Cypress-Fairbanks Independent School District

Kahla Middle School

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Kahla Middle School is to develop a community of learners in an ever-changing world using self-discipline, motivation, and excellence.

Vision

Building to be KNIGHTS: Knowledgable, Noble, Insightful, Global, Honorable, Trustworthy Scholars!

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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: The Director of Instruction and Principal worked with each CCIS and grade-level content team to review STAAR TEKS-Growth data. Teachers were given the opportunity to review the data and make decisions to focus on the same TEKS from the previous year. The Director of Instructions followed up with teachers and CPOC members to solidify and continue the plan, which included minor adjustments.

In summary, the comprehensive needs assessment denotes the following: Upon reviewing the data for our campus it was noted that we continue to focus on our major areas of concern which include frequent opportunities to address foundational skills, prior knowledge, and vertical alignment for each department.

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, Queenston Manor Apartments, Locomotion Early Learning Center, Majestic Cleaners, Donut Guys, and Edge It Up Barber Shop.

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)

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

STAAR & TEA Accountability 2021

- Kahla met the Academic Achievement Status target in ELA/Reading for the following sub-populations: African American, Hispanic, Economically Disadvantaged, and Special Ed.

Algebra

- **Approaches -** African Americans met the target goal. Succeeded the district in Hisp. By 2%, African Am. By 6%, and Eco. Dis. by 3%.

- **Meets -** Outperformed the district in Hisp. by 5%, African Am. by 2%, and Eco. Dis by 4%. Outperformed the cluster in ALL, Hisp. African Am. White, and Eco. Dis.

- **Masters -** Outperformed the district in Hisp. by 2%, and Eco. Dis. by 1%. Outperformed the cluster in ALL, Hisp. African Am., White, and Eco. Dis.

Math

- **Approaches -** 6th grade White was 3% over the target, LEP was 5% over the target, SPED 31% over target. Outperformed the district in Hisp. by 4%, African Am. by 1%, White by 4%, Eco. Dis. 5%, LEP by 16%, and SPED by 19%. Outperformed the cluster in all areas. 7th grade outperformed the cluster in White & LEP. 8th grade outperformed the cluster in African Am., and White.

- **Meets -** 6th grade SPED was 10% over the target, White met the target exactly. Outperformed the district in Hisp. by 4%, African Am. by 2%, Eco. Dis. by 5%, SPED by 2% and in line with the district for LEP. 7th grade outperformed the cluster in African Am. 8th grade outperformed the cluster in ALL, Hispanic, Economically Disadvantaged, & LEP.

- **Masters -** 6th grade white was 11% over target, LEP 1% over target, SPED 3% over target. Outperformed the cluster in all areas. 7th Grade met our target for LEP, for white 2% over target. Outperformed the cluster in African American, and White. 8th grade White was 1% over the target. 8th grade outperformed the cluster in ALL, Hispanic, African Am., White, & Eco. Dis.

Reading

- **Approaches** - 6th grade performed at 14% above the target in White sub pop, and LEP and Sped sub pop exceeded their target and surpassed their cluster; 7th grade met their target for AA sub pop; 8th grade exceeded the target by 5%, and the cluster in the LEP sub pop

- **Meets** - 6th grade performed above the target in AA and Sped sub pops and performed higher than the cluster in 5 of the 7 sub pops; 7th grade met their overall target and performed higher in the LEP and Sped sub pop; 8th grade performed above the target for White and LEP sub pop

- **Masters** - 6th grade exceeded their target and performed higher than the cluster in 5 of the 7 sub pops; 7th grade performed higher than the target in the White sub pop; 8th grade performed higher than the cluster in Eco Dis, LEP, and Sped sub pop and exceeded the target in LEP and Sped sub pop

Science

- **Approaches** - 8th grade above cluster in AA, Eco Dis, & LEP sub pop.

- **Meets** - 8th grade White sub pop performed above the target goal. Surpassed the cluster in 4 out of 7 sub pops.

- **Masters** - 8th grade White, LEP, and SPED performed higher than the target goal. Exceeded the cluster in 4 out of 7 sub pops.

Social Studies

- **Approaches** - 34% of LEP Current sub pop scored at approaches, which exceeded the district by 4% and the cluster by 10%.

- **Masters** - At 11% all sub pops collaboratively exceeded cluster by 3%

- **Meets** - At 40%, the White sub pop is within 4% of meeting the target goal and exceeded cluster by 2%. At 10% LEP sub pop is 1% away from the target goal. LEP also exceeded cluster by 6%, and district 2021 by 3%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Students performed between 40% and 60% proficient in the following TEK areas for each grade level. The data is based on cumulative proficiency scores from the 2019 & 2021 STAAR tests. 6th Grade - 6.2(A) and 6.5(F); 7th grade - 7.2(B), 7.5(F), and 7.6(D); 8th Grade - 8.2(B), 8.5(F), and 8.6(D). **Root Cause:** Reading: Teachers do not participate in campus vertical alignment opportunities to communicate and collaborate strategies that support vocabulary, inference, and paraphrasing.

Problem Statement 2: Writing: Student STAAR composition scores trend at the basic level of proficiency. **Root Cause:** Writing: Frequent opportunities for individual writing reflections are not embedded into curriculum planning.

Problem Statement 3: Math: Students performed between 40% and 70% proficient in the following readiness TEK areas for each grade level. The data is based on cumulative TEK proficiency scores from the 2019 & 2021 STAAR tests. 6th Grade - 6.3(E), 6.8(D), and 6.10(A); 7th Grade - 7.3(B) , 7.4(A), and 7.7(A); 8th Grade - 8.3(C), 8.4(C), and 8.10(C). **Root Cause:** Math: There is a lack in the opportunities provided to make connections to the foundational skills and understandings from previous grade levels.

Problem Statement 4: Science: Students performed between 40% and 60% proficient in the following TEK areas for each grade level. The data is based on cumulative proficiency scores from the 2019 & 2021 District Benchmarks and STAAR tests. 6th Grade - 6.6(B) and 6.9(C); 7th Grade - 7.5(B) and 7.12(D); 8th Grade - 8.5(A), 8.6(C), and 8.9(C). **Root Cause:** Science: There is a need to provide vertical alignment and cross-curricula opportunities to support collaboration and background knowledge.

