

Cypress-Fairbanks Independent School District

Labay Middle School

2021-2022 Campus Improvement Plan



Mission Statement

All students are empowered, committed and productive citizens.

Vision

Labay Middle School is committed to providing equitable opportunities for all students built upon a foundation of respect, ownership, positive attitude, and leading change.

Value Statement

Labay Eagles strive for excellence in all we do for ourselves and for our community.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

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

In summary, the comprehensive needs assessment denotes the following: After reviewing the data, teams determined that continuing our goals for the current school year with a few minor adjustments would be appropriate. Overall, given the remote learning situation from the prior year and the current state of students being re-acclimated to attending school fully in-person, our goal is to build on last year's data in order to eventually restore student achievement to the levels of the 2018-2019 school year.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and two local community sites - the Falls at Copper Lake Apartments and the West Houston Mobile Home Park.

Student Achievement

Student Achievement Strengths

APPROACHES DATA

Math 6th - Increase in scores were noted for the following student groups: All 3%, Hispanic 8%, Asian 3%, African American 4%, White 3%, Eco Dis 4%, LEP Current 13%, LEP M1 10%, LEP M2 1%

Reading 6th--Increase in scores were noted for the following student groups: All 2%, Hispanic 1%, Asian 12%, African American 1%, Two or More 19%, Eco Dis 3%, LEP Current 24%, SPED 8%

Math 7th - Increase in scores were noted for the following student groups: All 2%, Hispanic 3%, Asian 1%, African American 7%, White 1%, Eco Dis 4%, LEP M1 7%

Reading 7th -Increase in scores were noted for the following groups: Asian 9%, Eco Dis 1%, LEP Current 5%, LEP M2 3%

Writing 7th - Increase in scores were noted for the following student groups- All 3%, Hispanic 9%, Asian 15%, Eco Dis 4%, LEP Current 7%, LEP M1 8%, SPED 17%

Math 8th - Increase in scores were noted for the following student groups - All 8%, Hispanic 6%, Asian 10%, African American 16%, White 2%, Eco Dis 8%, LEP Current 20%, LEP M2 9%, SPED 31%

Reading 8th - Increase in scores were noted for the following groups: All 7%, Hispanic 6%, African American 12%, White 3%, Eco Dis 8%, LEP Current 28%, SPED 16%

Science 8th - Increase in scores were noted for the following student groups: All 5%, Hispanic 5%, Asian 3%, African American 10%, Two or More 15%, Eco Dis 5%, LEP Current 8%, LEP M2 9%, SPED 5%

Social Studies 8th - Increase in scores were noted for the following student groups - Asian 3%, African American 4%, Two or More 12%, LEP Current 4%, LEP M2 9%, SPED 9%

Algebra - All student groups are at 100%

MEETS DATA:

Math 6th - Increase in scores were noted for the following student groups: All 4%, Hispanic 1%, Asian 18%, African American 2%, White 7%, Two or More 31%, Eco Dis 3%, LEP Current 2%, LEP M1 12%, LEP M2 10%

Reading 6th - Increase in scores were noted for the following student groups: All 2%, Hispanic 2%, Asian 12%, White 4%, Two or More 27%, Eco Dis 4%, SPED 7%

Math 7th - Increase in scores were noted for the following student groups: All 5%, Hispanic 10%, African American 7%, White 6%, Eco Dis 10%, LEP Current 7%, LEP M1 41%

Reading 7th - Increase in scores were noted for the following student groups: White 1%, LEP Current 8%, LEP M1 30%, LEP M2 4%,

Writing 7th - Increase in scores were noted for the following student groups: Hispanic 1%, Asian 18%, LEP M1 10%

Math 8th - Increase in scores were noted for the following student groups; All 11%, Hispanic 10%, Asian 2%, African American 8%, White 24%, Two or More 40%, Eco Dis 12%, LEP Current 19%, LEP M2 44%, SPED 4%

Reading 8th - Increase in scores were noted for the following student groups: All 4%, Hispanic 18%, Asian 30%, African American 11%, Two or More

11%, Eco Dis 18%, LEP Current 14%, LEP M2 19%, SPED 5%

Science 8th - Increase in scores were noted for the following student groups: All 3%, Hispanic 3%, Asian 12%, Two or More 20%, Eco Dis 3%, LEP Current 9%, LEP M2 2%, SPED 14%

Social Studies 8th - Increase in scores were noted for the following student groups: All 2%, Hispanic 3%, Asian 14%, White 1%, Two or More 5%, Eco Dis 3%, LEP Current 1%, SPED 18%

Algebra - All student groups are at 100%

MASTERS DATA:

Math 6th - Increase in scores were noted for the following student groups: All 2%, Hispanic 1%, White 8%, Two or More 43%, Eco Dis 3%

Reading 6th - Increase in scores were noted for the following student groups: All 4%, Hispanic 4%, Asian 7%, African American 2%, White 1%, Two or More 33%, Eco Dis 6%, LEP M1 4%, LEP M2 6%

Math 7th - Increase in scores were noted for the following student groups: All 2%, Hispanic 2%, Asian 15%, African American 6%, Eco Dis 5%, LEP M2 4%

Reading 7th - Increase in scores were noted for the following student groups: All 2%, Hispanic 1%, White 5%, LEP Current 2%, LEP M2 9%

Writing 7th - Increase in scores were noted for the following student groups: All 4%, Hispanic 3%, Asian 25%, White 3%, Two or More 18%, Eco Dis 3%, LEP M1 18%

Math 8th - Increase in scores were noted for the following student groups: All 3%, Hispanic 3%, African American 6%, White 2%, Eco Dis 3%, LEP Current 4%, LEP M2 11%

