

Cypress-Fairbanks Independent School District

Salyards Middle School

2021-2022 Campus Improvement Plan



Mission Statement

The Salyards Middle School mission is to challenge and inspire students to adapt, grow, and strive for continued improvement through relevant and engaging learning environments.

Vision

Salyards Middle School vision is to build lifelong, empowered learners who have the necessary tools to become a contributing and responsible member of our ever-changing world.

PROWL

Pride

Respect

Organize

Willing

Lead

Table of Contents

- Comprehensive Needs Assessment 4
 - Student Achievement 4
 - School Culture and Climate 5
 - Staff Quality, Recruitment, and Retention 7
 - Parent and Community Engagement 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
 - 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. 13
 - Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 17
 - Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 22
 - Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 24
- State Compensatory 25
 - Budget for Salyards Middle School 26
 - Personnel for Salyards Middle School 26
- Campus Funding Summary 26
- Addendums 27

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

In 2020-2021, Salyards Middle School did not receive a rating due to the pandemic. Salyards Middle School still performed well on the 2020-2021 STAAR state assessment. Sixth grade students scored at 87% in the Approaches category, 58% in the Meets category, and 30% in the Masters category on the Reading STAAR, as well as, 90% in the Approaches category, 69% in the Meets category, and 37% in the Masters category on the Mathematics STAAR. Seventh grade students scored at 90% in the Approaches category, 68% in the Meets category, and 43% in the Masters category on the Reading STAAR, as well as, 85% in the Approaches category, 54% in the Meets category, and 18% in the Masters category on the Writing STAAR. Our seventh grade students also scored 86% in the Approaches category, 59% in the Meets category and 29% in the Masters category on the Math STAAR. Eighth grade students scored at 91% in the Approaches category, 73% in the Meets category and 43% in the Masters category on the Reading STAAR. Our eighth grade students scored at 79% in the Approaches category, 41% at the Meets category and 6% in the Masters category on the Mathematics STAAR, as well as, 99% in the Approaches category, 87% in the Meets category, and 62% in the Masters category on the Algebra EOC exam. Our eighth grade students also took both the Science and Social Studies STAAR assessments and the results are as followed: 93% in the Approaches category, 78% in the Meets category, and 52% in the Masters category on the Science STAAR. 88% in the Approaches category, 60% in the Meets category, and 35% in the Masters category on the Social Studies assessment.

Student Achievement Strengths

The following strengths were identified based on a review of the 2020-2021 data:

TEA Accountability Data Summary:

The Accountability Summary for the Texas Education Agency provides Salyards Middle School with the Raw Data Component Scores for the 2020-2021 school year.

Domain I: Student Achievement: evaluates performance across all subjects for all students, on both general and alternate assessments. *Our campus raw score was a 64.*

Salyards Middle School performed well on the 2021 STAAR test. Overall, 90% of students passed all STAAR tests at the Approaches grade level or an above standard, 66% of our total students scored at Meets grade level or above, and 37% of our total students Mastered grade level expectations.

Domain II: Student Progress: measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages. *Salyards Middle School received a raw of 64 in the area of Relative Performance.* Our economically disadvantaged percentage was at 18.6%.

Domain III: Closing Performance Gaps: uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this main, as well as the domain's construction, align the state accountability system with Every Student Succeeds Act (ESSA). Salyards Middle School received the following percentages of indicators met - Academic Achievement Status (100%), English Language Proficiency Status (100%), and Student Success Status (100%).

Based on Salyards evaluation of state assessment data from 2020-2021, we met our target in our TELPAS Proficiency Status if the student had data from 2018-2019.

Based on Salyards evaluation of STAAR assessment data from 2020-2021, we saw growth in our Science masters scores. Our students grew from 47% (2018-2019) to 52% (2020-2021) in Science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: LEP and Economically disadvantaged students performed lower across state assessments. **Root Cause:** Reading: We need to set more time aside for student goal setting and celebrating small successes through purposeful TEK planning and agenda making.

Problem Statement 2: Writing: LEP and Economically disadvantaged students performed lower across state assessments. **Root Cause:** Writing: We need to set more time aside for student goal setting and celebrating small successes through purposeful TEK planning and agenda making.

Problem Statement 3: Math: A large portion of students are sitting in the Meets reporting category for state assessments. **Root Cause:** Math: Teachers would like more autonomy in decision making and lesson planning, including use of more blended opportunities in class.