Problem Statement 5: Social Studies: Students performed between 50% and 75% proficient in the following TEK areas for each grade level. The data is based on cumulative proficiency scores from the 2019 & 2021 District Benchmarks and STAAR tests. 6th Grade - 6.1(B) and 6.5(C); 7th Grade - 7.13(A) and 7.14(A); 8th Grade - 8.5(C), 8.12(C), and 8.16(B). **Root Cause:** Social Studies: There is a lack in the opportunities provided to reinforce prior knowledge during instructional time.

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): Students in the White sub-population are not showing progress at Meets and Masters levels of STAAR Reading. **Root Cause:** Targeted Support and Improvement Reading: Teachers need to track, engage, and motivate students in this sub-pop so they can excel and progress academically.

Problem Statement 9: Targeted Support and Improvement Math (data based on 2018-19 identification): Students in the White sub-population are not showing growth at Meets and Masters levels of STAAR. **Root Cause:** Targeted Support and Improvement Math: As the minority group in class, students in the White sub-population have traditionally not been targeted for direct support.

School Culture and Climate

School Culture and Climate Strengths

Student Attendance

Kahla has had a high attendance rate in past years. We've continued to refine processes with our registrar and attendance clerk to hold teachers accountable for entering attendance in all periods within the first 10 minutes. Students and parents received postcards at the beginning of the school year, inviting them back to campus for the 2021-22 school year. Kahla continues to promote high attendance with all students and staff!

PBIS and Restorative Discipline Data

PBIS Rewards has provided teachers and students the opportunity to acknowledge all Knights on their quest to excellence. Our teachers consistently work to reward their colleagues and students for all of the positive actions they add to our campus culture. Our PBIS committee works to ensure staff and students are trained on using and implementing the system daily. Kahla continues to promote restorative practices as opposed to removing students from class to provide consequences. Discipline data has decreased due to restorative practices. Assistant Principals will continue to train on restorative practices and promote positive outcomes with students.

Campus Safety

Kahla staff and students have become knowledgeable about all campus safety procedures. Our Assistant Principals have worked to revamp safety procedures that are clear and precise to all involved. Students receive Project safety lessons periodically through Advisory. Students will practice and talk through scenarios to better prepare for a crisis.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Discipline data within student subpopulations are disproportionate when compared to campus demographics. **Root Cause:** School Culture and Climate: Teachers need additional training and support on classroom management, relationship building and restorative discipline practices and strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We continually focus on quality recruitment for our Kahla staff and provide a mentoring program for new teachers - both new to CFISD or to the career. New teachers are assigned campus mentors and participate in targeted share sessions throughout the year, with topics based on feedback from NTIP members, CCIS, and appraisers. To support our staff's professional development goals and district initiatives, we provide PD on campus after the school day on instructional topics such as Classroom Instruction, Management & Procedures, Building Relationships, and Instructional Technology.

All core academic content teachers have a common planning period and meet 3-4 times per week to plan highly effective lessons, model facilitation, and discuss data as relates to instruction. Core academic teachers, that teach a STAAR-tested content and grade level, also have a common period consisting of teachers from all 4 academic subjects (called Manors). Manors discuss cross-curricular connections, utilizing PBIS, parent outreach, campus improvement observations, and also best practices for students' success academically and behaviorally. They also provide instructional support to their content team members on specifically assigned days. All teachers on campus receive planning and instructional support from an assigned Campus Content Instructional Specialist (CCIS). Teachers and students are further supported by two Academic Achievement Specialists who provide assistance with academic excellence, teacher/student data, and attendance.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance rates decline in the Spring semester and most Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: There's an increase in the level of stress teachers and staff experiences when it pertains to district and state assessments, so they tend to practice self-care and wellness during the second semester.

Parent and Community Engagement

Parent and Community Engagement Strengths

Kahla hosted its first annual Parent Empowerment Forum to help educate our community with topics that affect our youth. We discussed topics related to Drug Awareness, Depression & Anxiety, Healthy Relationships, and Social Media Effects on Kids. We also partnered with the Texas Workforce Commission to provide resources to parents seeking employment or other needs. Cy-Fair ISD Mental Health Intervention Team supported us and provided resources to our parents. Along with the registration, parents were given a book titled Parenting Teens with Love and Logic: Preparing Adolescents for Responsible Adulthood. We were able to raffle out a free counseling session for a family provided to us by Serenity Wellness & Counseling. Our counselors have worked to have an ongoing effort to support our families with various resources that support our Knights mentally, physically, and emotionally.

Kahla also provided several Literacy events to the entire community. The "Becoming Everyday Readers Drive-By" event provided parents and students with free books and bookmarks. Our community received an invitation to come out during the Fall and Spring to support our campus effort to increase literacy from home. Instructional Leadership provided an "Academic Knight" presentation for our parents and students. Parents were provided with support on how to navigate learning opportunities, face-to-face and virtual. Our leadership provided information on how to successfully support students throughout our Virtual Learning experience. This opportunity was hosted in the Fall and Spring of the 2021 school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents are interested in their child's academics and learning, however, they are not connected to the communication delivered by the campus or district. **Root Cause:** Parent and Community Engagement : We need more opportunities to connect with parents via social media, school messenger, evening and weekend events to engage them in the learning about academics and technology at the campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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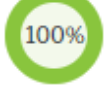
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: Teachers will prioritize using backwards design, planning for small group instruction, and tracking student data utilizing anecdotal notes. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.	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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	25%	50%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: Teachers will prioritize using backwards design, planning for small group instruction, and utilizing anecdotal notes to chart writing conference topics and growth in skills for individual students.	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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	25%	50%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Writing: Teachers will use model text to build students' skills with writing styles.	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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	25%	50%	80%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Math: Teachers will use backwards design with planning to address the foundational math skills needed to support the current unit/curriculum piece, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.	**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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	30%	50%	80%

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Science: Teachers will use backwards design with planning to identify background knowledge, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.	**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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4	25%	50%	80%

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Social Studies: Teachers will use backwards design with planning, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.	**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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4	25%	50%	80%

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Dropout Prevention: Our campus registrar and AAS team will work to contact families and/or schools to regulate attendance and regularly ensure codes reflect a student's current status. Counselors will support families with school and/or outside resources as needed.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist **TEA Priorities:** Connect high school to career and college	30%	60%	100%

Strategy 8 Details	Formative Reviews		
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: Additional opportunities for all students to engage in Reviewing, Reteaching, and Relearning any material and techniques. The goal is to raise proficiency on targeted TEKS by 10-15% on District & State Assessments, provide small wins regularly to scaffold the learning and confidence of Kahla learners in all subjects and address identified learning gaps proactively before assessments occur.	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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.5	30%	50%	80%