Reading 8th - Increase in scores were noted for the following student groups: All 7%, Hispanic 10%, African American 3%, White 3%, Eco Dis 9%, LEP M2 5%, SPED 9%

Science 8th - Increase in scores were noted for the following student groups: All 2%, Hispanic 1%, Asian 20%, African American 5%, Two or More 13%, Eco Dis 4%, LEP Current 4%, LEP M2 2%, SPED 2%

Social Studies 8th - Increase in scores were noted for the following student groups: All 2%, Hispanic 5%, Asian 30%, Eco Dis 3%, LEP M2 2%, SPED

Algebra - Increase in scores were noted for the following student groups: All 1%, Asian 8%, African American 10% , Eco Dis 7%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Students are struggling with analyzing the question and its academic language in order to find proper text evidence. **Root Cause:** Reading: We need to provide students with opportunities to deeply understand academic and content vocabulary.

Problem Statement 2: Writing: Students struggle with the ability to convey ideas in a multi paragraph essay. **Root Cause:** Writing: Teachers must maintain rigor in planning and instruction.

Problem Statement 3: Math: At risk students have a lack of problem-solving skills and an inability to connect to real-life applications. **Root Cause:** Math: Teacher need to determine where students have academic gaps and address those gaps accordingly.

Problem Statement 4: Science: Limited English Proficient, Hispanic and African American Students (including SPED) are lowest performing. **Root Cause:** Science: We need to provide students with opportunities to deeply understand academic and content vocabulary.

Problem Statement 5: Social Studies: Students struggle with content - specific skills standards. **Root Cause:** Social Studies: We need to provide students with opportunities to deeply understand academic and supportive language (testing language).

Problem Statement 6: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 7: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

Safety continues to be the top priority of our school culture at Labay MS. Staff and Students are aware of procedures to follow in any type of an emergency situation that occurs in the classroom, during class change, or during lunch time. Adults and students are required to wear an ID at all times

while on campus. Layers of safety continue to be incorporated into the campus culture by reducing the number of entry/exit points to the building, adults remaining vigilant of visitors on campus and a reduction, of visitors in the building since they must now be screened via the receptionist at the vestibule at the front of the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Behavior issues are more prevalent now that all students are back in school. **Root Cause:** School Culture and Climate: Admin and teachers need to be more proactive in working to re-acclimate students to school - building in time to reteach basic school procedures, providing lessons on kindness/empathy/integrity, and offering positive behavior incentives through our PBIS program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The New Teacher Induction program is focusing on new staff members feeling a connection to the school and especially to each other as they go through their 1st year of teaching together. They have regular meetings to problem solve, share, and ask questions. Each new teacher is assigned a mentor teacher and any new teacher to the campus is assigned a buddy teacher to help support them in addition to their CCIS or AAS in charge of electives.

Staff recognition is built into the culture of the school with staff shoutouts are included in the weekly notes from Dr. Contreras, and the Admin Team takes the snack cart around to teachers classrooms once per month.

The 2020-21 Employee Perception Survey showed that 98% of teachers agree that quality work is expected of them and information related to their job is accessible. 97% of teachers agree that opportunities exist for them to think for themselves, opportunities for professional growth are available, the work they are asked to do directly relates to their job, and they are clear on their job responsibilities.

The Labay Leadership Academy will learn about leadership opportunities in CFISD, participate in a book study of Lead Like a Pirate, assist the Leadership Team with duties to learn by experience, and shadow campus leaders in their roles.

Labay MS spent Title One funds to add 5 teaching positions to our staff for 2021-22 to help reduce class sizes in Language Arts, Social Studies, Science, and PE. There are 22 new staff members at Labay this year - 8 of whom are first year teachers, 9 of those are transfers from other CFISD schools, 4 are experienced hires from outside of CFISD, and 3 are new in administrative positions (2 counselors and an academic achievement specialist).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Absences are the highest in February. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers focus on upcoming testing season and there are no holidays from mid-January until mid-March.

Parent and Community Engagement

Parent and Community Engagement Strengths

Labay's 2018-19 Title One Survey had representation from all 3 grade levels. 78% of parents feel they have the opportunity to share feedback and ideas. 55% would like to see Title One parent involvement funds used on technology resources, and 44% would like to have parent workshops. 81% of parents feels the leadership of the school foster an environment in which staff, parents, and the community work together to improve student achievement. 89% state that the variety of events offered on the campus are valuable to parents. The majority of comments received were positive regarding information being available via email, newsletter, and social media. (Since we did not have Title I parent surveys in 2019-20 or 2020-21, we will continue to use this information to guide us.)

Parents consistently attend events held on campus. Athletic and Fine Arts events are well attended, and parents support these programs with volunteer efforts, as well. Parents volunteer to participate in CPOC, district committees, and help run our PBIS SOAR Store so students may purchase items with their Eagle Bucks.

Parents receive a monthly newsletter in both English and Spanish full of information about curriculum, counselor/course selection information, upcoming activities, testing calendars, and general campus information. Information is also posted frequently on Social Media - Twitter, Instagram, and Facebook. Parents also receive information and reminders via School Messenger. Information is disseminated among all parents or necessary groups of parents throughout the year to emphasize messages of importance.

Parent-centered activities planned for 2021-22 include, but are not limited to, the following events:

- Eagle Express (Saturday, August 14, 2021 - an in-person orientation event)
- Open House (Wednesday, September 8, 2021 - an in-person come and go style event to meet the teachers)
- Title One Parent Meetings
- CPOC Public meeting (both virtual and in-person attendance encouraged)
- Feeder school visits and parent nights
- Electives Fair
- Cy-Falls Eagles Electives Night

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents feel unformed regarding available resources - where to find them, how to use them, and how to stay updated.

