	43%	4%	21	12	57%
Math	7	Dean	African Am.	51	0	0%	5%	5%	78	3	4%
Math	7	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Dean	White	24	2	8%	12%	4%	18	4	22%
Math	7	Dean	Two or More	*	*	*	*	*	*	*	*
Math	7	Dean	Eco. Dis.	344	30	9%	12%	3%	401	48	12%
Math	7	Dean	LEP Current	90	1	1%	6%	5%	137	6	4%
Math	7	Dean	At-Risk	275	12	4%	9%	5%	365	43	12%
Math	7	Dean	SPED	34	1	3%	5%	2%	45	2	4%
Math	8	Dean	All	261	5	2%	5%	3%	350	9	3%
Math	8	Dean	Hispanic	193	1	1%	4%	3%	269	8	3%
Math	8	Dean	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Dean	Asian	6	2	33%	35%	2%	11	0	0%
Math	8	Dean	African Am.	51	2	4%	6%	2%	51	1	2%
Math	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Dean	White	*	*	*	*	*	17	0	0%
Math	8	Dean	Two or More	*	*	*	*	*	*	*	*
Math	8	Dean	Eco. Dis.	222	4	2%	5%	3%	299	8	3%
Math	8	Dean	LEP Current	64	0	0%	3%	3%	105	0	0%
Math	8	Dean	At-Risk	197	0	0%	3%	3%	305	3	1%
Math	8	Dean	SPED	30	0	0%	3%	3%	35	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	Dean	All	422	41	10%	15%	5%	401	77	19%
Reading	6	Dean	Hispanic	302	21	7%	12%	5%	299	51	17%
Reading	6	Dean	Am. Indian	*	*	*	*	*	6	2	33%
Reading	6	Dean	Asian	25	13	52%	57%	5%	19	6	32%
Reading	6	Dean	African Am.	73	4	5%	10%	5%	60	8	13%
Reading	6	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Dean	White	17	3	18%	23%	5%	13	8	62%
Reading	6	Dean	Two or More	*	*	*	*	*	*	*	*
Reading	6	Dean	Eco. Dis.	353	30	8%	12%	4%	352	56	16%
Reading	6	Dean	LEP Current	113	2	2%	5%	3%	125	5	4%
Reading	6	Dean	At-Risk	352	27	8%	12%	4%	331	47	14%
Reading	6	Dean	SPED	36	0	0%	5%	5%	41	4	10%
Reading	7	Dean	All	418	91	22%	27%	5%	452	153	34%
Reading	7	Dean	Hispanic	309	67	22%	27%	5%	322	104	32%
Reading	7	Dean	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Dean	Asian	28	10	36%	41%	5%	26	20	77%
Reading	7	Dean	African Am.	53	7	13%	18%	5%	79	19	24%
Reading	7	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Dean	White	24	6	25%	30%	5%	18	8	44%
Reading	7	Dean	Two or More	*	*	*	*	*	*	*	*
Reading	7	Dean	Eco. Dis.	346	67	19%	24%	5%	406	132	33%
Reading	7	Dean	LEP Current	89	1	1%	5%	4%	137	15	11%
Reading	7	Dean	At-Risk	277	30	11%	15%	4%	369	107	29%
Reading	7	Dean	SPED	35	3	9%	10%	1%	45	4	9%
Reading	8	Dean	All	400	82	21%	26%	5%	452	145	32%
Reading	8	Dean	Hispanic	289	52	18%	23%	5%	338	109	32%
Reading	8	Dean	Am. Indian	6	0	0%	5%	5%	*	*	*
Reading	8	Dean	Asian	31	15	48%	52%	4%	27	13	48%
Reading	8	Dean	African Am.	56	7	13%	18%	5%	61	14	23%
Reading	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Dean	White	12	6	50%	55%	5%	24	8	33%
Reading	8	Dean	Two or More	6	2	33%	38%	5%	*	*	*
Reading	8	Dean	Eco. Dis.	333	63	19%	24%	5%	381	115	30%
Reading	8	Dean	LEP Current	72	0	0%	5%	5%	109	6	6%
Reading	8	Dean	At-Risk	243	13	5%	10%	5%	352	84	24%
Reading	8	Dean	SPED	33	1	3%	5%	2%	37	4	11%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	8	Dean	All	404	90	22%	27%	5%	451	52	12%
Science	8	Dean	Hispanic	289	54	19%	24%	5%	337	34	10%
Science	8	Dean	Am. Indian	6	1	17%	22%	5%	*	*	*
Science	8	Dean	Asian	31	23	74%	75%	1%	27	12	44%
Science	8	Dean	African Am.	58	5	9%	14%	5%	61	3	5%
Science	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Dean	White	13	6	46%	51%	5%	24	3	13%