Strategy 9 Details	Formative Reviews		
Strategy 9: Well-Rounded Education: The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: JA Inspire, K-PAC, Student Council, Horizons Club, and Knights of the Read Table - Book Club.	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, Director of Instruction, and Club Sponsors. **Schoolwide and Targeted Assistance Title I Elements:** 2.5	30%	60%	90%

Strategy 10 Details	Formative Reviews		
Strategy 10: Deepen understanding of and address specific academic needs of the White, economically disadvantaged and special education student groups in an effort to address the needs of all students, particularly at-risk. **Strategy's Expected Result/Impact:** Kahla will implement the following measures.	**Formative**		
	Nov	**Feb**	**May**

1. Additional Staffing - The class-size reduction teachers in 6th and 8th grade will assist in lowering the student-to-teacher ratio assisting in meeting our students' goals in all ELAR and Math.

2. Temporary Workers - Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.

3. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.

4. Social Behavior Videos - Students will utilize social behavior videos as an additional social intervention after school to assist in meeting or exceeding instructional and discipline targets.

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

6. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students

7. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school and on scheduled Saturdays. Teachers will also work to support scheduled parent and community engagement programs.

8. Student Snacks - Students will be provided snacks during STAAR testing days, additional intervention opportunities after school, and on scheduled Saturdays.

9. Instructional Monitors & Frames - Monitors and frames will be utilized to incorporate instructional strategies used throughout math and reading, academic strategies, and social behavior. They will also allow us to communicate intervention opportunities outside of instructional time, PBIS acknowledgments, and campus expectations.
Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

Schoolwide and Targeted Assistance Title I Elements: 2.6
Funding Sources: Social Behavior Videos - Title I - $2,000, Instructional Supplies - Title I - $65,000, Professional Development - Title I - $5,000, Extra Duty Pay - Title I - $19,000, Additional Staffing - Counselor, Instructional Specialist, Language Arts (2), and Math - Title I - $357,166, Library Books - Title I - $10,000, Temporary Workers - Title I - $10,000, Student Snacks - Title I - $2,500, Instructional Monitors - Title I - $7,500, Instructional Frames - Title I - $2,800

50% 60% 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 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use STAAR, DPM, Benchmark, and campus instructional data to assign specific students to tutorials organized by TEKS or needed skills.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students attending the 2021-2022 TEKS tutoring will show at 15% or more growth from their previous years STAAR test and/or most recent diagnostic exam. **Staff Responsible for Monitoring:** Principal	35%	45%	50%

Strategy 2 Details	Formative Reviews		
Strategy 2: Class size reduction teacher (ELAR)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 80% or more of the students placed within the class will reach approaches or higher on the STAAR Exam. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Emergent Bilingual - Testing Pamphlet - ESSER III - $1,000	35%	45%	45%

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Class Size Reduction: Class size reduction teachers will assist in lowering the student-to-teacher ratio assisting in meeting our students' goals in all ELAR and Math.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 70% or more of the students placed within the class will reach approaches or higher on the STAAR Exam. **Staff Responsible for Monitoring:** Principal and Director of Instruction **Funding Sources:** Staffing - Special Allotment: Compensatory Education - $210,000	20%	60%	80%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			
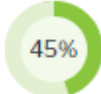
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Student Success (58%)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

Summative Evaluation: Some progress made toward meeting Objective
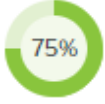
Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted Support and Improvement Reading: We will more intentionally focus on the White sub-population for TEKS-tutoring and "meets/masters" interventions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus ELAR Instructional Specialist **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	30%	45%	50%

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted Support and Improvement Math: We will more intentionally focus on the White sub-population for TEKS-tutoring and "meets/masters" interventions.	**Formative**		
	Nov	**Feb**	**May**
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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Math Instructional Specialist **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	30%	45%	50%

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.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Project safety lessons will be implemented through Advisory on a monthly basis. Lessons will include reminders on campus and district safety guidelines and expectations. We will continue to reinforce the use of clear backpacks, students wearing badges, and LEAD Safely protocols at all times while on campus.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: All students and staff will comply with campus safety protocols. **Staff Responsible for Monitoring:** Assistant Principals and Principal	30%	75%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principals	30%	60%	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 96%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: The Attendance office will run a daily report to identify students with 2 consecutive absences and make parent contact. After 3 absences, the AAS will meet with students and notify grade-level AP and counselor. **Strategy's Expected Result/Impact:** Student attendance will exceed 96%. **Staff Responsible for Monitoring:** Assistant Principals, Attendance Clerk, Registrar, and Academic Achievement Specialist	**Formative**		
	Nov	**Feb**	**May**
	0%	0%	0%
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

    Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: PBIS Rewards system will be implemented by staff to increase the positive recognition of students who are complying with campus expectations. PBIS Leadership team will work with APs to provide quality lessons through campus Advisory. Restorative practices and information will be given to the staff through on-campus PD opportunities to assist students in correcting behavior and increasing their learning time.
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 50%.
 	
1. PBIS Rewards - The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. And with added features like referral tracking, Check-In/Check-Out, and a teacher rewards system, PBIS Rewards helps to foster accountability and fidelity in your PBIS program.
    Staff Responsible for Monitoring: Assistant Principals and PBIS Leadership
 	
    TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
    Funding Sources: PBIS Rewards System - $3,500
	Formative		

	Nov	**Feb**	**May**
	0%	0%	0%

Strategy 2 Details	Formative Reviews		

Strategy 2: In-School Suspensions: When reviewing Level 3 or higher discipline referrals, the Assistant Principals and teachers will meet to discuss alternate strategies to reduce the number of long-term and short-term removal from classroom instruction.
    Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 13%.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	0%	0%	0%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: When reviewing Level 3 or higher discipline referrals, the Assistant Principals and teachers will meet to discuss alternate strategies to reduce the number of long-term and short-term removal from classroom instruction.
    Strategy's Expected Result/Impact: Out of School Suspensions be reduced by 35%.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	0%	0%	0%

