

Cypress-Fairbanks Independent School District
Rowe Middle School
2021-2022 Campus Improvement Plan

Vision

LEAD - Learn. Empower. Achieve. Dream.

Table of Contents

- Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Student Achievement 5
- School Culture and Climate 7
- Staff Quality, Recruitment, and Retention 9
- Parent and Community Engagement 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 13
- 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. 14
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 21
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 26
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 28
- State Compensatory 30
- Budget for Rowe Middle School 31
- Personnel for Rowe Middle School 31
- Title I Personnel 31
- 2021-2022 CPOC 32
- Campus Funding Summary 33
- Addendums 35

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: We came together as a campus level team to review the progress we made in the prior school year. We analyzed student STAAR data as well as campus-wide feedback such as the Employee Perception Survey. After reviewing our strengths and weaknesses, we discussed effective strategies we needed to implement as a team to meet the needs of our Jaguars.

In summary, the comprehensive needs assessment denotes the following: As campus level teams (Admin Team & Instructional Team) we came together, on a consistent basis, to hold rich conversations and to make second-year goals and plans relating to:

- Instructional Goals such as Blended Learning
- Continued, purposeful & focused first time instruction
- Purposeful Team Planning
- PBIS Improvements
- Safe, Student-friendly environment
- Trust from our parents and community

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 the businesses of Panda Donuts & Kolaches and The Coffee Drip.

Student Achievement

Student Achievement Strengths

6th Grade READING:

Out of 354 total testers, 223 (63%) met the APPROACHES Category: African American (63%), Hispanic (62%), White (60%), Asian (92%), Two or More Races (57%), Special Education (28%), and Economically Disadvantaged (62%). 35% of ALL 6th graders performed at the MEETS Performance Level. 12% of ALL 6th graders performed at the MASTERS Performance Level.

7th Grade READING:

Out of 354 total testers, 290 (79%) met the APPROACHES Category: African American (74%), Hispanic (80%), White (89%), Asian (88%), Two or More Races (75%), Special Education (31%), and Economically Disadvantaged (77%). 51% of ALL 7th graders performed at the MEETS Performance Level. 25% of ALL 7th graders performed at the MASTERS Performance Level.

7th Grade WRITING:

Out of 364 total testers, 240 (66%) met the APPROACHES Category: African American (64%), Hispanic (67%), White (70%), Asian (63%), Two or More Races (43%), Special Education (22%), and Economically Disadvantaged (63%). 29% of ALL 7th graders performed at the MEETS Performance Level. 3% of ALL 7th graders performed at the MASTERS Performance Level.

8th Grade READING:

Out of 382 total testers, 300 (79%) met the APPROACHES Category: African American (71%), Hispanic (80%), White (90%), Asian (100%), Special Education (28%), and Economically Disadvantaged (76%). 44% of ALL 8th graders performed at the MEETS Performance Level. 16% of ALL 8th graders performed at the MASTERS Performance Level.

6th Grade MATH:

Out of 352 total testers, 240 (68%) met the APPROACHES Category: African American (55%), Hispanic (70%), White (67%), Asian (92%), Two or More Races (67%), Special Education (40%), and Economically Disadvantaged (66%). 30% of ALL 6th graders performed at the MEETS Performance Level. 10% of ALL 6th graders performed at the MASTERS Performance Level.

7th Grade MATH:

Out of 359 total testers, 207 (58%) met the APPROACHES Category: African American (52%), Hispanic (59%), White (79%), Asian (63%), Two or More Races (38%), Special Education (20%), and Economically Disadvantaged (54%). 20% of ALL 7th graders performed at the MEETS Performance Level. 4% of ALL 7th graders performed at the MASTERS Performance Level.

8th Grade MATH:

Out of 258 total testers, 114 (44%) met the APPROACHES Category: African American (33%), Hispanic (47%), White (55%), Special Education (19%), and Economically Disadvantaged (39%). 8% of ALL 8th graders performed at the MEETS Performance Level. 1% of ALL 8th graders performed at the MASTERS Performance Level.

8th Grade SCIENCE:

Out of 378 total testers, 265 (70%) met the APPROACHES Category: African American (62%), Hispanic (71%), White (90%), Asian (71%), Two or More Races (100%), Special Education (27%), and Economically Disadvantaged (68%). 40% of ALL 8th graders performed at the MEETS Performance Level. 20% of ALL 8th graders performed at the MASTERS Performance Level.

8th Grade SOCIAL STUDIES:

Out of 379 total testers, 186 (49%) met the APPROACHES Category: African American (45%), Hispanic (47%), White (71%), Asian (86%), Two or More Races (80%), Special Education (21%), and Economically Disadvantaged (46%). 17% of ALL 8th graders performed at the MEETS Performance Level. 6% of ALL 8th graders performed at the MASTERS Performance Level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: The sub-population for our White, LEP and SPED students are not performing at the level of our cluster schools in the Meets and Masters proficiency levels. **Root Cause:** Reading: Not having consistent and individualized data to identify student achievement needs and learning gaps.

Problem Statement 2: Writing: Our LEP and SPED population are performing below our cluster schools and below target in all performance levels. **Root Cause:** Writing : A lack of opportunity for one-on-one conferencing and a consistent avenue for feedback.

Problem Statement 3: Math: We scored below our target percentage goal in math as well as our other cluster schools. **Root Cause:** Math: Data was not consistently used to implement small groups in Blended Learning.

Problem Statement 4: Science: Our students performed at an average rate compared to other cluster schools. **Root Cause:** Science: Blended Learning studios were not consistently implemented.

Problem Statement 5: Social Studies: Our Economically Disadvantaged students under performed as compared to our district and cluster averages. **Root Cause:** Social Studies: Because teachers focused on the navigation of two teaching both virtual and face-to-face students, they did not focus on modeling the "how" in individualized instruction.

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

Rowe will continue to set high standards and hold students accountable through restorative discipline practices and positive rewards using our PBIS matrix and teaching all students what it means to be Jaguar STRONG and what it means to Rowe, Let's Row!