Science	8	Dean	Two or More	7	1	14%	19%	5%	*	*	*
Science	8	Dean	Eco. Dis.	339	71	21%	26%	5%	380	35	9%
Science	8	Dean	LEP Current	71	2	3%	5%	2%	109	0	0%
Science	8	Dean	At-Risk	244	13	5%	10%	5%	351	16	5%
Science	8	Dean	SPED	35	4	11%	13%	2%	37	0	0%
Social Studies	8	Dean	All	399	42	11%	15%	4%	452	61	13%
Social Studies	8	Dean	Hispanic	286	22	8%	12%	4%	338	39	12%
Social Studies	8	Dean	Am. Indian	6	0	0%	3%	3%	*	*	*
Social Studies	8	Dean	Asian	31	13	42%	45%	3%	27	12	44%
Social Studies	8	Dean	African Am.	56	2	4%	10%	6%	61	6	10%
Social Studies	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Dean	White	13	4	31%	35%	4%	24	4	17%
Social Studies	8	Dean	Two or More	7	1	14%	16%	2%	*	*	*
Social Studies	8	Dean	Eco. Dis.	335	31	9%	12%	3%	381	42	11%
Social Studies	8	Dean	LEP Current	70	0	0%	3%	3%	109	1	1%
Social Studies	8	Dean	At-Risk	240	5	2%	7%	5%	352	25	7%
Social Studies	8	Dean	SPED	34	2	6%	7%	1%	37	2	5%

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	Dean	All	152	142	93%	100%	7%	106	106	100%
Algebra I	All Testers	Dean	Hispanic	100	92	92%	100%	8%	68	68	100%
Algebra I	All Testers	Dean	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Dean	Asian	26	26	100%	100%	0%	21	21	100%
Algebra I	All Testers	Dean	African Am.	11	11	100%	100%	0%	10	10	100%
Algebra I	All Testers	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Dean	White	10	9	90%	100%	10%	7	7	100%
Algebra I	All Testers	Dean	Two or More	*	*	*	*	*	*	*	*
Algebra I	All Testers	Dean	Eco. Dis.	120	112	93%	100%	7%	85	85	100%
Algebra I	All Testers	Dean	LEP Current	7	6	86%	100%	14%	*	*	*
Algebra I	All Testers	Dean	At-Risk	49	43	88%	100%	12%	50	50	100%
Algebra I	All Testers	Dean	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	Dean	All	152	121	80%	100%	20%	106	90	85%
Algebra I	All Testers	Dean	Hispanic	100	79	79%	100%	21%	68	57	84%
Algebra I	All Testers	Dean	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Dean	Asian	26	24	92%	100%	8%	21	20	95%
Algebra I	All Testers	Dean	African Am.	11	7	64%	100%	36%	10	8	80%
Algebra I	All Testers	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Dean	White	10	8	80%	100%	20%	7	5	71%
Algebra I	All Testers	Dean	Two or More	*	*	*	*	*	*	*	*
Algebra I	All Testers	Dean	Eco. Dis.	120	95	79%	100%	21%	85	72	85%
Algebra I	All Testers	Dean	LEP Current	7	6	86%	100%	14%	*	*	*
Algebra I	All Testers	Dean	At-Risk	49	38	78%	100%	22%	50	39	78%
Algebra I	All Testers	Dean	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	Dean	All	152	81	53%	55%	2%	106	71	67%
Algebra I	All Testers	Dean	Hispanic	100	49	49%	55%	6%	68	46	68%
Algebra I	All Testers	Dean	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Dean	Asian	26	23	88%	80%	-8%	21	17	81%
Algebra I	All Testers	Dean	African Am.	11	2	18%	55%	37%	10	5	50%
Algebra I	All Testers	Dean	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Dean	White	10	5	50%	55%	5%	7	3	43%
Algebra I	All Testers	Dean	Two or More	*	*	*	*	*	*	*	*
Algebra I	All Testers	Dean	Eco. Dis.	120	63	53%	55%	2%	85	56	66%
Algebra I	All Testers	Dean	LEP Current	7	2	29%	55%	26%	*	*	*
Algebra I	All Testers	Dean	At-Risk	49	15	31%	55%	24%	50	29	58%
Algebra I	All Testers	Dean	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.