Strategy 4 Details	Formative Reviews		
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: We provide individualized structures and support systems to assist students with multiple disciplinary infractions. Students with one serious incident will be addressed according to the individual student.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The campus will monitor discretionary DAEP placements to ensure restorative practices are given. DAEP placements of African American students will be reduced by 48%. **Staff Responsible for Monitoring:** Assistant Principals	0%	0%	0%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: All students will participate in a monthly Project Safety & Social-Emotional Learning Lesson. We will also continue to encourage students to "say something if they see something" by reporting suspicious or disturbing behaviors to staff members or through our campus tipline.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will be reduced by 1% **Staff Responsible for Monitoring:** Assistant Principals	40%	70%	100%

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

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

Performance Objective 4: Coordinated Health Program: By the end of the 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

Summative Evaluation: Met Objective

Strategy 1 Details		Formative Reviews		
Strategy 1: Physical Education teachers will implement weekly cardiovascular workouts, strengthening, and overall technique training with fidelity.		**Formative**		
		Nov	**Feb**	**May**
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:** Administrative Team and Physical Education Teachers.		50%	70%	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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will highlight staff that has perfect attendance for each month.	**Formative**		
Strategy's Expected Result/Impact: Increased staff attendance	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Director of Instruction, Appraisers, CCIS **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	30%	50%	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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2020-21 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, and Lesson Plans

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will receive site-based PD sessions that will focus on topics tied to improving first-time instruction. Campus experts will have the opportunity to lead sessions each semester.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Teachers will implement and use PD sessions to enhance their Personal Professional Development Goals.
    Staff Responsible for Monitoring: Director of Instruction and Principal
 	
    TEA Priorities: Recruit, support, retain teachers and principals
	50%	70%	100%

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

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 20%.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will offer targeted events (such as but not limited to Academics Knights, Becoming Everyday Readers, Parent Empowerment Symposium, Elective Fair) for parents to learn more about the school's academic programs and technology. We will communicate meetings times through School Messenger, Facebook, and Twitter with Spanish translation when possible.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, and CPOC members. **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Books, Pamphlet, Instructional Material - $5,000, Extra Duty Pay - $2,000	50%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Title I Campus:	Formative		
	Nov	Feb	May
Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school. This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Kahla front reception desk, the Queenston Manor Apartments, Majestic Cleaners, Locomotion Early Learning Center, Dount Guys, and Edge It Up Barber Shop. **Strategy's Expected Result/Impact:** 100% of parents and family members will have access to the Parent and Family Engagement Policy. **Staff Responsible for Monitoring:** Principal, Director of Instruction, and CPOC members. **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **Funding Sources:** Parent Engagement Pamphlet - $100	50%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Title I Campus: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. (1) Open House 2021 - September 9, 2021 (2) Dyslexia Parent Meeting - September 16, 2021 (3) 4 Year Plan Parent Meeting - October 7, 2021 (4) Academic Knight - October 2021 (5) Parent Empowerment Forum - November 2021 (6) Knights of Honor - November 2021 (7) Becoming Everyday Readers - January 2022 (8) Electives Fair - January 2022 (9) Knights Quest to Mastery - March 2022, April 2022 (10) Kahla Awards - May 2022	**Formative**		
	Nov	**Feb**	**May**
	60%	80%	100%
Strategy's Expected Result/Impact: Parent and family participation will increase by 20% due to the campus offering flexible meeting dates and times. **Staff Responsible for Monitoring:** Principal, Director of Instruction, and CPOC members. **Schoolwide and Targeted Assistance Title I Elements:** 3.2			

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

State Compensatory

Budget for Kahla Middle School

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

Personnel for Kahla Middle School

Name	Position	FTE
1 position	DI Helping Teaher	1
12 position	Teacher	1
2 positions	AAS	1
3 positions	Content Curriculum Instr Specialist	1

Title I Personnel

Name	Position	Program	FTE
Jessica Zelaya	Supplemental Counselor	Guidance & Counseling	1
Michelle Wilson	ELAR Teacher	Class-size Reduction	1
Staff	ELAR Teacher	Class-size Reduction	1
Staff	Instructional Specialist	Math	1
Staff	Paraprofessional	Classroom Aide	1

2021-2022 CPOC

Committee Role	Name	Position
Administrator	Virgil Maddox	Principal
Administrator	Denishia Nickerson	Director of Instruction
CCIS	Chelsea Howard	ELAR CCIS
CCIS	Alexandra Meyer	Math CCIS
CCIS	Faith Blaine	Science CCIS
CCIS	Leroneatra Williams	Social Studies CCIS
CCIS	Samantha Moss	ELAR CCIS
Classroom Teacher	Deborah Turner	7th Grade Science Teacher
Classroom Teacher	Bradley Acree	Choir Teacher
Classroom Teacher	Karin Lemke	7th Grade ELAR Teacher
Classroom Teacher	Thaida Garcia Martinez	Spanish Teacher
Classroom Teacher	Cinthia Monjaras	7th Grade Math Teacher
Classroom Teacher	Leigh Walters	6th Grade World Cultures Teacher
Classroom Teacher	Phillip Holmes	Physical Education Teacher
District-level Professional	Sarah Harty	Assistant Superintendent of Secondary Schools
Parent	Audrey Owens	Parent
Business Representative	Shanta Richard	Business Owner
Business Representative	Rena Leonard	Business Owner
Classroom Teacher	Kayla Voge	7th Grade ELAR Teacher
Parent	Ruth Ann Keasler	Parent
Community Representative	Joseph Oche	Community Representative

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Emergent Bilingual - Testing Pamphlet		$1,000.00
				Sub-Total	$1,000.00
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	Instructional Monitors		$7,500.00
1	1	10	Additional Staffing - Counselor, Instructional Specialist, Language Arts (2), and Math		$357,166.00
1	1	10	Temporary Workers		$10,000.00
1	1	10	Library Books		$10,000.00
1	1	10	Social Behavior Videos		$2,000.00
1	1	10	Professional Development		$5,000.00
1	1	10	Instructional Frames		$2,800.00
1	1	10	Instructional Supplies		$65,000.00
1	1	10	Extra Duty Pay		$19,000.00
1	1	10	Student Snacks		$2,500.00
				Sub-Total	$480,966.00
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Staffing		$210,000.00
				Sub-Total	$210,000.00