According to the 2020-2021 Employee Perception Survey, Rowe Middle School has several areas to celebrate after just one year! Within all 15 areas of the EPS, our staff rated us at 90% or higher!

- Opportunities exist for me to think for myself (97%)
- Opportunities for professional growth are available (95%)
- The work I am asked to do directly relates to my job responsibilities (99%)
- Information is available to help me do my job efficiently (98%)
- Opportunities are available to provide input (95%)
- Procedures have been implemented to keep me safe at work (99%)
- Quality work is expected of me (99%)
- Collaboration is encouraged and practiced (97%)
- There are opportunities to discuss my concerns with my campus administrators (96%)
- Various forms of feedback are given to me to help me improve my performance (91%)
- Information related to my job is accessible (99%)
- Staff recognition is built into the school culture (98%)
- I am clear about my job responsibilities (100%)
- Quality work is expected of students (97%)
- Decisions are data driven (96%)

As always, we will continue to grow. This year we will strive to allow our staff to provide us with various forms of feedback throughout the school year. Some examples of this would be providing the staff with a Google Form to anonymously provide us with feedback within areas such as Open House, Jaguar Express, Accelerated Instruction Program, etc.

Aside from data provided by the Employee Perception Survey, other areas of strengths are as follows:

- Students enjoy the variety of after-school clubs that are offered by the staff.
- The School Tipline is used by students in all grade levels.
- Mentor/Mentee Kickoff placed teachers with student mentees who struggle academically.
- The PBIS committee continues to add additional incentives to reward positive behaviors.
- Students enjoy using their PBIS Jag Swag to shop at the school store and to use during lunch drawings throughout the school year.
- The Principal meets with the Principal's Advisory Committee once per month to discuss any concerns teachers may be experiencing.

Now that students are allowed to participate fully in activities for the 2021-2022 school year, we look forward to reporting all of the positives that will surely come with our extracurricular activities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The lack of all students attending face-to-face during year one, it was challenging to thoroughly build culture among students and staff to create a positive environment. **Root Cause:** Due to the COVID-19 pandemic we were unable to fully establish the culture at Rowe.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All faculty and staff are 100% highly qualified and fully certified at Rowe Middle School. We hired five teachers using Title 1 funds from the district. One of these additions is a middle school Testing Coordinator. Rowe MS spent \$310,000.00 on additional teachers to reduce our class size school-wide in order to help ensure the safety of all students and staff members. In order to retain these qualified teachers we will continue to have meetings where teachers are allowed to share ideas and concerns with the Principal on a regular basis (ex: Principal Advisory Committee). Also, this year we will celebrate our staff randomly with special treats to show our appreciation using "Jag Swag", "Brag on a Jag", and Staff Appreciation Weeks.

Rowe Middle School will focus on retaining all of our highly qualified staff through creating a positive, supportive culture. Our staff attended Blended Learning professional development with Marcia Kish. We will monitor the pulse of the staff regularly throughout the school year to refine, strengthen, and add to their knowledge and resources. Share sessions, workshops, Wisdom Wednesdays (on-campus PD), Digital Learning Conference, GT courses, and other curriculum workshops are some of the professional development activities that support administrators, teachers, and paraprofessional growth at Rowe MS. In addition, our campus reviews practices, policies, and procedures through in-service, faculty meetings, and the yearly Compliance Course each school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Due to the increase of class size, Rowe utilized Title I funds to reduce class sizes and we also provided staff development to ensure teachers were prepared for our students. **Root Cause:** Class size increase with all students back on campus.

Parent and Community Engagement

Parent and Community Engagement Strengths

Rowe MS will offer opportunities where parents can be involved in their child's education. These events include Open House and Talks and Treats, which allow our parents to learn about course requirements, expectations, STAAR goals, college and career readiness, and how to support a middle school student. Our Librarian has set up a technology help page on our school website as a first layer of support to assist parents and students who are experiencing technical difficulties. As a second layer, we have staff members responding by phone to parents' requests for assistance. This information and immediate assistance increases trust in our community by sending the message that we are here to support our students. We are also conducting personal Accelerated Learning Committee Meetings for the parents of each 6th grade student that was unsuccessful in 1 or more areas of STAAR last year. In these meetings, we are reviewing STAAR scores as well as the plan we have in place to fill in learning gaps for each individual student.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We are continuing our goal from last year in focusing on building trust in our community. We were a brand new campus for the 2020-2021 school year, and had many virtual students. Due to restrictions regarding the pandemic, we were seldom able to have parents on campus. This year, we will be capitalizing on our ability to meet with parents in person at Rowe. **Root Cause:** We need to continue to provide creative opportunities for parents to attend meetings, Talks and Treats, and events/activities at Rowe MS.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data