Root Cause: Parent and Community Engagement : We need to increase the amount of support we provide parents regarding training on academic technology and grade book to enable them to be an active partner in their child's education.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

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

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals







Revised/Approved: September 22, 2021






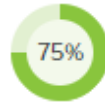


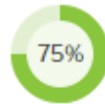
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.










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








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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Teachers will increase use of academic language in question stems. Teachers will also increase the use of text evidence in proving reading responses in order to provide opportunity for students to practice the skill of tracing their thought processes. Teachers will include academic vocabulary in daily lessons through the use of entrance and exit tickets, EL strategies, and word walls.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Increased student achievement on assessments, DPMs, and STAAR . Teams will utilize backward planning strategies. Teachers will include a minimum of 1 EL/Academic Vocabulary Strategy into weekly lessons.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, Director of Instruction, 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 incorporate writing into lesson plans multiple times a week. Teachers will encourage students to write over what they have read multiple times a week to work on inferencing and analysis as well as structural elements of an essay/literary response essay.</p> <p>Strategy's Expected Result/Impact: Teachers will include a minimum of 1 ESL/Academic Vocabulary Strategy into weekly lessons. Increased student achievement on assessments, DPMs, and STAAR . Meet or exceed the targets on the attached CIP target table.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, Director of Instruction, Appraisers</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Teachers will incorporate strategies to engage students including the use of technology, blended learning, and student-centered activities. The activities will encourage students to engage in discourse and higher-level thinking in order to connect to real-life applications which will close learning gaps and increase confidence, perseverance and motivation in their mathematical abilities.</p> <p>Strategy's Expected Result/Impact: Teachers will include a minimum of 1 ESL/Academic Vocabulary Strategy into weekly lessons. Increased student achievement on assessments, DPMs, and STAAR . Teams will utilize backward planning strategies. Meet or exceed the targets on the attached CIP target table. Two math interventionists will push-in to classes (one 4 days/week and one 2 days/week) to assist with Closing the Gap instruction and other small group instruction to increase overall student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, Director of Instruction, Appraisers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Teachers will focus on the purposeful use of reading, writing and speaking academic vocabulary strategies to increase student's ability to explain scientific phenomenon. Teachers will include strategies to increase rigor, exposure and use of academic vocabulary. Teachers will create and post an objective on board each day in order to give students a reason for learning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Teachers will include a minimum of 1 EL/Academic Vocabulary Strategy into weekly lessons. Teams will utilize backward planning strategies. Students will be able to access and transfer science vocabulary to help improve their abilities to solve problems. Increased student achievement on assessments, DPMs and STAAR .</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, Director of Instruction, Appraisers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: Teachers will align standards vertically by incorporating all academic vocabulary and processing skills in lessons and assessments. Teachers will also focus on diversifying product types and instructional delivery methods in order to increase rigor and engagement for all students. Additionally, special emphasis will be placed on exposure and guided practice Social Studies skills TEKS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Teams will utilize backward planning strategies. Student vocabulary comprehension will increase. Increased student achievement on assessments, DPMs, and STAAR .</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, Director of Instruction, Appraisers</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: The AAS team will identify students within the first grading period who exhibit frequent absences/tardies, frequent behavior issues, and/or students who are failing math and/or reading in order to begin early interventions to prevent future possibility of dropping out of school.</p> <p>Strategy's Expected Result/Impact: These students, with a focus on 6th graders, will be targeted for our mentoring program. The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, Director of Instruction, AASes</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each week per core content area that includes reviewing/reteaching skills students missed last spring and/or are struggling with each unit of study. Focused after school tutorials will be conducted in all contents to bridge learning gaps. Teachers will use Quantum Learning strategies and Social-Emotional Learning strategies for maximum student engagement.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Teachers will incorporate a variety of strategies learned from various professional development, including book studies. Teachers will use classroom visuals to enhance learning retention (word walls, anchor charts, QL strategies, etc.) - some student-made, some teacher-made, and some printed.</p> <p>Staff Responsible for Monitoring: CCISes, teachers, AASes, DI</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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: Fine Arts (including band, choir, orchestra, visual arts, and theater arts), Family and Consumer Sciences, Business, Engineering and Manufacturing, Athletics and Physical Education, and Foreign Languages (including Spanish and French).</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: teachers, counselors, AASes, DI</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			











Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Deepen understanding of and address specific academic needs of the Emergent Bilinguals (formerly LEP) and Special Education student groups in an effort to address the needs of all students, particularly those who are at-risk.</p> <p>Strategy's Expected Result/Impact: As a Title I campus, these are the expected results/impact for each fund/source item:</p> <ol style="list-style-type: none"> Five additional teacher allocations have been added to the Labay staff to reduce class sizes and thereby increase overall student achievement. Conference to learn about the latest research findings in learning, teaching and instructional strategies. (Ex: Model Schools Conference in June/July 2022, CAMT in July 2022, TCTELA in February 2022, CKH in June/July 2022, etc.) Members in all core content areas will continue to incorporate backwards design planning strategies to increase student performance in these areas. This will include planning pull-out days in some core content areas. The library will purchase additional high-interest books and resources for the use of all students. Two interventionists will be pushing in to math classes to math classrooms to assist with closing the learning gaps in that content area from the second week of September through STAAR testing in May. Parents/families will be encouraged to participate in Labay events and informational nights (ex: Eagle Express, Open House, VIPs opportunities, Title I informational meetings, Electives Nights, etc.). Students will be provided with snacks for after-school tutoring. Labay will add 2 additional Tardy Calculator stations (and renew the licenses for the 3 previous stations and 1 administrative license from previous years) to continue giving immediate communication to students and parents regarding tardies and tardy consequences, as well as getting students into class as quickly as possible when they are tardy. Students will be provided with instructional supplies in the classroom as needed, - such as paper, pencils, notebooks, markers, poster board, pens, highlighters, kleenex, sticky notes, folders, spirals, lab supplies, art supplies, physical education supplies, etc. <p>Staff Responsible for Monitoring: AAS, Director of Instruction, DI Helping Teacher, All Staff</p> <p>Funding Sources: 1 - 5 Teacher Allocations - Title I - \$352,000, 2 - Conference Registrations - Title I - \$5,000, 3 - Teacher planning days - Title I - \$10,000, 4 - Library books - Title I - \$3,000, 5 - Math interventionists (temporary workers) - Title I - \$40,000, 6 - PAFE - Title I - \$5,500, 7 - Student snacks - Title I - \$3,000, 8 - Tardy Calculator - Title I - \$7,000, 9 - Instructional supplies - Title I - \$2,999</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 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: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: FOCUS will begin the week of September 13th and will continue throughout the school year (tentatively ending the week of April 8). We will utilize students' report card grades (yearly average in core contents), 2021 STAAR scores (if applicable), 2019 STAAR Scores, and January Diagnostic data to determine our FOCUS groups. The FOCUS groups will be updated (fluid) based on district assessment results.</p> <p>Strategy's Expected Result/Impact: 75% of FOCUS group students will earn passing scores on their campus/district assessments by December, 2021. 80% of FOCUS group students will earn passing scores on their campus/district assessments by May, 2022.</p> <p>Staff Responsible for Monitoring: Principal, Academic Achievement Specialists, CCISes, All Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Class size reduction teacher: Add a 4th teacher to the 6th grade math team, which will help reduce projected class sizes from 22-23 to 16-17.</p> <p>Strategy's Expected Result/Impact: Data digs will be conducted after each campus and district assessment as we prepare for STAAR.</p> <p>Staff Responsible for Monitoring: Principal, DI, Academic Achievement Specialists, CCISes, 6th grade Math Teachers</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, we will 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		
<p>Strategy 1: At-Risk Funding: We will use the supplementary at-risk funds to provide additional supplies and tutoring support to our at-risk students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies - Special Allotment: Compensatory Education - \$4,886</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 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		
<p>Strategy 1: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on the school bus, and on 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 (Lockout, Lockdown, Evacuate, Shelter) and practice drills using SRP terminology and associated procedures.</p> <p>Strategy's Expected Result/Impact: Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified.</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> <p>Staff Responsible for Monitoring: Campus Safety Coordinator, Leadership Team, All Staff</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 96.4%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The AASes and/or counselors will have individual conferences and goal setting meetings to increase attendance of students who have 3 or more unexcused absences per grading period. Assistant Principals will meet with students who have 10 or more absences and partner with their counselor to problem solve attendance issues. Assistant principals with the AASes will provide incentives to students with 0 tardies at 3-week intervals using reports provided in the Tardy Calculator system.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96.4%.</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principals, Academic Achievement Specialists, Attendance Clerk</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			











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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10% as compared to 2018-19 (the last regular year, not including 2019-20 and 2020-21 as years significantly interrupted by COIVD).

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Students will be taught proactively desired behaviors via Project Safety Advisory Lessons, as well as other behavior themed lessons. In addition, PBIS will be used to reinforce positive behaviors. Students will attend Code of Conduct presentations in fall and spring. Classroom teachers will use the buddy system to change the student environment in response to minor classroom misbehavior. Mediation and restorative circles will be used to circumvent teacher-student and student-student conflicts. Students are encouraged to comply with the simple requests of any adult and are being taught basic skills in this regard related to reacclimating students to school.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, All Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Assistant Principals will be using alternative forms of discipline (Saturday Dhall, DMC, restorative conferences/mediation) that keep students on campus, and will consider mitigating factors when suspendable offenses occur. We will utilize our AASes to support specific targeted students with behavior changes. The APs and CCISes will also coach identified teachers in order to assist in the management of the classroom to prevent misbehavior.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Case Managers, SEL, All staff</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Assistant Principals will be using alternative forms of discipline (Saturday Dhall, DMC, Remote ISS, Restorative conferences/mediation) that keep students on campus, and will consider mitigating factors when suspendable offenses occur. We will utilize our AASes to support specific targeted students with behavior changes. The APs and CCISes will also coach identified teachers in order to assist in the management of the classroom to prevent misbehavior.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, All staff</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Students at risk of discretionary placements will be placed on student support plans or school-based behavior contracts to prevent future disciplinary infractions. The APs and AASes will work closely to monitor student progress on plans and contracts. Staff members engaged in training targeting relationship building and classroom management problem solving during professional development weeks.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, All Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Labay Staff will be trained in verbal CPI, will continue to use PBIS as an incentive for positive behaviors, and key staff members will be trained in LCSi and other resources for de-escalating situations with students and using each situation as a teachable moment. (Reference the 2019-20 CFISD Report on Violence and Violence Prevention)</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Campus Police Officer, All Staff</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Lesson plans

Summative Evaluation: Significant progress made toward meeting Objective








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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff will be encouraged to reach out to campus administration if they need extra support in the classroom or if they need assistance through the district wellness program utilizing Mental Health services. Staff recognition will be built into the culture of the school to encourage staff and show appreciation.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Administrative team, PBIS Committee, Principal's Secretary</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 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

