

Cypress-Fairbanks Independent School District

Hopper Middle School

2021-2022 Campus Improvement Plan



Mission Statement

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

To empower through Trust

To grow through Effort

To inspire through Attitude

And to support through Message

This is Hopper Middle School and it is all about the TEAM

Vision

LEAD - Learn. Empower. Achieve. Dream.

Hopper Middle School will LEAD our students to success and prepare them to be successful citizens and students in HS by focusing on the 3 A's--Attitude, Attendance and Academics

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment:

- Step 1: Teams participated in a data analysis of the STAAR 2019 results and other forms of local assessment data.
- Step 2: Teams identified the problem and created a problem statement.
- Step 3: Teams participated a root cause analysis to identify all the reasons that contributed to the problem.
- Step 4: Teams determined what things were in their control and eliminated the causes that were out of their sphere of control.
- Step 5: Teams identified the focus issue or the biggest reason that led to the problem.
- Step 6: Teams used a "5 Why" strategy to determine the true root cause.

In summary, the comprehensive needs assessment denotes the following: Teams were able to identify student achievement problem statements and root causes in the areas of Reading, Math, Writing, Science, and Social Studies. There were also problem statements and root causes noted for the learning gaps that have occurred due to COVID-19 as well as the overall learning gaps experienced in our high population of economically disadvantaged households. Lastly, data was analyzed in the areas of school culture and climate, staff attendance, and parent and community engagement.

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 Lancaster Community Center.

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): White (Academic Achievement Reading, Academic Achievement Math, Student Success), Asian (Academic Achievement Reading, Growth Math, Student Success), English Learners (Academic Achievement Reading, Academic Achievement Math, Growth Reading, 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

Algebra:

- Approaches - Percentage passing was at or above our Cluster group in all sub pops.

Math:

- Approaches - 7th grade scored with or above the cluster in Hispanic, LEP and SPED; 8th grade performed higher than the cluster in all sub pops except White and SPED
- Meets - 6th grade subpop white is 15% points above cluster; 7th grade exceeded the target in LEP; 8th grade scored the same as the cluster in the sub pop of ECO
- Masters - 7th grade AA 1% over the cluster; 8th grade performed with the cluster in all sub pops except White;

Reading:

- Approaches - 6th grade White was 10% over the target and performed higher than the cluster; 7th grade LEP performed higher than the cluster;
- Meets - 6th grade White was 22% over the target and performed higher than the cluster; 7th grade exceeded the target and cluster in LEP and White sub pops;
- Masters - 6th grade performed higher than the target and cluster in the White sub pop; 7th grade exceeded the target and cluster in LEP and White sub pop

Science:

- Approaches - Hispanic sub pop exceeded cluster performance
- Meets - Hispanic sub pop exceeded cluster performance
- Masters - Hispanic sub pop exceeded cluster performance

Social Studies

- Approaches -
- Meets -
- Masters - Hispanic sub pop exceeded cluster performance

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: All grade levels and subpops performed well below district average **Root Cause:** Reading: Lack of valid data did not allow teachers to engage in responsive and reflective teaching

Problem Statement 2: Writing: Essay scores on average were much lower than years before **Root Cause:** Writing: Teachers do not model the writing process often enough and miss opportunities to help at the individual level during writing conferences

Problem Statement 3: Math: 6th and 7th grade Math STAAR scores continue to be well below the district average **Root Cause:** Math: Teachers do not use data to adjust or guide their first time instruction or purposeful grouping

Problem Statement 4: Science: LEP and SPED students continue to be the lowest performing subpop **Root Cause:** Science: Teachers do not use data to purposefully group students so they may deliver and adjust instruction to meet the needs of their students

Problem Statement 5: Social Studies: Social Studies STAAR scores experienced the greatest performance drop from 2020 to 2021 of all of the STAAR test results **Root Cause:** Social Studies: Accountability via data was not established and utilized with teachers nor students

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): Multiple sub-pops are underperforming on the reading STAAR **Root Cause:** Targeted Support and Improvement Reading: Teachers struggle with equipping the students with effective testing strategies and capability to self-monitor the effective or appropriate use of those strategies

Problem Statement 9: Targeted Support and Improvement Math (data based on 2018-19 identification): Multiple sub-pops are underperforming on the math STAAR **Root Cause:** Targeted Support and Improvement Math: Teachers struggle with utilizing valid formal/informal assessment strategies/activities and adjusting their instruction appropriately

School Culture and Climate

School Culture and Climate Strengths

Based on the Title I Parent Survey(60 responses), our strengths were as follows:

70% responded favorably about the opportunities to share feedback and ideas regarding the school's parent and family engagement program.