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




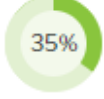





Goals







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




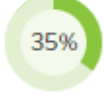

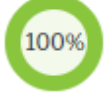
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: We will use data from performance matters to create small group mini-lessons that are differentiated to meet the individualized needs of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> ELAR Teams will be allotted planning time to analyze data, group students, and create differentiated lessons for small groups. Teachers will document plans for differentiated small groups in their lesson plans. <p>Staff Responsible for Monitoring: ELAR Teachers ELAR CCIS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: Additional ELAR CCIS - Title I - \$76,027, Instructional Supplies/Materials for ELAR - Title I - \$15,000, ELAR Classroom Teacher - Title I - \$67,031</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: We will hold individual writing conferences to give targeted feedback on writing skills that were taught for a specific writing task.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELAR Teachers ELAR CCIS</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: We will provide opportunities for students to write weekly and implement activities that scaffold the writing process based on individual student needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELAR Teachers ELAR CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: To address achievement gaps with our students, we will have data-driven planning conversations and model strategies during planning sessions in order to meet each student's needs. We will address gaps in the classroom through small groups in blended learning studios, during Closing the Gap Time, and in Accelerated Instruction sessions after school.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> 1. Math Teams will conduct more organized planning sessions. 2. During planning, we will analyze data and create purposeful blended learning studios and Accelerated Instruction sessions. 3. We will become proficient with Performance Matters and utilize it to identify gaps in learning. 4. We will continue to focus on vertical alignment to ease transitions between grade levels. <p>Staff Responsible for Monitoring: Math Teachers Math CCIS</p> <p>Funding Sources: Instructional Supplies/Materials for Math - Title I - \$15,000, Math Classroom Teacher - Title I - \$68,784</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Through blended learning studios, we will use data to pinpoint students' individual learning gaps. The blended learning model will help to facilitate the opportunity for teachers to provide individualized instruction and cultivate a positive learning environment.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> 1. Science Teams will be allotted planning time to analyze data and create solid blended learning studios. 2. The individualization provided by Blended Learning will allow us to push our students from Approaches to Meets and Meets to Masters. <p>Staff Responsible for Monitoring: Science Teachers Science CCIS</p> <p>Funding Sources: Science Classroom Teacher - Title I - \$69,722, Scholastic Reading & Science Materials - Title I - \$3,571, Instructional Supplies/Materials for Science - Title I - \$15,000</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Social Studies: We will have purposeful planning conversations focusing on the "how", the relevance of the content, and meeting each learner where they are.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> 1. Instructional supplies/materials ordered to help support the instruction in the Social Studies Department. 2. Social Studies Teams will be allotted additional planning time to analyze data and create solid blended learning studios that are engaging and allowing the teacher to identify misconceptions and address them in small group. <p>Staff Responsible for Monitoring: Social Studies Teachers Social Studies CCIS</p> <p>Funding Sources: Planning Days for Social Studies Teams - Title I - \$1,250, Instructional Supplies/Materials for Social Studies - Title I - \$15,000</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Dropout Prevention: Assistant Principals work with the campus Registrar, grade level counselors, and district attendance officer to monitor dropout rates.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Achievement Specialists Grade Level Counselors Registrar</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			

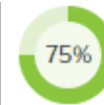
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction per core content area each week (Jag STRONG Time). Specific TEKS will be addressed with a focus each week on vocabulary, writing, reading and a technology component. TEKS will be addressed based on data. Students who have mastered the identified TEK will participate in D.E.A.R. time to increase their Lexile score. We will utilize the Sora App during D.E.A.R. time to address gaps in reading. Students who were not successful on their 2021 STAAR exam will be provided Accelerated Instruction after school for one hour each week in the following content areas in which they were unsuccessful: 6th Math, ELAR & Science. 7th Math & ELAR. 8th Math & ELAR. Activities will be created based on student data with the intention of filling in learning gaps. ALC Meetings will be held with 6th grade parents to review each 6th grade student's Accelerated Instruction Plan. ALC Letters will be sent home to 7th and 8th grade parents to review each student's Accelerated Instruction Plan. TEKS Tutorials will be offered after school to students in the areas of Social Studies and 7th and 8th grade Science. These sessions will focus on students who are close to moving to the next STAAR Performance Level and will be data-driven based on DPM and Unit Test results. Teachers will be given support and training in Performance Matters in order to be able to utilize test data to group students more intentionally during Blended Learning studios. Students will be grouped based on needs of certain TEKS and will spend varying amounts of time in the small group with the teacher based on those needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialists Director of Instruction CCIS Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Guidance Lessons and various clubs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 10 Details	Formative Reviews		
Strategy 10: We will continue to deepen our understanding of and address specific academic needs of ALL student groups on our campus, particularly at-risk.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Rowe will implement the following measures.			

1. Snacks will be provided for students attending data-driven, specialized tutorial sessions throughout the school year.
 2. Principal and Director of Instruction will attend the Texas ASCD Annual Conference in order to enhance academic/instructional strategies and/or initiatives on our campus.
 3. The Campus Testing Coordinator will assist in ensuring the success of our various classroom/campus testing days as well as assist in the academic support of all sub-pops by collaborating and coordinating with the Director of Instruction, DIHT, CCISs and AASs.
 4. A vocabulary.com subscription will be purchased to assist with Blended Learning studios, Accelerated Instruction lessons, and Jag Strong Time activities.
 5. A Flocabulary subscription will be purchased to assist with Blended Learning studios, Accelerated Instruction lessons, and Jag Strong Time activities.
 6. Kelly Tummy, from the Harris County Department of Education, will visit our campus to provide us with training and strategies to help as we plan for STAAR testing.
 7. Kelly Tummy, from the Harris County Department of Education, will provide us with up-to-date STAAR strategies and updates to help our teachers create relevant STAAR related activities as our students prepare to move to a full online STAAR testing environment.
 8. Sub days for Title I staff members will be allocated for use throughout the school year.
 9. Extra Duty Pay will be provided for our staff members who provide help with the translating of Spanish materials and with meetings throughout the school year.
 10. Snacks will be provided for our VIPS Meetings in order to support Parent Involvement throughout the school year.
- Staff Responsible for Monitoring:** Principal
Director of Instruction

Schoolwide and Targeted Assistance Title I Elements: 2.6

Funding Sources: Campus Testing Coordinator - Title I - \$76,774, Snacks for Student Tutorials - Title I - \$2,000, Texas ASCD Annual Conference - Title I - \$1,500, Vocabulary.com subscription - Title I - \$4,796, Flocabulary subscription - Title I - \$2,600, HCDE Consultant (Kelly Tummy) - Title I - \$2,500, HCDE Consultant (Kelly Tummy for CTE) - Title I - \$8,000, Sub Days for Title 1 staff members - Title I - \$30,000, Extra Duty Pay for Parent Meetings and Translations - \$1,000, VIPS/Parent Meeting Snacks - Title I - \$1,000



No Progress



Accomplished



Continue/Modify













Discontinue

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

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








Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Class size reduction teacher (7th grade math)</p> <p>Strategy's Expected Result/Impact: By the end of the 21-22 school year 85% of the students in 7th grade math will reach approaches or higher on the STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Math Classroom Teacher - ESSER III - \$71,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Blended Learning PD with Marcia Kish</p> <p>Strategy's Expected Result/Impact: After teachers attend the Blended Learning PD all year, 90% of their students will achieve Approaches or higher on the STAAR test.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Year-long, Campus-wide PD for all Staff on Blended Learning - ESSER III - \$20,000, Staff Development Supplies for Blended Learning - ESSER III - \$200, Instructional Supplies & Materials - ESSER III - \$8,800</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, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.











Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Our student's Lexile growth will increase throughout the school year.</p> <p>Strategy's Expected Result/Impact: Overall growth in student Lexile scores.</p> <p>Staff Responsible for Monitoring: ELAR Teachers ELAR CCISs</p> <p>Funding Sources: Saddleback Educational (GO ELL! Teen Literacy Library) - Special Allotment: Compensatory Education - \$773, Pencils: \$161.02 - Special Allotment: Compensatory Education - \$162, Read 180 Books (Houghton Mifflin Harcourt) - Special Allotment: Compensatory Education - \$3,635</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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus ID and backpack policy and procedures.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to learn daily with materials and supplies located in a clear backpack and ID badges around their neck, visible to all personnel.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Administrators Teachers</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: Assistant Principals</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 98%.













Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: We will track and monitor student attendance daily/each grading period through reports provided by campus registrar/district to ensure students are in school and class on a daily basis. An "Attendance Bell" will ring at 9:15 AM to remind teachers to take attendance daily. A school administrator is partnered with the registrar to track "No Show" students.</p> <p>Strategy's Expected Result/Impact: There will be a partnership between the Assistant Principals, grade level counselors, and campus registrar to ensure students are attending school.</p> <p>Staff Responsible for Monitoring: Assistant Principals Grade Level Counselors Attendance Officer Campus Registrar</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 less than or equal to 1%.

Evaluation Data Sources: Discipline reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: We will conduct parent conferences to prevent and address students' escalated behaviors. Students and teachers will be taught our PBIS expectations, STRONG. A campus rubric with location expectations will be taught during JAG STRONG Time, Code of Conduct meetings, and revisited regularly during class.</p> <p>Strategy's Expected Result/Impact: We will continue to monitor our discipline data throughout the school year.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus officer and administration will meet regularly with groups of students (or individually) in at-risk situations to educate them about appropriate choices including behaviors, safety, bullying, and boundaries in an effort to diffuse discipline incidents and reduce in school suspensions of our SPED African American students.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc).</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be 10% or less.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Campus officer and administration will meet regularly with groups of students (or individually) in at-risk situations to educate them about appropriate choices including behaviors, safety, bullying, and boundaries in an effort to diffuse discipline incidents.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will continue to be 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc.).</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 10%</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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








Evaluation Data Sources: Lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the Coordinated Approach to Child Health (CATCH) program with fidelity.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p>	Formative		
	Nov	Feb	May
	0%	0%	0%
<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 be greater than or equal to 90%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Each grading period staff with perfect attendance will be celebrated at the faculty meetings. These staff members will be recognized for their attendance each grading period.</p> <p>Strategy's Expected Result/Impact: We are expecting better attendance rates due to recognizing perfect attendance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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







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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus-Wide Blended Learning Training by Marcia Kish. Strategy's Expected Result/Impact: Blended Learning will be implemented campus-wide.</p> <p>1. CTE Professional Development Training consisted of a full day "reset" of Blended Learning hosted by Marcia Kish.</p> <p>2. Marcia Kish will visit our campus, throughout the school year, to provide staff with ongoing Blended Learning Training and feedback.</p> <p>Staff Responsible for Monitoring: Director of Instruction Principal Instructional Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Campus-Wide Blended Learning Training by Marcia Kish - Title I - \$5,550, Paper & Building-Wide Blended Learning Supplies - Title I - \$4,487</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 be greater than or equal to 50%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: "Talks and Treats" Meetings will allow our parents to learn STAAR goals, college and career readiness, and how to support their middle school students. The Parent & Community Engagement Committee will meet monthly to discuss ideas for how to involve the community and parents as well as plan the Talks and Treats Meetings.</p> <p>Strategy's Expected Result/Impact: Parent engagement and involvement will increase on our campus.</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialists Principal</p> <p>Funding Sources: Campus Mailouts/Supplies for Parent Involvement - Title I - \$3,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Panda Donuts & Kolaches (nearby business).</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: AAS Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Talks & Treats Parent Meetings: November 11 @ 6:00 PM, November 12 @ 9:00 AM, February 10 @ 6:00 PM, February 9 @ 9:00 AM, April 6 @ 9:00 AM, and April 7 @ 6:00 PM.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 45% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialists Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</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 Rowe Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

--

Personnel for Rowe Middle School

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Testing Coordinator	Assessment	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

2021-2022 CPOC

Committee Role	Name	Position
Administrator	Stacia Carew	Principal
Non-classroom Professional	Leslie Spencer	Director of Instruction
Non-classroom Professional	Gretchen Moreira	Testing Coordinator
Classroom Teacher	Christopher Patten	ELA Teacher
Classroom Teacher	Brent Halvorson	Science Teacher
Parent	Kathryn McGuire	Rowe Parent
Classroom Teacher	Devin Patel	Social Studies CCIS
Classroom Teacher	Taylor Seguin	Math CCIS
District-level Professional	Harry Wright	Assistant General Council
Business Representative	Vu Hong	Business Representative
Community Representative	Jaime Vasquez	Community Rep
Community Representative	Ironda Cox	Community Rep
Parent	Denise Newman	Rowe Parent
Classroom Teacher	Robert Black	ELA CCIS
Classroom Teacher	Elizabeth Hughes	Special Education Liaison & Teacher
Classroom Teacher	Melissa Paul	Science CCIS
Non-classroom Professional	Kimberly Ransom	Lead Counselor
Classroom Teacher	Emily Ambriz	Science Teacher
Classroom Teacher	Ashley Jensen	ELAR Teacher
Classroom Teacher	Danielle Walter	Math Teacher
Classroom Teacher	Lindsay Patrick	ELAR CCIS
Business Representative	Rachel Kennedy	Business Representative