Summative Evaluation: Some progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: No More Teaching Without Positive Relationships book study, Labay Leadership Academy, trainings available from Student Services, and Quantum Learning trainings.</p> <p>Strategy's Expected Result/Impact: The No More Teaching Without Positive Relationships book study will give teachers concrete strategies for improvement in classroom management. The Leadership Academy is designed to expose future leaders to many options available and grow their skills as future leaders. Trainings from Student Services will assist staff in creating equitable and restorative classroom environments for students. Quantum Learning trainings help staff use brain-based and social-emotional research strategies to enhance the quality and retention of learning in the classroom.</p> <p>Staff Responsible for Monitoring: CCISes, APs, DI, principal</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 1%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will receive frequent messages through School Messenger to help stay informed of school events, a school newsletter will go out each month to inform parents of important dates and events, parents will be emailed Home Access Center codes for their student to monitor grades and attendance for their student.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%.</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>Copies are available in English and Spanish on the campus website as well as in the following location(s): Falls at Copper Lakes Apartments and the West Houston Mobile Home Park.</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>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 such as Open House, STAAR Night, and Electives Showcase.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 1% due to the campus offering flexible meeting dates and times.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: PAFE Snacks - Title I - \$1,600</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 Labay Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Labay Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
2 positions	AAS	1
4 positions	Content Curriculum Instr Specialist	1
6 position	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	2 - Conference Registrations		\$5,000.00
1	1	9	4 - Library books		\$3,000.00
1	1	9	9 - Instructional supplies		\$2,999.00
1	1	9	5 - Math interventionists (temporary workers)		\$40,000.00
1	1	9	7 - Student snacks		\$3,000.00
1	1	9	6 - PAFE		\$5,500.00
1	1	9	8 - Tardy Calculator		\$7,000.00
1	1	9	3 - Teacher planning days		\$10,000.00
1	1	9	1 - 5 Teacher Allocations		\$352,000.00
4	1	3	PAFE Snacks		\$1,600.00
Sub-Total					\$430,099.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$4,886.00
Sub-Total					\$4,886.00

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	Labay	All	403	291	72%	75%	3%	374	281	75%
Math	6	Labay	Hispanic	223	160	72%	75%	3%	209	153	73%
Math	6	Labay	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Labay	Asian	22	21	95%	98%	3%	30	30	100%
Math	6	Labay	African Am.	81	49	60%	63%	3%	76	48	63%
Math	6	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Labay	White	61	51	84%	87%	3%	49	41	84%
Math	6	Labay	Two or More	14	9	64%	67%	3%	10	9	90%
Math	6	Labay	Eco. Dis.	277	195	70%	73%	3%	265	187	71%
Math	6	Labay	LEP Current	65	37	57%	60%	3%	84	52	62%
Math	6	Labay	At-Risk	282	190	67%	70%	3%	266	181	68%
Math	6	Labay	SPED	56	23	41%	44%	3%	49	21	43%
Math	7	Labay	All	378	264	70%	73%	3%	443	326	74%
Math	7	Labay	Hispanic	183	128	70%	73%	3%	240	178	74%
Math	7	Labay	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Labay	Asian	32	29	91%	94%	3%	27	21	78%
Math	7	Labay	African Am.	84	53	63%	66%	3%	92	58	63%
Math	7	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Labay	White	61	45	74%	77%	3%	65	57	88%
Math	7	Labay	Two or More	14	7	50%	53%	3%	17	11	65%
Math	7	Labay	Eco. Dis.	253	164	65%	68%	3%	301	214	71%
Math	7	Labay	LEP Current	37	20	54%	57%	3%	77	46	60%
Math	7	Labay	At-Risk	212	127	60%	63%	3%	305	205	67%
Math	7	Labay	SPED	31	15	48%	51%	3%	65	26	40%
Math	8	Labay	All	295	185	63%	66%	3%	257	186	72%
Math	8	Labay	Hispanic	181	109	60%	63%	3%	125	90	72%
Math	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Labay	Asian	8	7	88%	91%	3%	11	9	82%
Math	8	Labay	African Am.	65	39	60%	63%	3%	72	54	75%
Math	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Labay	White	33	24	73%	76%	3%	36	26	72%
Math	8	Labay	Two or More	6	5	83%	86%	3%	10	6	60%
Math	8	Labay	Eco. Dis.	227	138	61%	64%	3%	178	126	71%
Math	8	Labay	LEP Current	48	18	38%	41%	3%	46	26	57%
Math	8	Labay	At-Risk	196	108	55%	58%	3%	207	142	69%
Math	8	Labay	SPED	49	16	33%	36%	3%	32	12	38%
Reading	6	Labay	All	404	268	66%	69%	3%	374	264	71%
Reading	6	Labay	Hispanic	223	149	67%	70%	3%	209	144	69%
Reading	6	Labay	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Labay	Asian	23	18	78%	81%	3%	30	27	90%
Reading	6	Labay	African Am.	81	47	58%	61%	3%	76	49	64%
Reading	6	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Labay	White	61	46	75%	78%	3%	49	35	71%
Reading	6	Labay	Two or More	14	7	50%	53%	3%	10	9	90%
Reading	6	Labay	Eco. Dis.	277	180	65%	68%	3%	265	173	65%
Reading	6	Labay	LEP Current	65	24	37%	40%	3%	84	39	46%
Reading	6	Labay	At-Risk	283	169	60%	63%	3%	266	162	61%
Reading	6	Labay	SPED	56	14	25%	28%	3%	49	18	37%
Reading	7	Labay	All	379	290	77%	80%	3%	446	372	83%
Reading	7	Labay	Hispanic	184	141	77%	80%	3%	240	205	85%
Reading	7	Labay	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Labay	Asian	31	27	87%	90%	3%	29	24	83%