77% responded favorably when asked about the school leadership fostering an environment in which staff, parents, and the community work together to improve student achievement.

Responding about the value of various campus events and opportunities, several notable areas were highlighted. These include: 98% for Open House, and 98% for Parent-Teacher Conferences.

Based on restorative discipline data, our strengths were as follows:

The number of overall behavior infractions continues to decline

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Discipline data within student subpopulations is disproportionate. **Root Cause:** School Culture and Climate: Staff need more conflict resolution and pre-emptive techniques to use to curtail and/or avoid the need for disciplinary actions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Hopper hosts multiple events to increase staff morale and appreciate their dedication both weekly and monthly:

- random drawings
- staff appreciation month February and May
- 12 days of Christmas in December
- Monthly staff luncheons, mailbox treats, dessert bars, or breakfast to go

Hopper offers perfect attendance recognition each grading period, semester and yearly paired with certificate, dressy jeans passes, gift cards, or perfect attendance t-shirt

Staff enjoy jeans days weekly and monthly in celebration of a number of events (College days, Spirit Days, Blue Out, Pink Out, Astros/Professional Sports) and participate in theme dress up dates in support of Red Ribbon Week and Staff Appreciation Week (Disney Day, Superhero Day, Neon Day, etc)

New Staff are assigned a campus mentor and a district mentor

Staff are provided multiple opportunities to attend in and out of district Professional Development

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences peak during times where perceived stress is high such as grading periods where there extended period of times without a staff/student holiday. **Root Cause:** Teacher/Paraprofessional Attendance: During times of perceived stress staff members struggle to balance the emotional and task oriented demands of the job and interactions with students and other staff members.

Parent and Community Engagement

Parent and Community Engagement Strengths

Parent volunteers increased 30%, we were able to man the school store at least 2 day a week all lunches

Attendance to non-sporting events such as Open House, Electives night increase about 10%

Title 1 Survey results showed that parents felt informed and that the events they attended were useful

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Key stakeholders (parent support) involvement has not lead to supportive and positive results for students. **Root Cause:** Parent and Community Engagement : Hopper leadership and teachers have to work in different ways to gain the trust of our community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups










- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data







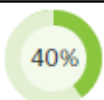
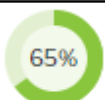

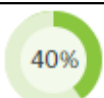
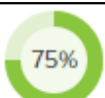



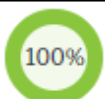
Goals











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		
<p>Strategy 1: Reading: Hopper will engage in rigorous planning that creates lessons paired with learning maps that include purposeful work in response to student data that is collected, tracked, and monitored</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS, Appraisers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Teachers will facilitate group and individual student conferences paired with intensive test reflections</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS, Appraisers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Hopper will engage in rigorous planning to facilitate multiple opportunities for students to go through the writing process with guided feedback through the use of rubrics in order to differentiate coaching and support.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS, Appraiser</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Hopper will engage in rigorous planning of lessons that follow the blended model with multiple opportunities for reflection in response to student data that is collected, tracked, and monitored.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS Appraisers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Teachers will differentiate instruction to better meet students' needs with a focus on incorporating the blended learning model and small group instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS, Appraisers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Social Studies: Social Studies teachers will plan for rigorous activities in response to analyzing data that increase student output to the higher level of Bloom's through HOT questions, student discourse and blended learning activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS, Appraisers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Dropout Prevention: The Drop-Out AP will work with the Registrar, Attendance Officer and Counseling office to make contact and create an action plan with parents.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Lessons targeting critical identified TEKS for each of the four core content areas.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			








Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: 1. Horizons Showcase 2. DaVinci Day 3. Student Council 4. Book Club 5. Mentor Program 6. Soccer Start</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AAS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Deepen understanding of and address specific academic needs of the ESL, SPED, African American student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Hopper will implement the following measures.</p> <p>Extra Staff--reduce class sizes</p> <p>Advisory/Intervention Supplies - Basic school supplies will be purchased to assist students in meeting their learning targets.</p> <p>Professional Development - provide necessary tools to teachers and admin</p> <p>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.</p> <p>Extra Duty - Teachers will participate in professional learning and planning sessions to gain a deeper understanding of the TEKS and develop quality lessons. Teachers will provide additional learning opportunities and experiences for students and the community to assist with meeting the goals and objectives in the CIP.</p> <p>Supplies - 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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Extra Staff - Title I - 6100 - \$318,400, Extra Duty - Title I - 6118 - \$15,000, Supplies--General and Advisory/Interventions - Title I - \$40,000, Library Books - Title I - \$5,500, Staff Development - Title I - \$7,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Saturday Smart Camps and targeted tutorials will be spread throughout the school year to address specific (real-time) skills/TEKS from each of the 4 core subjects. Students will be invited based on a multitude of factors (STAAR scores, Unit tests, DPMs, Checkpoints).</p> <p>Strategy's Expected Result/Impact: Students attending the Saturday Smart Camps will see a 25% increase on performance mastery on DPMs, benchmarks, and checkpoints throughout the 21-22 school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Extra duty pay - ESSER III - \$25,000, Supplies and transportation - ESSER III - \$10,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PD for all Core Staff members to utilize aspects of Blended Learning, Student Learning Maps, data specific interventions and mini lessons to meet the students where they are and then create unified academic success.</p> <p>Strategy's Expected Result/Impact: All students will show incremental growth of at least 1 on their STAAR scores from 20-21 to the 21-22.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Consultant fee - ESSER III - \$30,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase programs to support monitoring of Social-Emotional learning and lessons to rehab deficits.</p> <p>Strategy's Expected Result/Impact: 10% reduction of student behaviors that result in loss of instructional time.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: PBIS rewards - ESSER III - \$5,400</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will use multiple forms of advertisement such as mailers, newsletters, event flags, brochures, emails, banners etc. to communicate opportunities for our community and parents to be actively involved in Hopper MS to support student achievement</p> <p>Strategy's Expected Result/Impact: Partnership between home and school will strengthen and parent participation will increase by 10%</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Eduspire banners and media - ESSER III</p>	Formative		
	Nov	Feb	May
			
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: STAAR Data











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide at-risk students with additional academic support</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Academic Incentives, supplies for interventions - Special Allotment: Compensatory Education - \$4,178</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: Targeted Support and Improvement: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Student Success (58), Asian (Academic Achievement Reading (74%), Growth Math (86%), Student Success (73%), English Learners (Academic Achievement Reading (29%), Academic Achievement Math (40%), Growth Reading (64%), Growth Math (68%), Student Success (37%)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted Support and Improvement Reading: Specific and targeted data such as ERG and Performance Matters data for DPM, SRI, and checkpoints will be used to track students who are regressing in their academic growth and Action plans will be created that will include Targeted Tutorials and specific grouping practices by the reading intervention teachers.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal, DI, CCIS</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted Support and Improvement Math: Specific and targeted data such as ERG and Performance Matters data for DPM, SRI, and checkpoints will be used to track students who are regressing in their academic growth and Action plans will be created that will include Targeted Tutorials and the push-ins via the Math interventionists</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal, DI, CCIS</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented and effectively monitored.








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Campus Safety: Students are expected to be 100% compliant wearing their badges and masks at school, on school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures.</p> <p>Strategy's Expected Result/Impact: Students and Staff will be in a safe environment Intruders will be easily identifiable</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 95%.













Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Assistant Principals will implement systems to review reports, identify trends with attendance and documentation, and plan action steps to intervene with students who are on the excessive absence list</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%.</p> <p>Staff Responsible for Monitoring: AP</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 20%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: PBIS strategies and Relational Practices strategies will be used to positively reinforce and partner consequences with learning opportunities</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 20%.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions In School Suspensions for Sped AA students will be reduced by 10% by increasing restorative sessions with students facilitated by campus administrators.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We will increase restorative sessions with students and parents/guardians.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Prior to discretionary DAEP placements, the campus will convene an administrative committee to review the matrix.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 5%.</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: The assistant principals will work with the Counseling office and the Campus Resource Office to develop lessons to be presented.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 10%.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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








Evaluation Data Sources: Lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the Coordinated Approach to Child Health (CATCH) program with fidelity.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be recognized for perfect attendance each grading period.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