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Classroom Teacher		\$71,000.00
1	2	2	Staff Development Supplies for Blended Learning		\$200.00
1	2	2	Year-long, Campus-wide PD for all Staff on Blended Learning		\$20,000.00
1	2	2	Instructional Supplies & Materials		\$8,800.00
Sub-Total					\$100,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies/Materials for ELAR		\$15,000.00
1	1	1	Additional ELAR CCIS		\$76,027.00
1	1	1	ELAR Classroom Teacher		\$67,031.00
1	1	4	Instructional Supplies/Materials for Math		\$15,000.00
1	1	4	Math Classroom Teacher		\$68,784.00
1	1	5	Instructional Supplies/Materials for Science		\$15,000.00
1	1	5	Science Classroom Teacher		\$69,722.00
1	1	5	Scholastic Reading & Science Materials		\$3,571.00
1	1	6	Instructional Supplies/Materials for Social Studies		\$15,000.00
1	1	6	Planning Days for Social Studies Teams		\$1,250.00
1	1	10	Vocabulary.com subscription		\$4,796.00
1	1	10	HCDE Consultant (Kelly Tummy)		\$2,500.00
1	1	10	Snacks for Student Tutorials		\$2,000.00
1	1	10	Texas ASCD Annual Conference		\$1,500.00
1	1	10	Flocabulary subscription		\$2,600.00
1	1	10	Campus Testing Coordinator		\$76,774.00
1	1	10	Sub Days for Title 1 staff members		\$30,000.00
1	1	10	VIPS/Parent Meeting Snacks		\$1,000.00
1	1	10	HCDE Consultant (Kelly Tummy for CTE)		\$8,000.00
3	2	1	Paper & Building-Wide Blended Learning Supplies		\$4,487.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Campus-Wide Blended Learning Training by Marcia Kish		\$5,550.00
4	1	1	Campus Mailouts/Supplies for Parent Involvement		\$3,000.00
Sub-Total					\$488,592.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Read 180 Books (Houghton Mifflin Harcourt)		\$3,635.00
1	3	1	Saddleback Educational (GO ELL! Teen Literacy Library)		\$773.00
1	3	1	Pencils: \$161.02		\$162.00
Sub-Total					\$4,570.00

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	Rowe	All	352	240	68%	69%	1%	404	292	72%
Math	6	Rowe	Hispanic	223	156	70%	71%	1%	242	177	73%
Math	6	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Rowe	Asian	12	11	92%	93%	1%	13	11	85%
Math	6	Rowe	African Am.	90	55	61%	62%	1%	116	80	69%
Math	6	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Rowe	White	21	14	67%	68%	1%	20	16	80%
Math	6	Rowe	Two or More	6	4	67%	68%	1%	12	7	58%
Math	6	Rowe	Eco. Dis.	277	183	66%	67%	1%	319	233	73%
Math	6	Rowe	LEP Current	67	33	49%	50%	1%	99	50	51%
Math	6	Rowe	At-Risk	266	169	64%	65%	1%	288	192	67%
Math	6	Rowe	SPED	30	12	40%	41%	1%	34	14	41%
Math	7	Rowe	All	359	207	58%	59%	1%	429	257	60%
Math	7	Rowe	Hispanic	213	126	59%	59%	0%	266	155	58%
Math	7	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Rowe	Asian	8	5	63%	64%	1%	16	14	88%
Math	7	Rowe	African Am.	111	58	52%	53%	1%	118	64	54%
Math	7	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Rowe	White	19	15	79%	80%	1%	23	18	78%
Math	7	Rowe	Two or More	8	3	38%	39%	1%	*	*	*
Math	7	Rowe	Eco. Dis.	265	142	54%	55%	1%	318	189	59%
Math	7	Rowe	LEP Current	35	8	23%	24%	1%	80	26	33%
Math	7	Rowe	At-Risk	183	78	43%	44%	1%	305	155	51%
Math	7	Rowe	SPED	30	6	20%	21%	1%	32	6	19%
Math	8	Rowe	All	258	114	44%	45%	1%	269	164	61%
Math	8	Rowe	Hispanic	175	83	47%	48%	1%	156	97	62%
Math	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Rowe	Asian	*	*	*	*	*	7	5	71%
Math	8	Rowe	African Am.	70	23	33%	34%	1%	88	47	53%
Math	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Rowe	White	11	6	55%	56%	1%	14	11	79%
Math	8	Rowe	Two or More	*	*	*	*	*	*	*	*
Math	8	Rowe	Eco. Dis.	190	75	39%	40%	1%	212	125	59%
Math	8	Rowe	LEP Current	43	15	35%	36%	1%	41	19	46%
Math	8	Rowe	At-Risk	195	73	37%	38%	1%	210	120	57%
Math	8	Rowe	SPED	27	5	19%	20%	1%	33	10	30%
Reading	6	Rowe	All	354	223	63%	64%	1%	404	306	76%
Reading	6	Rowe	Hispanic	225	139	62%	63%	1%	241	183	76%
Reading	6	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Rowe	Asian	12	11	92%	93%	1%	13	11	85%
Reading	6	Rowe	African Am.	90	57	63%	64%	1%	117	87	74%
Reading	6	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Rowe	White	20	12	60%	61%	1%	20	16	80%
Reading	6	Rowe	Two or More	7	4	57%	58%	1%	12	8	67%
Reading	6	Rowe	Eco. Dis.	278	172	62%	63%	1%	319	237	74%
Reading	6	Rowe	LEP Current	68	21	31%	32%	1%	99	55	56%
Reading	6	Rowe	At-Risk	268	154	57%	58%	1%	288	202	70%
Reading	6	Rowe	SPED	29	8	28%	29%	1%	34	14	41%
Reading	7	Rowe	All	367	290	79%	80%	1%	429	363	85%
Reading	7	Rowe	Hispanic	219	176	80%	81%	1%	266	222	83%
Reading	7	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Rowe	Asian	8	7	88%	89%	1%	16	16	100%