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	Kahla	All	403	301	75%	80%	5%	384	264	69%
Math	6	Kahla	Hispanic	231	174	75%	80%	5%	219	153	70%
Math	6	Kahla	Am. Indian	5	3	60%	65%	5%	*	*	*
Math	6	Kahla	Asian	29	28	97%	100%	3%	36	33	92%
Math	6	Kahla	African Am.	105	65	62%	67%	5%	91	52	57%
Math	6	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Kahla	White	26	25	96%	100%	4%	21	13	62%
Math	6	Kahla	Two or More	7	6	86%	91%	5%	12	9	75%
Math	6	Kahla	Eco. Dis.	305	219	72%	77%	5%	319	216	68%
Math	6	Kahla	LEP Current	68	43	63%	68%	5%	80	42	53%
Math	6	Kahla	At-Risk	303	214	71%	76%	5%	300	198	66%
Math	6	Kahla	SPED	32	21	66%	71%	5%	37	18	49%
Math	7	Kahla	All	433	228	53%	58%	5%	423	264	62%
Math	7	Kahla	Hispanic	262	135	52%	57%	5%	234	148	63%
Math	7	Kahla	Am. Indian	5	2	40%	45%	5%	6	3	50%
Math	7	Kahla	Asian	29	27	93%	98%	5%	34	32	94%
Math	7	Kahla	African Am.	96	37	39%	44%	5%	111	57	51%
Math	7	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Kahla	White	32	21	66%	71%	5%	29	19	66%
Math	7	Kahla	Two or More	9	6	67%	72%	5%	9	5	56%
Math	7	Kahla	Eco. Dis.	326	158	48%	53%	5%	325	192	59%
Math	7	Kahla	LEP Current	79	22	28%	33%	5%	83	40	48%
Math	7	Kahla	At-Risk	266	113	42%	47%	5%	298	168	56%
Math	7	Kahla	SPED	35	8	23%	28%	5%	41	10	24%
Math	8	Kahla	All	302	144	48%	53%	5%	343	217	63%
Math	8	Kahla	Hispanic	190	87	46%	51%	5%	212	137	65%
Math	8	Kahla	Am. Indian	5	1	20%	25%	5%	*	*	*
Math	8	Kahla	Asian	*	*	*	*	*	8	7	88%
Math	8	Kahla	African Am.	83	40	48%	53%	5%	90	51	57%
Math	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Kahla	White	18	11	61%	66%	5%	20	15	75%
Math	8	Kahla	Two or More	*	*	*	*	*	9	5	56%
Math	8	Kahla	Eco. Dis.	235	112	48%	53%	5%	288	179	62%
Math	8	Kahla	LEP Current	61	19	31%	36%	5%	85	41	48%
Math	8	Kahla	At-Risk	227	91	40%	45%	5%	285	171	60%
Math	8	Kahla	SPED	25	5	20%	25%	5%	39	13	33%
Reading	6	Kahla	All	405	267	66%	71%	5%	381	262	69%
Reading	6	Kahla	Hispanic	231	158	68%	73%	5%	218	149	68%
Reading	6	Kahla	Am. Indian	5	2	40%	45%	5%	*	*	*
Reading	6	Kahla	Asian	29	25	86%	91%	5%	35	32	91%
Reading	6	Kahla	African Am.	107	60	56%	61%	5%	90	53	59%
Reading	6	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Kahla	White	26	20	77%	82%	5%	21	16	76%
Reading	6	Kahla	Two or More	7	2	29%	34%	5%	12	9	75%
Reading	6	Kahla	Eco. Dis.	306	193	63%	68%	5%	316	214	68%
Reading	6	Kahla	LEP Current	69	25	36%	41%	5%	79	43	54%
Reading	6	Kahla	At-Risk	305	187	61%	66%	5%	297	194	65%
Reading	6	Kahla	SPED	32	11	34%	39%	5%	36	10	28%
Reading	7	Kahla	All	430	290	67%	72%	5%	423	346	82%
Reading	7	Kahla	Hispanic	260	169	65%	70%	5%	234	192	82%
Reading	7	Kahla	Am. Indian	5	4	80%	85%	5%	5	3	60%
Reading	7	Kahla	Asian	29	27	93%	98%	5%	35	33	94%

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	Kahla	African Am.	96	60	63%	68%	5%	111	89	80%
Reading	7	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Kahla	White	31	23	74%	79%	5%	29	25	86%
Reading	7	Kahla	Two or More	9	7	78%	83%	5%	9	4	44%
Reading	7	Kahla	Eco. Dis.	323	210	65%	70%	5%	325	262	81%
Reading	7	Kahla	LEP Current	78	24	31%	36%	5%	82	47	57%
Reading	7	Kahla	At-Risk	264	145	55%	60%	5%	298	231	78%
Reading	7	Kahla	SPED	35	6	17%	22%	5%	40	18	45%
Reading	8	Kahla	All	443	343	77%	82%	5%	460	388	84%
Reading	8	Kahla	Hispanic	275	218	79%	84%	5%	271	223	82%
Reading	8	Kahla	Am. Indian	6	2	33%	38%	5%	*	*	*
Reading	8	Kahla	Asian	25	24	96%	100%	4%	30	28	93%
Reading	8	Kahla	African Am.	104	73	70%	75%	5%	113	97	86%
Reading	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Kahla	White	30	25	83%	88%	5%	31	26	84%
Reading	8	Kahla	Two or More	*	*	*	*	*	11	10	91%
Reading	8	Kahla	Eco. Dis.	331	246	74%	79%	5%	364	302	83%
Reading	8	Kahla	LEP Current	64	32	50%	55%	5%	90	58	64%
Reading	8	Kahla	At-Risk	283	194	69%	74%	5%	338	270	80%
Reading	8	Kahla	SPED	26	6	23%	28%	5%	40	17	43%
Science	8	Kahla	All	439	321	73%	78%	5%	461	367	80%
Science	8	Kahla	Hispanic	273	197	72%	77%	5%	270	213	79%
Science	8	Kahla	Am. Indian	6	2	33%	38%	5%	*	*	*
Science	8	Kahla	Asian	26	25	96%	100%	4%	30	29	97%
Science	8	Kahla	African Am.	102	71	70%	75%	5%	114	85	75%
Science	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Kahla	White	30	24	80%	85%	5%	31	28	90%
Science	8	Kahla	Two or More	*	*	*	*	*	12	8	67%
Science	8	Kahla	Eco. Dis.	324	233	72%	77%	5%	364	278	76%
Science	8	Kahla	LEP Current	62	31	50%	55%	5%	90	54	60%
Science	8	Kahla	At-Risk	279	175	63%	68%	5%	340	253	74%
Science	8	Kahla	SPED	26	7	27%	32%	5%	39	14	36%
Social Studies	8	Kahla	All	442	259	59%	64%	5%	460	263	57%
Social Studies	8	Kahla	Hispanic	273	156	57%	62%	5%	270	139	51%
Social Studies	8	Kahla	Am. Indian	6	1	17%	22%	5%	*	*	*
Social Studies	8	Kahla	Asian	26	21	81%	86%	5%	30	29	97%
Social Studies	8	Kahla	African Am.	105	60	57%	62%	5%	113	60	53%
Social Studies	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Kahla	White	30	20	67%	72%	5%	31	24	77%
Social Studies	8	Kahla	Two or More	*	*	*	*	*	12	8	67%
Social Studies	8	Kahla	Eco. Dis.	328	180	55%	60%	5%	364	194	53%
Social Studies	8	Kahla	LEP Current	62	21	34%	39%	5%	89	28	31%
Social Studies	8	Kahla	At-Risk	282	126	45%	50%	5%	337	160	47%
Social Studies	8	Kahla	SPED	27	4	15%	20%	5%	38	7	18%