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	Labay	African Am.	84	60	71%	74%	3%	92	67	73%
Reading	7	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Labay	White	62	50	81%	84%	3%	66	62	94%
Reading	7	Labay	Two or More	14	9	64%	67%	3%	17	12	71%
Reading	7	Labay	Eco. Dis.	254	185	73%	76%	3%	302	246	81%
Reading	7	Labay	LEP Current	37	18	49%	52%	3%	77	50	65%
Reading	7	Labay	At-Risk	211	145	69%	72%	3%	307	241	79%
Reading	7	Labay	SPED	31	13	42%	45%	3%	65	33	51%
Reading	8	Labay	All	454	367	81%	84%	3%	408	351	86%
Reading	8	Labay	Hispanic	257	206	80%	83%	3%	201	172	86%
Reading	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Labay	Asian	31	29	94%	97%	3%	28	25	89%
Reading	8	Labay	African Am.	85	66	78%	81%	3%	94	83	88%
Reading	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Labay	White	63	52	83%	86%	3%	67	57	85%
Reading	8	Labay	Two or More	14	10	71%	74%	3%	14	11	79%
Reading	8	Labay	Eco. Dis.	312	247	79%	82%	3%	266	230	86%
Reading	8	Labay	LEP Current	55	28	51%	54%	3%	51	30	59%
Reading	8	Labay	At-Risk	238	169	71%	74%	3%	268	216	81%
Reading	8	Labay	SPED	50	21	42%	45%	3%	35	17	49%
Science	8	Labay	All	446	367	82%	84%	2%	409	323	79%
Science	8	Labay	Hispanic	253	205	81%	83%	2%	202	157	78%
Science	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Labay	Asian	31	30	97%	99%	2%	28	27	96%
Science	8	Labay	African Am.	82	60	73%	75%	2%	94	73	78%
Science	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Labay	White	62	56	90%	92%	2%	67	56	84%
Science	8	Labay	Two or More	14	12	86%	88%	2%	14	8	57%
Science	8	Labay	Eco. Dis.	303	244	81%	83%	2%	267	205	77%
Science	8	Labay	LEP Current	54	27	50%	52%	2%	52	26	50%
Science	8	Labay	At-Risk	234	169	72%	74%	2%	269	192	71%
Science	8	Labay	SPED	46	21	46%	48%	2%	35	15	43%
Social Studies	8	Labay	All	447	289	65%	69%	4%	408	288	71%
Social Studies	8	Labay	Hispanic	253	149	59%	63%	4%	201	134	67%
Social Studies	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Labay	Asian	31	27	87%	91%	4%	28	25	89%
Social Studies	8	Labay	African Am.	83	51	61%	65%	4%	94	65	69%
Social Studies	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Labay	White	62	47	76%	80%	4%	67	54	81%
Social Studies	8	Labay	Two or More	14	12	86%	90%	4%	14	8	57%
Social Studies	8	Labay	Eco. Dis.	303	181	60%	64%	4%	267	183	69%
Social Studies	8	Labay	LEP Current	55	13	24%	28%	4%	51	17	33%
Social Studies	8	Labay	At-Risk	234	106	45%	49%	4%	268	160	60%
Social Studies	8	Labay	SPED	46	11	24%	28%	4%	35	13	37%

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	Labay	All	403	166	41%	44%	3%	374	138	37%
Math	6	Labay	Hispanic	223	83	37%	40%	3%	209	72	34%
Math	6	Labay	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Labay	Asian	22	19	86%	89%	3%	30	22	73%
Math	6	Labay	African Am.	81	24	30%	33%	3%	76	15	20%
Math	6	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Labay	White	61	33	54%	57%	3%	49	24	49%
Math	6	Labay	Two or More	14	6	43%	46%	3%	10	5	50%
Math	6	Labay	Eco. Dis.	277	100	36%	39%	3%	265	83	31%
Math	6	Labay	LEP Current	65	15	23%	26%	3%	84	14	17%
Math	6	Labay	At-Risk	282	96	34%	37%	3%	266	65	24%
Math	6	Labay	SPED	56	7	13%	16%	3%	49	3	6%
Math	7	Labay	All	378	152	40%	43%	3%	443	185	42%
Math	7	Labay	Hispanic	183	73	40%	43%	3%	240	97	40%
Math	7	Labay	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Labay	Asian	32	22	69%	72%	3%	27	18	67%
Math	7	Labay	African Am.	84	21	25%	28%	3%	92	22	24%
Math	7	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Labay	White	61	32	52%	55%	3%	65	41	63%
Math	7	Labay	Two or More	14	3	21%	24%	3%	17	7	41%
Math	7	Labay	Eco. Dis.	253	88	35%	38%	3%	301	111	37%
Math	7	Labay	LEP Current	37	6	16%	19%	3%	77	20	26%
Math	7	Labay	At-Risk	212	54	25%	28%	3%	305	89	29%
Math	7	Labay	SPED	31	7	23%	26%	3%	65	13	20%
Math	8	Labay	All	295	92	31%	34%	3%	257	75	29%
Math	8	Labay	Hispanic	181	58	32%	35%	3%	125	37	30%
Math	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Labay	Asian	8	6	75%	78%	3%	11	6	55%
Math	8	Labay	African Am.	65	13	20%	23%	3%	72	17	24%
Math	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Labay	White	33	12	36%	39%	3%	36	12	33%
Math	8	Labay	Two or More	6	3	50%	53%	3%	10	3	30%
Math	8	Labay	Eco. Dis.	227	68	30%	33%	3%	178	49	28%
Math	8	Labay	LEP Current	48	6	13%	16%	3%	46	7	15%
Math	8	Labay	At-Risk	196	45	23%	26%	3%	207	50	24%
Math	8	Labay	SPED	49	6	12%	15%	3%	32	6	19%