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	Rowe	African Am.	113	84	74%	75%	1%	118	97	82%
Reading	7	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Rowe	White	19	17	89%	90%	1%	23	22	96%
Reading	7	Rowe	Two or More	8	6	75%	76%	1%	*	*	*
Reading	7	Rowe	Eco. Dis.	272	209	77%	78%	1%	318	268	84%
Reading	7	Rowe	LEP Current	38	15	39%	40%	1%	80	50	63%
Reading	7	Rowe	At-Risk	190	132	69%	70%	1%	305	240	79%
Reading	7	Rowe	SPED	32	10	31%	32%	1%	32	18	56%
Reading	8	Rowe	All	382	300	79%	80%	1%	398	345	87%
Reading	8	Rowe	Hispanic	245	195	80%	81%	1%	232	206	89%
Reading	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Rowe	Asian	7	7	100%	100%	0%	12	12	100%
Reading	8	Rowe	African Am.	104	74	71%	72%	1%	125	100	80%
Reading	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Rowe	White	21	19	90%	91%	1%	23	22	96%
Reading	8	Rowe	Two or More	*	*	*	*	*	6	5	83%
Reading	8	Rowe	Eco. Dis.	276	210	76%	77%	1%	317	275	87%
Reading	8	Rowe	LEP Current	44	25	57%	58%	1%	46	31	67%
Reading	8	Rowe	At-Risk	239	169	71%	72%	1%	274	229	84%
Reading	8	Rowe	SPED	29	8	28%	29%	1%	34	16	47%
Science	8	Rowe	All	378	265	70%	71%	1%	397	326	82%
Science	8	Rowe	Hispanic	239	170	71%	72%	1%	232	190	82%
Science	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Rowe	Asian	7	5	71%	72%	1%	12	11	92%
Science	8	Rowe	African Am.	105	65	62%	63%	1%	124	97	78%
Science	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Rowe	White	21	19	90%	91%	1%	23	23	100%
Science	8	Rowe	Two or More	5	5	100%	100%	0%	6	5	83%
Science	8	Rowe	Eco. Dis.	275	187	68%	69%	1%	316	258	82%
Science	8	Rowe	LEP Current	46	17	37%	38%	1%	46	22	48%
Science	8	Rowe	At-Risk	236	144	61%	62%	1%	273	210	77%
Science	8	Rowe	SPED	26	7	27%	28%	1%	34	16	47%
Social Studies	8	Rowe	All	379	186	49%	50%	1%	396	227	57%
Social Studies	8	Rowe	Hispanic	243	115	47%	48%	1%	231	129	56%
Social Studies	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	Asian	7	6	86%	87%	1%	12	10	83%
Social Studies	8	Rowe	African Am.	102	46	45%	46%	1%	124	68	55%
Social Studies	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	White	21	15	71%	72%	1%	23	17	74%
Social Studies	8	Rowe	Two or More	5	4	80%	81%	1%	6	3	50%
Social Studies	8	Rowe	Eco. Dis.	274	125	46%	47%	1%	315	177	56%
Social Studies	8	Rowe	LEP Current	45	13	29%	30%	1%	46	7	15%
Social Studies	8	Rowe	At-Risk	238	85	36%	37%	1%	272	129	47%
Social Studies	8	Rowe	SPED	29	6	21%	22%	1%	34	7	21%

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	Rowe	All	352	105	30%	35%	5%	404	130	32%
Math	6	Rowe	Hispanic	223	72	32%	37%	5%	242	75	31%
Math	6	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Rowe	Asian	12	6	50%	55%	5%	13	8	62%
Math	6	Rowe	African Am.	90	20	22%	27%	5%	116	36	31%
Math	6	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Rowe	White	21	6	29%	34%	5%	20	6	30%
Math	6	Rowe	Two or More	6	1	17%	22%	5%	12	4	33%
Math	6	Rowe	Eco. Dis.	277	77	28%	33%	5%	319	98	31%
Math	6	Rowe	LEP Current	67	8	12%	17%	5%	99	12	12%
Math	6	Rowe	At-Risk	266	66	25%	30%	5%	288	69	24%
Math	6	Rowe	SPED	30	1	3%	8%	5%	34	1	3%
Math	7	Rowe	All	359	73	20%	25%	5%	429	111	26%
Math	7	Rowe	Hispanic	213	43	20%	25%	5%	266	71	27%
Math	7	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Rowe	Asian	8	3	38%	43%	5%	16	8	50%
Math	7	Rowe	African Am.	111	19	17%	22%	5%	118	22	19%
Math	7	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Rowe	White	19	7	37%	42%	5%	23	7	30%
Math	7	Rowe	Two or More	8	1	13%	18%	5%	*	*	*
Math	7	Rowe	Eco. Dis.	265	50	19%	24%	5%	318	79	25%
Math	7	Rowe	LEP Current	35	0	0%	0%	0%	80	6	8%
Math	7	Rowe	At-Risk	183	20	11%	16%	5%	305	59	19%
Math	7	Rowe	SPED	30	2	7%	12%	5%	32	2	6%
Math	8	Rowe	All	258	21	8%	13%	5%	269	57	21%
Math	8	Rowe	Hispanic	175	13	7%	12%	5%	156	41	26%
Math	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Rowe	Asian	*	*	*	*	*	7	3	43%
Math	8	Rowe	African Am.	70	5	7%	12%	5%	88	8	9%
Math	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Rowe	White	11	2	18%	23%	5%	14	4	29%
Math	8	Rowe	Two or More	*	*	*	*	*	*	*	*
Math	8	Rowe	Eco. Dis.	190	16	8%	13%	5%	212	38	18%
Math	8	Rowe	LEP Current	43	2	5%	10%	5%	41	2	5%
Math	8	Rowe	At-Risk	195	11	6%	11%	5%	210	34	16%
Math	8	Rowe	SPED	27	0	0%	5%	5%	33	3	9%