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	Kahla	All	403	163	40%	45%	5%	384	136	35%
Math	6	Kahla	Hispanic	231	92	40%	45%	5%	219	70	32%
Math	6	Kahla	Am. Indian	5	1	20%	25%	5%	*	*	*
Math	6	Kahla	Asian	29	21	72%	77%	5%	36	26	72%
Math	6	Kahla	African Am.	105	31	30%	35%	5%	91	26	29%
Math	6	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Kahla	White	26	13	50%	55%	5%	21	9	43%
Math	6	Kahla	Two or More	7	5	71%	76%	5%	12	5	42%
Math	6	Kahla	Eco. Dis.	305	113	37%	42%	5%	319	110	34%
Math	6	Kahla	LEP Current	68	10	15%	20%	5%	80	16	20%
Math	6	Kahla	At-Risk	303	108	36%	41%	5%	300	89	30%
Math	6	Kahla	SPED	32	5	16%	21%	5%	37	0	0%
Math	7	Kahla	All	433	80	18%	23%	5%	423	146	35%
Math	7	Kahla	Hispanic	262	35	13%	18%	5%	234	75	32%
Math	7	Kahla	Am. Indian	5	0	0%	5%	5%	6	2	33%
Math	7	Kahla	Asian	29	18	62%	67%	5%	34	26	76%
Math	7	Kahla	African Am.	96	14	15%	20%	5%	111	24	22%
Math	7	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Kahla	White	32	10	31%	36%	5%	29	15	52%
Math	7	Kahla	Two or More	9	3	33%	38%	5%	9	4	44%
Math	7	Kahla	Eco. Dis.	326	51	16%	21%	5%	325	97	30%
Math	7	Kahla	LEP Current	79	3	4%	9%	5%	83	14	17%
Math	7	Kahla	At-Risk	266	27	10%	15%	5%	298	82	28%
Math	7	Kahla	SPED	35	0	0%	5%	5%	41	3	7%
Math	8	Kahla	All	302	48	16%	21%	5%	343	108	31%
Math	8	Kahla	Hispanic	190	31	16%	21%	5%	212	68	32%
Math	8	Kahla	Am. Indian	5	0	0%	5%	5%	*	*	*
Math	8	Kahla	Asian	*	*	*	*	*	8	7	88%
Math	8	Kahla	African Am.	83	12	14%	19%	5%	90	21	23%
Math	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Kahla	White	18	2	11%	16%	5%	20	8	40%
Math	8	Kahla	Two or More	*	*	*	*	*	9	2	22%
Math	8	Kahla	Eco. Dis.	235	36	15%	20%	5%	288	90	31%
Math	8	Kahla	LEP Current	61	7	11%	16%	5%	85	12	14%
Math	8	Kahla	At-Risk	227	19	8%	13%	5%	285	74	26%
Math	8	Kahla	SPED	25	0	0%	5%	5%	39	1	3%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Kahla	All	405	127	31%	36%	5%	381	153	40%
Reading	6	Kahla	Hispanic	231	69	30%	35%	5%	218	80	37%
Reading	6	Kahla	Am. Indian	5	1	20%	25%	5%	*	*	*
Reading	6	Kahla	Asian	29	16	55%	60%	5%	35	23	66%
Reading	6	Kahla	African Am.	107	33	31%	36%	5%	90	31	34%
Reading	6	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Kahla	White	26	6	23%	28%	5%	21	10	48%
Reading	6	Kahla	Two or More	7	2	29%	34%	5%	12	7	58%
Reading	6	Kahla	Eco. Dis.	306	87	28%	33%	5%	316	123	39%
Reading	6	Kahla	LEP Current	69	4	6%	11%	5%	79	15	19%
Reading	6	Kahla	At-Risk	305	72	24%	29%	5%	297	99	33%
Reading	6	Kahla	SPED	32	3	9%	14%	5%	36	2	6%
Reading	7	Kahla	All	430	172	40%	45%	5%	423	245	58%
Reading	7	Kahla	Hispanic	260	88	34%	39%	5%	234	133	57%
Reading	7	Kahla	Am. Indian	5	4	80%	85%	5%	5	2	40%
Reading	7	Kahla	Asian	29	23	79%	84%	5%	35	30	86%
Reading	7	Kahla	African Am.	96	36	38%	43%	5%	111	62	56%
Reading	7	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Kahla	White	31	16	52%	57%	5%	29	15	52%
Reading	7	Kahla	Two or More	9	5	56%	61%	5%	9	3	33%
Reading	7	Kahla	Eco. Dis.	323	119	37%	42%	5%	325	181	56%
Reading	7	Kahla	LEP Current	78	7	9%	14%	5%	82	27	33%
Reading	7	Kahla	At-Risk	264	69	26%	31%	5%	298	146	49%
Reading	7	Kahla	SPED	35	2	6%	11%	5%	40	9	23%
Reading	8	Kahla	All	443	205	46%	51%	5%	460	279	61%
Reading	8	Kahla	Hispanic	275	124	45%	50%	5%	271	157	58%
Reading	8	Kahla	Am. Indian	6	1	17%	22%	5%	*	*	*
Reading	8	Kahla	Asian	25	20	80%	85%	5%	30	28	93%
Reading	8	Kahla	African Am.	104	42	40%	45%	5%	113	63	56%
Reading	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Kahla	White	30	17	57%	62%	5%	31	20	65%
Reading	8	Kahla	Two or More	*	*	*	*	*	11	8	73%
Reading	8	Kahla	Eco. Dis.	331	143	43%	48%	5%	364	211	58%
Reading	8	Kahla	LEP Current	64	11	17%	22%	5%	90	28	31%
Reading	8	Kahla	At-Risk	283	78	28%	33%	5%	338	173	51%
Reading	8	Kahla	SPED	26	3	12%	17%	5%	40	3	8%