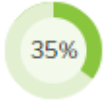





Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Tech Thursdays, Wellness Wednesdays, PD in your PJS, Lunch and Learn</p> <p>Strategy's Expected Result/Impact: Tech Thursdays--provide schoology and other tech help sessions Wellness Wednesday--self care strategies PD in your PJs--menu of learning opportunities covering behaviors, instructional, technology Lunch and Learn--quick sessions during the day on demand</p> <p>Staff Responsible for Monitoring: A-Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 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		
<p>Strategy 1: Parent and Family Engagement: We will consistently communicate via school messenger, flyers, brochures and emails, and afford opportunities for parents to be actively involved.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): (Lancaster Community Center)</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Curriculum Night/Open Forum CPOC 9/2 CPOC 11/10,1/19,2/22,4/27 Electives Night Student shadow opportunities by appointment</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 Funding Sources: PAFE Supplies - Title I - \$2,650, PAFE Snacks - Title I - \$600</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Hopper Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Hopper Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Behavior Interventionist	1
1 position	DI Helping Teacher	1
2 positions	AAS	1
3 positions	Content Curriculum Instr Specialist	1
9 positions	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Science Teacher	Class-size Reduction	1
Staff	7th grade Math Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Paraprofessional	Classroom Aide	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies and transportation		\$10,000.00
1	2	1	Extra duty pay		\$25,000.00
1	2	2	Consultant fee		\$30,000.00
1	2	3	PBIS rewards		\$5,400.00
1	2	4	Eduspire banners and media		\$0.00
Sub-Total					\$70,400.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Staff Development		\$7,000.00
1	1	10	Supplies--General and Advisory/Interventions		\$40,000.00
1	1	10	Extra Duty	6118	\$15,000.00
1	1	10	Extra Staff	6100	\$318,400.00
1	1	10	Library Books		\$5,500.00
4	1	3	PAFE Supplies		\$2,650.00
4	1	3	PAFE Snacks		\$600.00
Sub-Total					\$389,150.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Academic Incentives, supplies for interventions		\$4,178.00
Sub-Total					\$4,178.00

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	Hopper	All	328	194	59%	68%	9%	313	218	70%
Math	6	Hopper	Hispanic	192	116	60%	68%	8%	146	109	75%
Math	6	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Hopper	Asian	10	10	100%	100%	0%	10	8	80%
Math	6	Hopper	African Am.	98	46	47%	55%	8%	112	69	62%
Math	6	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Hopper	White	20	17	85%	88%	3%	27	19	70%
Math	6	Hopper	Two or More	6	5	83%	85%	2%	14	10	71%
Math	6	Hopper	Eco. Dis.	265	150	57%	68%	11%	265	179	68%
Math	6	Hopper	LEP Current	62	22	35%	40%	5%	59	32	54%
Math	6	Hopper	At-Risk	258	141	55%	60%	5%	219	148	68%
Math	6	Hopper	SPED	32	6	19%	25%	6%	36	16	44%
Math	7	Hopper	All	329	164	50%	60%	10%	362	175	48%
Math	7	Hopper	Hispanic	190	102	54%	60%	6%	201	109	54%
Math	7	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Hopper	Asian	11	6	55%	60%	5%	10	8	80%
Math	7	Hopper	African Am.	102	39	38%	50%	12%	121	36	30%
Math	7	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Hopper	White	16	10	63%	75%	12%	21	17	81%
Math	7	Hopper	Two or More	9	6	67%	75%	8%	7	4	57%
Math	7	Hopper	Eco. Dis.	261	123	47%	60%	13%	300	133	44%
Math	7	Hopper	LEP Current	44	13	30%	36%	6%	73	21	29%
Math	7	Hopper	At-Risk	185	62	34%	50%	16%	277	120	43%
Math	7	Hopper	SPED	26	8	31%	35%	4%	38	5	13%
Math	8	Hopper	All	235	129	55%	70%	15%	266	159	60%
Math	8	Hopper	Hispanic	139	84	60%	70%	10%	141	89	63%
Math	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Hopper	Asian	*	*	*	*	*	6	4	67%
Math	8	Hopper	African Am.	82	38	46%	65%	19%	100	52	52%
Math	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Hopper	White	9	4	44%	70%	26%	10	9	90%
Math	8	Hopper	Two or More	*	*	*	*	*	8	5	63%
Math	8	Hopper	Eco. Dis.	188	97	52%	70%	18%	227	124	55%
Math	8	Hopper	LEP Current	37	14	38%	50%	12%	44	19	43%
Math	8	Hopper	At-Risk	176	86	49%	65%	16%	215	125	58%
Math	8	Hopper	SPED	31	4	13%	25%	12%	36	10	28%
Reading	6	Hopper	All	328	176	54%	64%	10%	313	207	66%
Reading	6	Hopper	Hispanic	193	104	54%	65%	11%	146	108	74%
Reading	6	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Hopper	Asian	10	9	90%	95%	5%	10	8	80%
Reading	6	Hopper	African Am.	97	41	42%	55%	13%	112	58	52%
Reading	6	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Hopper	White	20	17	85%	87%	2%	27	21	78%
Reading	6	Hopper	Two or More	6	5	83%	85%	2%	14	10	71%
Reading	6	Hopper	Eco. Dis.	265	133	50%	60%	10%	265	171	65%
Reading	6	Hopper	LEP Current	62	13	21%	27%	6%	59	29	49%
Reading	6	Hopper	At-Risk	258	126	49%	55%	6%	219	137	63%
Reading	6	Hopper	SPED	31	6	19%	25%	6%	36	16	44%
Reading	7	Hopper	All	331	222	67%	75%	8%	362	260	72%
Reading	7	Hopper	Hispanic	193	135	70%	75%	5%	201	148	74%
Reading	7	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Hopper	Asian	11	7	64%	75%	11%	10	10	100%