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	Rowe	All	354	124	35%	40%	5%	404	196	49%
Reading	6	Rowe	Hispanic	225	86	38%	43%	5%	241	117	49%
Reading	6	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Rowe	Asian	12	5	42%	47%	5%	13	8	62%
Reading	6	Rowe	African Am.	90	25	28%	32%	4%	117	55	47%
Reading	6	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Rowe	White	20	5	25%	30%	5%	20	10	50%
Reading	6	Rowe	Two or More	7	3	43%	48%	5%	12	5	42%
Reading	6	Rowe	Eco. Dis.	278	91	33%	38%	5%	319	157	49%
Reading	6	Rowe	LEP Current	68	7	10%	15%	5%	99	28	28%
Reading	6	Rowe	At-Risk	268	79	29%	34%	5%	288	115	40%
Reading	6	Rowe	SPED	29	2	7%	12%	5%	34	2	6%
Reading	7	Rowe	All	367	187	51%	56%	5%	429	253	59%
Reading	7	Rowe	Hispanic	219	109	50%	55%	5%	266	158	59%
Reading	7	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Rowe	Asian	8	5	63%	68%	5%	16	12	75%
Reading	7	Rowe	African Am.	113	54	48%	53%	5%	118	61	52%
Reading	7	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Rowe	White	19	14	74%	79%	5%	23	16	70%
Reading	7	Rowe	Two or More	8	5	63%	68%	5%	*	*	*
Reading	7	Rowe	Eco. Dis.	272	131	48%	53%	5%	318	188	59%
Reading	7	Rowe	LEP Current	38	3	8%	13%	5%	80	18	23%
Reading	7	Rowe	At-Risk	190	66	35%	40%	5%	305	151	50%
Reading	7	Rowe	SPED	32	6	19%	24%	5%	32	8	25%
Reading	8	Rowe	All	382	169	44%	49%	5%	398	252	63%
Reading	8	Rowe	Hispanic	245	108	44%	49%	5%	232	149	64%
Reading	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Rowe	Asian	7	6	86%	91%	5%	12	9	75%
Reading	8	Rowe	African Am.	104	40	38%	43%	5%	125	73	58%
Reading	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Rowe	White	21	11	52%	57%	5%	23	16	70%
Reading	8	Rowe	Two or More	*	*	*	*	*	6	5	83%
Reading	8	Rowe	Eco. Dis.	276	108	39%	44%	5%	317	203	64%
Reading	8	Rowe	LEP Current	44	3	7%	12%	5%	46	7	15%
Reading	8	Rowe	At-Risk	239	66	28%	33%	5%	274	146	53%
Reading	8	Rowe	SPED	29	3	10%	15%	5%	34	8	24%

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	Rowe	All	378	153	40%	45%	5%	397	226	57%
Science	8	Rowe	Hispanic	239	101	42%	47%	5%	232	139	60%
Science	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Rowe	Asian	7	4	57%	62%	5%	12	9	75%
Science	8	Rowe	African Am.	105	31	30%	35%	5%	124	60	48%
Science	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Rowe	White	21	13	62%	67%	5%	23	15	65%
Science	8	Rowe	Two or More	5	4	80%	85%	5%	6	3	50%
Science	8	Rowe	Eco. Dis.	275	105	38%	43%	5%	316	173	55%
Science	8	Rowe	LEP Current	46	6	13%	18%	5%	46	7	15%
Science	8	Rowe	At-Risk	236	60	25%	30%	5%	273	126	46%
Science	8	Rowe	SPED	26	3	12%	17%	5%	34	6	18%
Social Studies	8	Rowe	All	379	64	17%	22%	5%	396	89	22%
Social Studies	8	Rowe	Hispanic	243	47	19%	24%	5%	231	47	20%
Social Studies	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	Asian	7	2	29%	34%	5%	12	4	33%
Social Studies	8	Rowe	African Am.	102	9	9%	14%	5%	124	27	22%
Social Studies	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	White	21	6	29%	34%	5%	23	10	43%
Social Studies	8	Rowe	Two or More	5	0	0%	5%	5%	6	1	17%
Social Studies	8	Rowe	Eco. Dis.	274	43	16%	21%	5%	315	67	21%
Social Studies	8	Rowe	LEP Current	45	3	7%	12%	5%	46	3	7%
Social Studies	8	Rowe	At-Risk	238	15	6%	11%	5%	272	45	17%
Social Studies	8	Rowe	SPED	29	0	0%	5%	5%	34	5	15%