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	Kahla	All	439	191	44%	49%	5%	461	218	47%
Science	8	Kahla	Hispanic	273	117	43%	48%	5%	270	112	41%
Science	8	Kahla	Am. Indian	6	1	17%	22%	5%	*	*	*
Science	8	Kahla	Asian	26	20	77%	82%	5%	30	28	93%
Science	8	Kahla	African Am.	102	34	33%	38%	5%	114	51	45%
Science	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Kahla	White	30	17	57%	62%	5%	31	19	61%
Science	8	Kahla	Two or More	*	*	*	*	*	12	6	50%
Science	8	Kahla	Eco. Dis.	324	137	42%	47%	5%	364	163	45%
Science	8	Kahla	LEP Current	62	9	15%	20%	5%	90	15	17%
Science	8	Kahla	At-Risk	279	84	30%	35%	5%	340	116	34%
Science	8	Kahla	SPED	26	2	8%	13%	5%	39	4	10%
Social Studies	8	Kahla	All	442	120	27%	32%	5%	460	121	26%
Social Studies	8	Kahla	Hispanic	273	70	26%	31%	5%	270	60	22%
Social Studies	8	Kahla	Am. Indian	6	1	17%	22%	5%	*	*	*
Social Studies	8	Kahla	Asian	26	15	58%	63%	5%	30	19	63%
Social Studies	8	Kahla	African Am.	105	21	20%	25%	5%	113	25	22%
Social Studies	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Kahla	White	30	12	40%	45%	5%	31	11	35%
Social Studies	8	Kahla	Two or More	*	*	*	*	*	12	4	33%
Social Studies	8	Kahla	Eco. Dis.	328	85	26%	31%	5%	364	88	24%
Social Studies	8	Kahla	LEP Current	62	6	10%	15%	5%	89	6	7%
Social Studies	8	Kahla	At-Risk	282	40	14%	19%	5%	337	50	15%
Social Studies	8	Kahla	SPED	27	1	4%	9%	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	
					#	%				#	%
Math	6	Kahla	All	403	51	13%	18%	5%	384	55	14%
Math	6	Kahla	Hispanic	231	25	11%	16%	5%	219	25	11%
Math	6	Kahla	Am. Indian	5	1	20%	25%	5%	*	*	*
Math	6	Kahla	Asian	29	9	31%	36%	5%	36	14	39%
Math	6	Kahla	African Am.	105	7	7%	12%	5%	91	10	11%
Math	6	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Kahla	White	26	8	31%	36%	5%	21	4	19%
Math	6	Kahla	Two or More	7	1	14%	19%	5%	12	2	17%
Math	6	Kahla	Eco. Dis.	305	32	10%	15%	5%	319	44	14%
Math	6	Kahla	LEP Current	68	2	3%	8%	5%	80	4	5%
Math	6	Kahla	At-Risk	303	25	8%	13%	5%	300	34	11%
Math	6	Kahla	SPED	32	1	3%	8%	5%	37	0	0%
Math	7	Kahla	All	433	34	8%	13%	5%	423	53	13%
Math	7	Kahla	Hispanic	262	14	5%	10%	5%	234	20	9%
Math	7	Kahla	Am. Indian	5	0	0%	5%	5%	6	2	33%
Math	7	Kahla	Asian	29	7	24%	29%	5%	34	12	35%
Math	7	Kahla	African Am.	96	6	6%	11%	5%	111	11	10%
Math	7	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Kahla	White	32	6	19%	24%	5%	29	5	17%
Math	7	Kahla	Two or More	9	1	11%	16%	5%	9	3	33%
Math	7	Kahla	Eco. Dis.	326	24	7%	12%	5%	325	35	11%
Math	7	Kahla	LEP Current	79	1	1%	6%	5%	83	7	8%
Math	7	Kahla	At-Risk	266	8	3%	8%	5%	298	31	10%
Math	7	Kahla	SPED	35	0	0%	5%	5%	41	0	0%
Math	8	Kahla	All	302	8	3%	8%	5%	343	18	5%
Math	8	Kahla	Hispanic	190	3	2%	7%	5%	212	12	6%
Math	8	Kahla	Am. Indian	5	0	0%	5%	5%	*	*	*
Math	8	Kahla	Asian	*	*	*	*	*	8	1	13%
Math	8	Kahla	African Am.	83	3	4%	9%	5%	90	2	2%
Math	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Kahla	White	18	1	6%	11%	5%	20	3	15%
Math	8	Kahla	Two or More	*	*	*	*	*	9	0	0%
Math	8	Kahla	Eco. Dis.	235	6	3%	8%	5%	288	17	6%
Math	8	Kahla	LEP Current	61	0	0%	5%	5%	85	1	1%
Math	8	Kahla	At-Risk	227	1	0%	5%	5%	285	9	3%
Math	8	Kahla	SPED	25	0	0%	5%	5%	39	0	0%