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

2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	7	Hopper	African Am.	101	60	59%	65%	6%	121	77	64%
Reading	7	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Hopper	White	16	13	81%	85%	4%	21	19	90%
Reading	7	Hopper	Two or More	9	7	78%	85%	7%	7	5	71%
Reading	7	Hopper	Eco. Dis.	263	166	63%	75%	12%	300	207	69%
Reading	7	Hopper	LEP Current	45	19	42%	45%	3%	73	34	47%
Reading	7	Hopper	At-Risk	187	102	55%	60%	5%	277	190	69%
Reading	7	Hopper	SPED	27	5	19%	25%	6%	38	8	21%
Reading	8	Hopper	All	339	248	73%	84%	11%	361	288	80%
Reading	8	Hopper	Hispanic	215	167	78%	84%	6%	198	161	81%
Reading	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Hopper	Asian	7	7	100%	100%	0%	11	10	91%
Reading	8	Hopper	African Am.	103	65	63%	70%	7%	124	92	74%
Reading	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Hopper	White	10	7	70%	80%	10%	17	16	94%
Reading	8	Hopper	Two or More	*	*	*	*	*	10	8	80%
Reading	8	Hopper	Eco. Dis.	266	191	72%	84%	12%	291	223	77%
Reading	8	Hopper	LEP Current	40	15	38%	51%	13%	48	31	65%
Reading	8	Hopper	At-Risk	207	132	64%	75%	11%	256	191	75%
Reading	8	Hopper	SPED	32	9	28%	35%	7%	38	11	29%
Science	8	Hopper	All	340	236	69%	78%	9%	363	225	62%
Science	8	Hopper	Hispanic	216	164	76%	82%	6%	200	125	63%
Science	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Hopper	Asian	7	7	100%	100%	0%	11	9	82%
Science	8	Hopper	African Am.	103	58	56%	70%	14%	124	68	55%
Science	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Hopper	White	10	5	50%	70%	20%	17	15	88%
Science	8	Hopper	Two or More	*	*	*	*	*	10	7	70%
Science	8	Hopper	Eco. Dis.	267	175	66%	75%	9%	292	168	58%
Science	8	Hopper	LEP Current	40	13	33%	50%	17%	49	18	37%
Science	8	Hopper	At-Risk	207	121	58%	70%	12%	258	142	55%
Science	8	Hopper	SPED	31	5	16%	30%	14%	38	9	24%
Social Studies	8	Hopper	All	339	150	44%	65%	21%	361	148	41%
Social Studies	8	Hopper	Hispanic	216	101	47%	65%	18%	198	79	40%
Social Studies	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Hopper	Asian	7	6	86%	90%	4%	11	7	64%
Social Studies	8	Hopper	African Am.	102	37	36%	50%	14%	124	45	36%
Social Studies	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Hopper	White	10	4	40%	70%	30%	17	11	65%
Social Studies	8	Hopper	Two or More	*	*	*	*	*	10	6	60%
Social Studies	8	Hopper	Eco. Dis.	267	108	40%	60%	20%	291	107	37%
Social Studies	8	Hopper	LEP Current	41	5	12%	45%	33%	48	9	19%
Social Studies	8	Hopper	At-Risk	207	58	28%	50%	22%	256	79	31%
Social Studies	8	Hopper	SPED	31	3	10%	25%	15%	38	4	11%