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

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Labay	All	404	134	33%	36%	3%	374	164	44%
Reading	6	Labay	Hispanic	223	71	32%	35%	3%	209	90	43%
Reading	6	Labay	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Labay	Asian	23	13	57%	60%	3%	30	21	70%
Reading	6	Labay	African Am.	81	21	26%	29%	3%	76	25	33%
Reading	6	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Labay	White	61	26	43%	46%	3%	49	23	47%
Reading	6	Labay	Two or More	14	3	21%	24%	3%	10	5	50%
Reading	6	Labay	Eco. Dis.	277	76	27%	30%	3%	265	105	40%
Reading	6	Labay	LEP Current	65	9	14%	17%	3%	84	13	15%
Reading	6	Labay	At-Risk	283	70	25%	28%	3%	266	79	30%
Reading	6	Labay	SPED	56	5	9%	12%	3%	49	4	8%
Reading	7	Labay	All	379	190	50%	53%	3%	446	264	59%
Reading	7	Labay	Hispanic	184	83	45%	48%	3%	240	138	58%
Reading	7	Labay	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Labay	Asian	31	20	65%	68%	3%	29	17	59%
Reading	7	Labay	African Am.	84	37	44%	47%	3%	92	48	52%
Reading	7	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Labay	White	62	41	66%	69%	3%	66	53	80%
Reading	7	Labay	Two or More	14	7	50%	53%	3%	17	7	41%
Reading	7	Labay	Eco. Dis.	254	115	45%	48%	3%	302	163	54%
Reading	7	Labay	LEP Current	37	5	14%	17%	3%	77	22	29%
Reading	7	Labay	At-Risk	211	75	36%	39%	3%	307	147	48%
Reading	7	Labay	SPED	31	9	29%	32%	3%	65	18	28%
Reading	8	Labay	All	454	252	56%	59%	3%	408	257	63%
Reading	8	Labay	Hispanic	257	136	53%	56%	3%	201	125	62%
Reading	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Labay	Asian	31	23	74%	77%	3%	28	20	71%
Reading	8	Labay	African Am.	85	43	51%	54%	3%	94	56	60%
Reading	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Labay	White	63	41	65%	68%	3%	67	46	69%
Reading	8	Labay	Two or More	14	7	50%	53%	3%	14	9	64%
Reading	8	Labay	Eco. Dis.	312	161	52%	55%	3%	266	168	63%
Reading	8	Labay	LEP Current	55	12	22%	25%	3%	51	17	33%
Reading	8	Labay	At-Risk	238	82	34%	37%	3%	268	138	51%
Reading	8	Labay	SPED	50	4	8%	11%	3%	35	10	29%

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Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Science	8	Labay	All	446	271	61%	63%	2%	409	195	48%
Science	8	Labay	Hispanic	253	141	56%	57%	1%	202	94	47%
Science	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Labay	Asian	31	28	90%	92%	2%	28	20	71%
Science	8	Labay	African Am.	82	43	52%	54%	2%	94	36	38%
Science	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Labay	White	62	46	74%	76%	2%	67	40	60%
Science	8	Labay	Two or More	14	11	79%	81%	2%	14	5	36%
Science	8	Labay	Eco. Dis.	303	170	56%	58%	2%	267	116	43%
Science	8	Labay	LEP Current	54	12	22%	24%	2%	52	8	15%
Science	8	Labay	At-Risk	234	96	41%	43%	2%	269	89	33%
Science	8	Labay	SPED	46	10	22%	24%	2%	35	9	26%
Social Studies	8	Labay	All	447	156	35%	39%	4%	408	143	35%
Social Studies	8	Labay	Hispanic	253	73	29%	33%	4%	201	62	31%
Social Studies	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Labay	Asian	31	18	58%	62%	4%	28	17	61%
Social Studies	8	Labay	African Am.	83	25	30%	34%	4%	94	28	30%
Social Studies	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Labay	White	62	32	52%	56%	4%	67	30	45%
Social Studies	8	Labay	Two or More	14	7	50%	54%	4%	14	5	36%
Social Studies	8	Labay	Eco. Dis.	303	83	27%	31%	4%	267	85	32%
Social Studies	8	Labay	LEP Current	55	0	0%	4%	4%	51	4	8%
Social Studies	8	Labay	At-Risk	234	32	14%	18%	4%	268	61	23%
Social Studies	8	Labay	SPED	46	4	9%	13%	4%	35	9	26%

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	
					#	%				#	%
Math	6	Labay	All	403	56	14%	17%	3%	374	53	14%
Math	6	Labay	Hispanic	223	22	10%	13%	3%	209	26	12%
Math	6	Labay	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Labay	Asian	22	13	59%	62%	3%	30	14	47%
Math	6	Labay	African Am.	81	3	4%	7%	3%	76	6	8%
Math	6	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Labay	White	61	17	28%	31%	3%	49	6	12%
Math	6	Labay	Two or More	14	1	7%	10%	3%	10	1	10%
Math	6	Labay	Eco. Dis.	277	31	11%	14%	3%	265	27	10%
Math	6	Labay	LEP Current	65	2	3%	6%	3%	84	3	4%
Math	6	Labay	At-Risk	282	26	9%	12%	3%	266	21	8%
Math	6	Labay	SPED	56	1	2%	5%	3%	49	0	0%
Math	7	Labay	All	378	75	20%	23%	3%	443	69	16%
Math	7	Labay	Hispanic	183	30	16%	19%	3%	240	31	13%
Math	7	Labay	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Labay	Asian	32	16	50%	53%	3%	27	11	41%
Math	7	Labay	African Am.	84	6	7%	10%	3%	92	6	7%
Math	7	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Labay	White	61	21	34%	37%	3%	65	18	28%
Math	7	Labay	Two or More	14	1	7%	10%	3%	17	3	18%
Math	7	Labay	Eco. Dis.	253	40	16%	19%	3%	301	38	13%
Math	7	Labay	LEP Current	37	2	5%	8%	3%	77	6	8%
Math	7	Labay	At-Risk	212	22	10%	13%	3%	305	34	11%
Math	7	Labay	SPED	31	3	10%	13%	3%	65	3	5%
Math	8	Labay	All	295	12	4%	7%	3%	257	9	4%
Math	8	Labay	Hispanic	181	5	3%	6%	3%	125	4	3%
Math	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Labay	Asian	8	2	25%	28%	3%	11	0	0%
Math	8	Labay	African Am.	65	1	2%	5%	3%	72	4	6%
Math	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Labay	White	33	3	9%	12%	3%	36	0	0%
Math	8	Labay	Two or More	6	1	17%	20%	3%	10	1	10%
Math	8	Labay	Eco. Dis.	227	9	4%	7%	3%	178	5	3%
Math	8	Labay	LEP Current	48	0	0%	3%	3%	46	2	4%
Math	8	Labay	At-Risk	196	2	1%	4%	3%	207	5	2%
Math	8	Labay	SPED	49	1	2%	5%	3%	32	0	0%