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	Rowe	All	352	35	10%	15%	5%	404	37	9%
Math	6	Rowe	Hispanic	223	22	10%	15%	5%	242	22	9%
Math	6	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Rowe	Asian	12	4	33%	38%	5%	13	5	38%
Math	6	Rowe	African Am.	90	6	7%	12%	5%	116	9	8%
Math	6	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Rowe	White	21	3	14%	19%	5%	20	1	5%
Math	6	Rowe	Two or More	6	0	0%	5%	5%	12	0	0%
Math	6	Rowe	Eco. Dis.	277	22	8%	13%	5%	319	27	8%
Math	6	Rowe	LEP Current	67	1	1%	6%	5%	99	3	3%
Math	6	Rowe	At-Risk	266	16	6%	11%	5%	288	20	7%
Math	6	Rowe	SPED	30	1	3%	8%	5%	34	0	0%
Math	7	Rowe	All	359	16	4%	9%	5%	429	38	9%
Math	7	Rowe	Hispanic	213	9	4%	9%	5%	266	27	10%
Math	7	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Rowe	Asian	8	0	0%	5%	5%	16	3	19%
Math	7	Rowe	African Am.	111	6	5%	10%	5%	118	6	5%
Math	7	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Rowe	White	19	1	5%	10%	5%	23	1	4%
Math	7	Rowe	Two or More	8	0	0%	5%	5%	*	*	*
Math	7	Rowe	Eco. Dis.	265	8	3%	8%	5%	318	22	7%
Math	7	Rowe	LEP Current	35	0	0%	5%	5%	80	1	1%
Math	7	Rowe	At-Risk	183	5	3%	8%	5%	305	20	7%
Math	7	Rowe	SPED	30	0	0%	5%	5%	32	1	3%
Math	8	Rowe	All	258	3	1%	6%	5%	269	11	4%
Math	8	Rowe	Hispanic	175	1	1%	6%	5%	156	7	4%
Math	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Rowe	Asian	*	*	*	*	*	7	2	29%
Math	8	Rowe	African Am.	70	2	3%	8%	5%	88	1	1%
Math	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Rowe	White	11	0	0%	5%	5%	14	1	7%
Math	8	Rowe	Two or More	*	*	*	*	*	*	*	*
Math	8	Rowe	Eco. Dis.	190	1	1%	6%	5%	212	8	4%
Math	8	Rowe	LEP Current	43	1	2%	7%	5%	41	0	0%
Math	8	Rowe	At-Risk	195	1	1%	6%	5%	210	5	2%
Math	8	Rowe	SPED	27	0	0%	5%	5%	33	2	6%

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	
					#	%				#	%
Reading	6	Rowe	All	354	41	12%	17%	5%	404	110	27%
Reading	6	Rowe	Hispanic	225	23	10%	15%	5%	241	60	25%
Reading	6	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Rowe	Asian	12	1	8%	13%	5%	13	6	46%
Reading	6	Rowe	African Am.	90	14	16%	21%	5%	117	34	29%
Reading	6	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Rowe	White	20	2	10%	15%	5%	20	5	25%
Reading	6	Rowe	Two or More	7	1	14%	19%	5%	12	4	33%
Reading	6	Rowe	Eco. Dis.	278	30	11%	16%	5%	319	90	28%
Reading	6	Rowe	LEP Current	68	1	1%	6%	5%	99	7	7%
Reading	6	Rowe	At-Risk	268	24	9%	14%	5%	288	54	19%
Reading	6	Rowe	SPED	29	0	0%	5%	5%	34	1	3%
Reading	7	Rowe	All	367	93	25%	30%	5%	429	165	38%
Reading	7	Rowe	Hispanic	219	56	26%	31%	5%	266	102	38%
Reading	7	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Rowe	Asian	8	0	0%	5%	5%	16	11	69%
Reading	7	Rowe	African Am.	113	27	24%	29%	5%	118	36	31%
Reading	7	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Rowe	White	19	8	42%	47%	5%	23	10	43%
Reading	7	Rowe	Two or More	8	2	25%	30%	5%	*	*	*
Reading	7	Rowe	Eco. Dis.	272	67	25%	30%	5%	318	125	39%
Reading	7	Rowe	LEP Current	38	1	3%	8%	5%	80	8	10%
Reading	7	Rowe	At-Risk	190	26	14%	19%	5%	305	85	28%
Reading	7	Rowe	SPED	32	1	3%	8%	5%	32	3	9%
Reading	8	Rowe	All	382	60	16%	21%	5%	398	171	43%
Reading	8	Rowe	Hispanic	245	34	14%	19%	5%	232	101	44%
Reading	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Rowe	Asian	7	4	57%	62%	5%	12	6	50%
Reading	8	Rowe	African Am.	104	16	15%	20%	5%	125	47	38%
Reading	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Rowe	White	21	5	24%	29%	5%	23	12	52%
Reading	8	Rowe	Two or More	*	*	*	*	*	6	5	83%
Reading	8	Rowe	Eco. Dis.	276	36	13%	18%	5%	317	129	41%
Reading	8	Rowe	LEP Current	44	0	0%	5%	5%	46	2	4%
Reading	8	Rowe	At-Risk	239	12	5%	10%	5%	274	88	32%
Reading	8	Rowe	SPED	29	0	0%	5%	5%	34	5	15%

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	Rowe	All	378	74	20%	25%	5%	397	122	31%
Science	8	Rowe	Hispanic	239	43	18%	23%	5%	232	73	31%
Science	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Rowe	Asian	7	3	43%	48%	5%	12	6	50%
Science	8	Rowe	African Am.	105	17	16%	21%	5%	124	32	26%
Science	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Rowe	White	21	7	33%	38%	5%	23	10	43%
Science	8	Rowe	Two or More	5	4	80%	85%	5%	6	1	17%
Science	8	Rowe	Eco. Dis.	275	48	17%	21%	4%	316	92	29%
Science	8	Rowe	LEP Current	46	1	2%	7%	5%	46	3	7%
Science	8	Rowe	At-Risk	236	19	8%	13%	5%	273	54	20%
Science	8	Rowe	SPED	26	2	8%	13%	5%	34	1	3%
Social Studies	8	Rowe	All	379	22	6%	11%	5%	396	24	6%
Social Studies	8	Rowe	Hispanic	243	15	6%	11%	5%	231	10	4%
Social Studies	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	Asian	7	1	14%	19%	5%	12	2	17%
Social Studies	8	Rowe	African Am.	102	3	3%	8%	5%	124	6	5%
Social Studies	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	White	21	3	14%	15%	1%	23	5	22%
Social Studies	8	Rowe	Two or More	5	0	0%	5%	5%	6	1	17%
Social Studies	8	Rowe	Eco. Dis.	274	14	5%	10%	5%	315	15	5%
Social Studies	8	Rowe	LEP Current	45	1	2%	7%	5%	46	1	2%
Social Studies	8	Rowe	At-Risk	238	4	2%	7%	5%	272	10	4%
Social Studies	8	Rowe	SPED	29	0	0%	5%	5%	34	0	0%

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.

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.