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	Hopper	All	328	92	28%	30%	2%	313	88	28%
Math	6	Hopper	Hispanic	192	58	30%	32%	2%	146	49	34%
Math	6	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Hopper	Asian	10	8	80%	85%	5%	10	6	60%
Math	6	Hopper	African Am.	98	14	14%	22%	8%	112	22	20%
Math	6	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Hopper	White	20	12	60%	70%	10%	27	10	37%
Math	6	Hopper	Two or More	6	0	0%	10%	10%	14	1	7%
Math	6	Hopper	Eco. Dis.	265	66	25%	30%	5%	265	66	25%
Math	6	Hopper	LEP Current	62	5	8%	10%	2%	59	6	10%
Math	6	Hopper	At-Risk	258	60	23%	30%	7%	219	45	21%
Math	6	Hopper	SPED	32	1	3%	10%	7%	36	6	17%
Math	7	Hopper	All	329	53	16%	25%	9%	362	78	22%
Math	7	Hopper	Hispanic	190	35	18%	25%	7%	201	49	24%
Math	7	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Hopper	Asian	11	3	27%	50%	23%	10	7	70%
Math	7	Hopper	African Am.	102	10	10%	20%	10%	121	11	9%
Math	7	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Hopper	White	16	4	25%	40%	15%	21	9	43%
Math	7	Hopper	Two or More	9	1	11%	25%	14%	7	2	29%
Math	7	Hopper	Eco. Dis.	261	38	15%	25%	10%	300	56	19%
Math	7	Hopper	LEP Current	44	3	7%	10%	3%	73	4	5%
Math	7	Hopper	At-Risk	185	10	5%	15%	10%	277	49	18%
Math	7	Hopper	SPED	26	1	4%	10%	6%	38	0	0%
Math	8	Hopper	All	235	35	15%	25%	10%	266	56	21%
Math	8	Hopper	Hispanic	139	23	17%	25%	8%	141	27	19%
Math	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Hopper	Asian	*	*	*	*	*	6	1	17%
Math	8	Hopper	African Am.	82	9	11%	20%	9%	100	19	19%
Math	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Hopper	White	9	1	11%	25%	14%	10	5	50%
Math	8	Hopper	Two or More	*	*	*	*	*	8	4	50%
Math	8	Hopper	Eco. Dis.	188	26	14%	25%	11%	227	44	19%
Math	8	Hopper	LEP Current	37	5	14%	16%	2%	44	6	14%
Math	8	Hopper	At-Risk	176	20	11%	16%	5%	215	39	18%
Math	8	Hopper	SPED	31	1	3%	5%	2%	36	2	6%

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

2021-22 Meets CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Hopper	All	328	81	25%	32%	7%	313	101	32%
Reading	6	Hopper	Hispanic	193	45	23%	32%	9%	146	53	36%
Reading	6	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Hopper	Asian	10	6	60%	70%	10%	10	5	50%
Reading	6	Hopper	African Am.	97	15	15%	25%	10%	112	26	23%
Reading	6	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Hopper	White	20	11	55%	60%	5%	27	12	44%
Reading	6	Hopper	Two or More	6	4	67%	70%	3%	14	4	29%
Reading	6	Hopper	Eco. Dis.	265	59	22%	32%	10%	265	80	30%
Reading	6	Hopper	LEP Current	62	4	6%	10%	4%	59	7	12%
Reading	6	Hopper	At-Risk	258	48	19%	25%	6%	219	56	26%
Reading	6	Hopper	SPED	31	0	0%	10%	10%	36	4	11%
Reading	7	Hopper	All	331	121	37%	46%	9%	362	170	47%
Reading	7	Hopper	Hispanic	193	66	34%	45%	11%	201	102	51%
Reading	7	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Hopper	Asian	11	4	36%	45%	9%	10	7	70%
Reading	7	Hopper	African Am.	101	36	36%	44%	8%	121	40	33%
Reading	7	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Hopper	White	16	10	63%	70%	7%	21	16	76%
Reading	7	Hopper	Two or More	9	5	56%	60%	4%	7	4	57%
Reading	7	Hopper	Eco. Dis.	263	88	33%	44%	11%	300	134	45%
Reading	7	Hopper	LEP Current	45	6	13%	15%	2%	73	15	21%
Reading	7	Hopper	At-Risk	187	31	17%	20%	3%	277	118	43%
Reading	7	Hopper	SPED	27	2	7%	10%	3%	38	3	8%
Reading	8	Hopper	All	339	128	38%	45%	7%	361	184	51%
Reading	8	Hopper	Hispanic	215	91	42%	50%	8%	198	98	49%
Reading	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Hopper	Asian	7	6	86%	90%	4%	11	7	64%
Reading	8	Hopper	African Am.	103	30	29%	40%	11%	124	62	50%
Reading	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Hopper	White	10	0	0%	50%	50%	17	11	65%
Reading	8	Hopper	Two or More	*	*	*	*	*	10	6	60%
Reading	8	Hopper	Eco. Dis.	266	94	35%	45%	10%	291	140	48%
Reading	8	Hopper	LEP Current	40	1	3%	10%	7%	48	12	25%
Reading	8	Hopper	At-Risk	207	51	25%	35%	10%	256	104	41%
Reading	8	Hopper	SPED	32	0	0%	10%	10%	38	4	11%