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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	6	Labay	All	404	51	13%	16%	3%	374	86	23%
Reading	6	Labay	Hispanic	223	27	12%	15%	3%	209	48	23%
Reading	6	Labay	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Labay	Asian	23	6	26%	29%	3%	30	12	40%
Reading	6	Labay	African Am.	81	4	5%	8%	3%	76	12	16%
Reading	6	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Labay	White	61	13	21%	24%	3%	49	12	24%
Reading	6	Labay	Two or More	14	1	7%	10%	3%	10	2	20%
Reading	6	Labay	Eco. Dis.	277	28	10%	13%	3%	265	49	18%
Reading	6	Labay	LEP Current	65	4	6%	9%	3%	84	3	4%
Reading	6	Labay	At-Risk	283	23	8%	11%	3%	266	33	12%
Reading	6	Labay	SPED	56	0	0%	3%	3%	49	0	0%
Reading	7	Labay	All	379	106	28%	31%	3%	446	171	38%
Reading	7	Labay	Hispanic	184	42	23%	26%	3%	240	96	40%
Reading	7	Labay	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Labay	Asian	31	16	52%	55%	3%	29	12	41%
Reading	7	Labay	African Am.	84	19	23%	26%	3%	92	22	24%
Reading	7	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Labay	White	62	27	44%	47%	3%	66	36	55%
Reading	7	Labay	Two or More	14	2	14%	17%	3%	17	5	29%
Reading	7	Labay	Eco. Dis.	254	62	24%	27%	3%	302	102	34%
Reading	7	Labay	LEP Current	37	0	0%	3%	3%	77	8	10%
Reading	7	Labay	At-Risk	211	30	14%	17%	3%	307	80	26%
Reading	7	Labay	SPED	31	4	13%	16%	3%	65	7	11%
Reading	8	Labay	All	454	117	26%	29%	3%	408	164	40%
Reading	8	Labay	Hispanic	257	58	23%	26%	3%	201	76	38%
Reading	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Labay	Asian	31	13	42%	45%	3%	28	16	57%
Reading	8	Labay	African Am.	85	19	22%	25%	3%	94	31	33%
Reading	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Labay	White	63	23	37%	40%	3%	67	35	52%
Reading	8	Labay	Two or More	14	3	21%	24%	3%	14	6	43%
Reading	8	Labay	Eco. Dis.	312	67	21%	24%	3%	266	98	37%
Reading	8	Labay	LEP Current	55	2	4%	7%	3%	51	8	16%
Reading	8	Labay	At-Risk	238	21	9%	12%	3%	268	71	26%
Reading	8	Labay	SPED	50	2	4%	7%	3%	35	9	26%

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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	8	Labay	All	446	170	38%	40%	2%	409	95	23%
Science	8	Labay	Hispanic	253	86	34%	36%	2%	202	37	18%
Science	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Labay	Asian	31	23	74%	76%	2%	28	20	71%
Science	8	Labay	African Am.	82	18	22%	24%	2%	94	16	17%
Science	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Labay	White	62	35	56%	58%	2%	67	18	27%
Science	8	Labay	Two or More	14	7	50%	52%	2%	14	4	29%
Science	8	Labay	Eco. Dis.	303	99	33%	35%	2%	267	49	18%
Science	8	Labay	LEP Current	54	4	7%	9%	2%	52	1	2%
Science	8	Labay	At-Risk	234	40	17%	19%	2%	269	29	11%
Science	8	Labay	SPED	46	2	4%	6%	2%	35	4	11%
Social Studies	8	Labay	All	447	84	19%	23%	4%	408	84	21%
Social Studies	8	Labay	Hispanic	253	39	15%	19%	4%	201	36	18%
Social Studies	8	Labay	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Labay	Asian	31	13	42%	46%	4%	28	11	39%
Social Studies	8	Labay	African Am.	83	11	13%	17%	4%	94	15	16%
Social Studies	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Labay	White	62	18	29%	33%	4%	67	18	27%
Social Studies	8	Labay	Two or More	14	3	21%	25%	4%	14	3	21%
Social Studies	8	Labay	Eco. Dis.	303	41	14%	18%	4%	267	45	17%
Social Studies	8	Labay	LEP Current	55	0	0%	4%	4%	51	3	6%
Social Studies	8	Labay	At-Risk	234	15	6%	10%	4%	268	33	12%
Social Studies	8	Labay	SPED	46	2	4%	8%	4%	35	3	9%

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.