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	Kahla	All	405	52	13%	18%	5%	381	77	20%
Reading	6	Kahla	Hispanic	231	28	12%	17%	5%	218	35	16%
Reading	6	Kahla	Am. Indian	5	1	20%	25%	5%	*	*	*
Reading	6	Kahla	Asian	29	8	28%	33%	5%	35	9	26%
Reading	6	Kahla	African Am.	107	12	11%	16%	5%	90	20	22%
Reading	6	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Kahla	White	26	2	8%	13%	5%	21	8	38%
Reading	6	Kahla	Two or More	7	1	14%	19%	5%	12	4	33%
Reading	6	Kahla	Eco. Dis.	306	34	11%	16%	5%	316	60	19%
Reading	6	Kahla	LEP Current	69	2	3%	8%	5%	79	6	8%
Reading	6	Kahla	At-Risk	305	29	10%	15%	5%	297	44	15%
Reading	6	Kahla	SPED	32	0	0%	5%	5%	36	1	3%
Reading	7	Kahla	All	430	81	19%	24%	5%	423	159	38%
Reading	7	Kahla	Hispanic	260	38	15%	20%	5%	234	85	36%
Reading	7	Kahla	Am. Indian	5	0	0%	5%	5%	5	2	40%
Reading	7	Kahla	Asian	29	15	52%	57%	5%	35	19	54%
Reading	7	Kahla	African Am.	96	16	17%	22%	5%	111	39	35%
Reading	7	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Kahla	White	31	8	26%	31%	5%	29	11	38%
Reading	7	Kahla	Two or More	9	4	44%	49%	5%	9	3	33%
Reading	7	Kahla	Eco. Dis.	323	52	16%	21%	5%	325	113	35%
Reading	7	Kahla	LEP Current	78	0	0%	5%	5%	82	11	13%
Reading	7	Kahla	At-Risk	264	23	9%	14%	5%	298	83	28%
Reading	7	Kahla	SPED	35	0	0%	5%	5%	40	5	13%
Reading	8	Kahla	All	443	86	19%	24%	5%	460	182	40%
Reading	8	Kahla	Hispanic	275	45	16%	21%	5%	271	98	36%
Reading	8	Kahla	Am. Indian	6	0	0%	5%	5%	*	*	*
Reading	8	Kahla	Asian	25	13	52%	57%	5%	30	24	80%
Reading	8	Kahla	African Am.	104	20	19%	24%	5%	113	40	35%
Reading	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Kahla	White	30	7	23%	28%	5%	31	13	42%
Reading	8	Kahla	Two or More	*	*	*	*	*	11	4	36%
Reading	8	Kahla	Eco. Dis.	331	59	18%	23%	5%	364	136	37%
Reading	8	Kahla	LEP Current	64	4	6%	11%	5%	90	14	16%
Reading	8	Kahla	At-Risk	283	20	7%	12%	5%	338	96	28%
Reading	8	Kahla	SPED	26	1	4%	9%	5%	40	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	
					#	%				#	%
Science	8	Kahla	All	439	96	22%	27%	5%	461	120	26%
Science	8	Kahla	Hispanic	273	51	19%	24%	5%	270	52	19%
Science	8	Kahla	Am. Indian	6	1	17%	22%	5%	*	*	*
Science	8	Kahla	Asian	26	17	65%	70%	5%	30	23	77%
Science	8	Kahla	African Am.	102	17	17%	22%	5%	114	29	25%
Science	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Kahla	White	30	10	33%	38%	5%	31	13	42%
Science	8	Kahla	Two or More	*	*	*	*	*	12	2	17%
Science	8	Kahla	Eco. Dis.	324	65	20%	25%	5%	364	88	24%
Science	8	Kahla	LEP Current	62	3	5%	10%	5%	90	5	6%
Science	8	Kahla	At-Risk	279	31	11%	16%	5%	340	47	14%
Science	8	Kahla	SPED	26	1	4%	9%	5%	39	1	3%
Social Studies	8	Kahla	All	442	50	11%	16%	5%	460	68	15%
Social Studies	8	Kahla	Hispanic	273	25	9%	14%	5%	270	34	13%
Social Studies	8	Kahla	Am. Indian	6	0	0%	5%	5%	*	*	*
Social Studies	8	Kahla	Asian	26	11	42%	47%	5%	30	12	40%
Social Studies	8	Kahla	African Am.	105	8	8%	13%	5%	113	13	12%
Social Studies	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Kahla	White	30	5	17%	22%	5%	31	6	19%
Social Studies	8	Kahla	Two or More	*	*	*	*	*	12	2	17%
Social Studies	8	Kahla	Eco. Dis.	328	30	9%	14%	5%	364	49	13%
Social Studies	8	Kahla	LEP Current	62	1	2%	7%	5%	89	2	2%
Social Studies	8	Kahla	At-Risk	282	16	6%	11%	5%	337	26	8%
Social Studies	8	Kahla	SPED	27	0	0%	5%	5%	38	0	0%

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	Kahla	All	145	142	98%	100%	2%	117	116	99%
Algebra I	All Testers	Kahla	Hispanic	86	84	98%	100%	2%	57	56	98%
Algebra I	All Testers	Kahla	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Kahla	Asian	21	21	100%	100%	0%	20	20	100%
Algebra I	All Testers	Kahla	African Am.	23	23	100%	100%	0%	24	24	100%
Algebra I	All Testers	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Kahla	White	13	12	92%	97%	5%	12	12	100%
Algebra I	All Testers	Kahla	Two or More	*	*	*	*	*	*	*	*
Algebra I	All Testers	Kahla	Eco. Dis.	98	97	99%	100%	1%	76	75	99%
Algebra I	All Testers	Kahla	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Kahla	At-Risk	56	54	96%	100%	4%	53	52	98%
Algebra I	All Testers	Kahla	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	Kahla	All	145	122	84%	89%	5%	117	115	98%
Algebra I	All Testers	Kahla	Hispanic	86	75	87%	92%	5%	57	55	96%
Algebra I	All Testers	Kahla	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Kahla	Asian	21	18	86%	91%	5%	20	20	100%
Algebra I	All Testers	Kahla	African Am.	23	17	74%	79%	5%	24	24	100%
Algebra I	All Testers	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Kahla	White	13	10	77%	82%	5%	12	12	100%
Algebra I	All Testers	Kahla	Two or More	*	*	*	*	*	*	*	*
Algebra I	All Testers	Kahla	Eco. Dis.	98	82	84%	89%	5%	76	74	97%
Algebra I	All Testers	Kahla	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Kahla	At-Risk	56	43	77%	82%	5%	53	52	98%
Algebra I	All Testers	Kahla	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	Kahla	All	145	86	59%	64%	5%	117	105	90%
Algebra I	All Testers	Kahla	Hispanic	86	53	62%	67%	5%	57	47	82%
Algebra I	All Testers	Kahla	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Kahla	Asian	21	14	67%	72%	5%	20	19	95%
Algebra I	All Testers	Kahla	African Am.	23	11	48%	53%	5%	24	24	100%
Algebra I	All Testers	Kahla	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Kahla	White	13	7	54%	59%	5%	12	11	92%
Algebra I	All Testers	Kahla	Two or More	*	*	*	*	*	*	*	*
Algebra I	All Testers	Kahla	Eco. Dis.	98	59	60%	65%	5%	76	70	92%
Algebra I	All Testers	Kahla	LEP Current	*	*	*	*	*	5	4	80%
Algebra I	All Testers	Kahla	At-Risk	56	30	54%	59%	5%	53	43	81%
Algebra I	All Testers	Kahla	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.

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