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	Hopper	All	340	129	38%	42%	4%	363	120	33%
Science	8	Hopper	Hispanic	216	96	44%	45%	1%	200	66	33%
Science	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Hopper	Asian	7	5	71%	83%	12%	11	6	55%
Science	8	Hopper	African Am.	103	24	23%	30%	7%	124	32	26%
Science	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Hopper	White	10	3	30%	42%	12%	17	10	59%
Science	8	Hopper	Two or More	*	*	*	*	*	10	6	60%
Science	8	Hopper	Eco. Dis.	267	93	35%	42%	7%	292	83	28%
Science	8	Hopper	LEP Current	40	4	10%	15%	5%	49	8	16%
Science	8	Hopper	At-Risk	207	53	26%	35%	9%	258	59	23%
Science	8	Hopper	SPED	31	1	3%	5%	2%	38	3	8%
Social Studies	8	Hopper	All	339	45	13%	25%	12%	361	55	15%
Social Studies	8	Hopper	Hispanic	216	32	15%	25%	10%	198	29	15%
Social Studies	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Hopper	Asian	7	2	29%	40%	11%	11	4	36%
Social Studies	8	Hopper	African Am.	102	9	9%	25%	16%	124	12	10%
Social Studies	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Hopper	White	10	2	20%	40%	20%	17	7	41%
Social Studies	8	Hopper	Two or More	*	*	*	*	*	10	3	30%
Social Studies	8	Hopper	Eco. Dis.	267	34	13%	25%	12%	291	38	13%
Social Studies	8	Hopper	LEP Current	41	0	0%	10%	10%	48	5	10%
Social Studies	8	Hopper	At-Risk	207	7	3%	15%	12%	256	20	8%
Social Studies	8	Hopper	SPED	31	1	3%	10%	7%	38	1	3%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	6	Hopper	All	328	31	9%	10%	1%	313	19	6%
Math	6	Hopper	Hispanic	192	20	10%	12%	2%	146	8	5%
Math	6	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Hopper	Asian	10	2	20%	50%	30%	10	3	30%
Math	6	Hopper	African Am.	98	4	4%	5%	1%	112	5	4%
Math	6	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Hopper	White	20	5	25%	30%	5%	27	3	11%
Math	6	Hopper	Two or More	6	0	0%	5%	5%	14	0	0%
Math	6	Hopper	Eco. Dis.	265	18	7%	9%	2%	265	13	5%
Math	6	Hopper	LEP Current	62	0	0%	5%	5%	59	0	0%
Math	6	Hopper	At-Risk	258	20	8%	10%	2%	219	8	4%
Math	6	Hopper	SPED	32	0	0%	5%	5%	36	0	0%
Math	7	Hopper	All	329	20	6%	8%	2%	362	26	7%
Math	7	Hopper	Hispanic	190	12	6%	8%	2%	201	17	8%
Math	7	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Hopper	Asian	11	1	9%	27%	18%	10	3	30%
Math	7	Hopper	African Am.	102	6	6%	10%	4%	121	1	1%
Math	7	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Hopper	White	16	1	6%	10%	4%	21	4	19%
Math	7	Hopper	Two or More	9	0	0%	10%	10%	7	1	14%
Math	7	Hopper	Eco. Dis.	261	14	5%	8%	3%	300	17	6%
Math	7	Hopper	LEP Current	44	2	5%	10%	5%	73	0	0%
Math	7	Hopper	At-Risk	185	3	2%	8%	6%	277	16	6%
Math	7	Hopper	SPED	26	0	0%	5%	5%	38	0	0%
Math	8	Hopper	All	235	4	2%	8%	6%	266	12	5%
Math	8	Hopper	Hispanic	139	2	1%	8%	7%	141	4	3%
Math	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Hopper	Asian	*	*	*	*	*	6	1	17%
Math	8	Hopper	African Am.	82	1	1%	5%	4%	100	2	2%
Math	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Hopper	White	9	0	0%	5%	5%	10	2	20%
Math	8	Hopper	Two or More	*	*	*	*	*	8	3	38%
Math	8	Hopper	Eco. Dis.	188	2	1%	7%	6%	227	9	4%
Math	8	Hopper	LEP Current	37	1	3%	6%	3%	44	1	2%
Math	8	Hopper	At-Risk	176	1	1%	5%	4%	215	4	2%
Math	8	Hopper	SPED	31	0	0%	5%	5%	36	0	0%

Cypress-Fairbanks Independent School District
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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	Hopper	All	328	36	11%	15%	4%	313	42	13%
Reading	6	Hopper	Hispanic	193	18	9%	15%	6%	146	21	14%
Reading	6	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Hopper	Asian	10	4	40%	50%	10%	10	2	20%
Reading	6	Hopper	African Am.	97	6	6%	10%	4%	112	11	10%
Reading	6	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Hopper	White	20	5	25%	30%	5%	27	6	22%
Reading	6	Hopper	Two or More	6	3	50%	51%	1%	14	2	14%
Reading	6	Hopper	Eco. Dis.	265	25	9%	15%	6%	265	34	13%
Reading	6	Hopper	LEP Current	62	1	2%	5%	3%	59	2	3%
Reading	6	Hopper	At-Risk	258	18	7%	10%	3%	219	20	9%
Reading	6	Hopper	SPED	31	0	0%	5%	5%	36	0	0%
Reading	7	Hopper	All	331	58	18%	25%	7%	362	102	28%
Reading	7	Hopper	Hispanic	193	33	17%	25%	8%	201	63	31%
Reading	7	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Hopper	Asian	11	2	18%	25%	7%	10	6	60%
Reading	7	Hopper	African Am.	101	15	15%	21%	6%	121	17	14%
Reading	7	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Hopper	White	16	6	38%	42%	4%	21	12	57%
Reading	7	Hopper	Two or More	9	2	22%	25%	3%	7	3	43%
Reading	7	Hopper	Eco. Dis.	263	45	17%	25%	8%	300	75	25%
Reading	7	Hopper	LEP Current	45	3	7%	10%	3%	73	8	11%
Reading	7	Hopper	At-Risk	187	11	6%	10%	4%	277	65	23%
Reading	7	Hopper	SPED	27	0	0%	5%	5%	38	2	5%
Reading	8	Hopper	All	339	49	14%	20%	6%	361	119	33%
Reading	8	Hopper	Hispanic	215	34	16%	20%	4%	198	61	31%
Reading	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Hopper	Asian	7	2	29%	40%	11%	11	5	45%
Reading	8	Hopper	African Am.	103	13	13%	16%	3%	124	38	31%
Reading	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Hopper	White	10	0	0%	30%	30%	17	10	59%
Reading	8	Hopper	Two or More	*	*	*	*	*	10	5	50%
Reading	8	Hopper	Eco. Dis.	266	34	13%	18%	5%	291	88	30%
Reading	8	Hopper	LEP Current	40	0	0%	5%	5%	48	5	10%
Reading	8	Hopper	At-Risk	207	10	5%	10%	5%	256	55	21%
Reading	8	Hopper	SPED	32	0	0%	5%	5%	38	0	0%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	8	Hopper	All	340	56	16%	18%	2%	363	53	15%
Science	8	Hopper	Hispanic	216	45	21%	25%	4%	200	30	15%
Science	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Hopper	Asian	7	3	43%	50%	7%	11	4	36%
Science	8	Hopper	African Am.	103	7	7%	9%	2%	124	11	9%
Science	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Hopper	White	10	1	10%	20%	10%	17	4	24%
Science	8	Hopper	Two or More	*	*	*	*	*	10	4	40%
Science	8	Hopper	Eco. Dis.	267	41	15%	18%	3%	292	33	11%
Science	8	Hopper	LEP Current	40	1	3%	5%	2%	49	6	12%
Science	8	Hopper	At-Risk	207	14	7%	10%	3%	258	17	7%
Science	8	Hopper	SPED	31	0	0%	5%	5%	38	0	0%
Social Studies	8	Hopper	All	339	18	5%	10%	5%	361	30	8%
Social Studies	8	Hopper	Hispanic	216	15	7%	10%	3%	198	20	10%
Social Studies	8	Hopper	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Hopper	Asian	7	0	0%	10%	10%	11	3	27%
Social Studies	8	Hopper	African Am.	102	2	2%	10%	8%	124	4	3%
Social Studies	8	Hopper	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Hopper	White	10	1	10%	20%	10%	17	2	12%
Social Studies	8	Hopper	Two or More	*	*	*	*	*	10	1	10%
Social Studies	8	Hopper	Eco. Dis.	267	14	5%	10%	5%	291	24	8%
Social Studies	8	Hopper	LEP Current	41	0	0%	5%	5%	48	2	4%
Social Studies	8	Hopper	At-Risk	207	4	2%	5%	3%	256	10	4%
Social Studies	8	Hopper	SPED	31	0	0%	5%	5%	38	0	0%

Middle School Content Area Standard Expectations

English Language Arts/Reading (Grade 6)

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

English/Language Arts 7-12

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

Mathematics

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

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

Science

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

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

Social Studies

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

LOTE

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

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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