Problem Statement 4: Science: LEP students performed the lowest on state assessments. A large portion of students are sitting in the Meets reporting category for state assessments. **Root Cause:** Science: Teachers will continue to focus on more purposeful planning, including writing, speaking and vocabulary opportunities for students.

Problem Statement 5: Social Studies: A large portion of students are sitting in the Meets reporting category for state assessments **Root Cause:** Social Studies: Teachers will continue to plan according to the level of the TEK and include purposeful vocabulary lessons in their curriculum.

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.

School Culture and Climate

School Culture and Climate Summary

The following are the needs of the campus in regards to School Culture and Climate:

Attendance Data: In 2020-2021, students were able to attend school either in person or virtually through CFISD Connect. Based on attendance reports from CFISD, Salyards attendance rate was approximately 92% for the 2020-21 school year.

Discipline Data: There were a total of **875** discipline infractions (including tardies). The top most occurring infractions were: 413 tardies, 84 Inappropriate Physical Contact, and 70 Language, gestures and mischievous behavior. Staff is refocusing efforts into restorative discipline practices and the PBIS program to promote positive behavior, this will be administered through the assistant principal's office.

The following safety needs were identified (utilizing the 2020-2021 Employee Perception Survey Data): 97% of the staff strongly agree/agree with the statement, "procedures have been implemented to keep me safe at work."

The following needs were identified (utilizing the 2020-2021 Employee Perception Survey Data) in relation to student data and data driven decisions to measuring overall student success: 90% of staff strongly agree/agree quality work is expected of all students. Teachers will continue to reevaluate the rigor of lessons, assignments and assessments given in class, through the use of purposeful TEK planning. 93% of staff strongly agree/agree that decisions are data driven. Campus administration will continue to look for and implement opportunities for staff to look over student performance data throughout the year. Campus administration and curriculum team members will touch base with teachers through the use of performance matters and data digs during the year.

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Salyards Middle School saw a decrease in behaviors that were previously highly reported in 2020-2021, including refusal to adult directives. The Salyards Assistant Principals have attended multiple restorative discipline trainings and use restorative methods provided in the trainings. Salyards Middle School will continue to work with parents, teachers, grade level counselors, and students to achieve positive outcomes and reduce repeat behaviors. Teachers would continue to benefit from professional development in regards to restorative discipline practices, allowing them to understand the positive aspects of alternative discipline methods. This will help teachers understand escalation vs. deescalation techniques and will be beneficial to all students.

The following needs were identified (utilizing the 2020-2021 Employee Perception Survey Data) in relation to students data and data driven decisions in measuring overall student success: 100% of staff strongly agree/agree they are clear about their job responsibilities; 99% of staff strongly agree/agree quality work is expected of all staff; 98% of staff strongly agree/agree opportunities exist for me to think for myself; 97% of staff strongly agree/agree opportunities for professional growth are available; 97% of staff strongly agree/agree the work they are asked to do directly relates to their job responsibilities; 97% of staff strongly agree/agree procedures have been implemented to keep them safe at work; 97% of staff strongly agree/agree collaboration is encouraged and practiced; and 97% of staff strongly agree/agree that information related to my job is accessible.

Teachers are provided the opportunity to vote on matters such as teacher contract times, Teacher of the Year, CTE days, etc. Teachers are provided the opportunity to provide input on procedures in the building such as Open House, Bengal Express, etc. The hard work of staff members throughout the school is recognized in a variety of ways (i.e. Bengal Pride, School-wide Jeans Days, Warm-Up Wednesday during cold weather, Sonic Drink treats, etc.)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Student attendance rates are below distinction designations. **Root Cause:** School Culture and Climate: Increase meaningful communication with parents to increase overall attendance rates.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Overall, Salyards sees a low staff turnaround each year through transfers, resignations and promotions. With a focus on recruitment and retention of high quality personnel, the following needs were identified by utilizing the 2020-2021 Employee Perception Survey Data:

Various forms of feedback are given to me to help me improve my performance (53% of staff strongly agree and 43% of staff agree with that statement.)

Staff recognition is built into the school culture (69% of staff strongly agree and 27% of staff agree with that statement.)

Decisions are data driven (59% of staff strongly agree and 34% of staff agree with that statement).

Quality work is expected of students (55% of staff strongly agree and 35% of staff agree with that statement.)

Staff Quality, Recruitment, and Retention Strengths

Salyards has two lead mentor teachers that oversee the new staff mentor program and are responsible for supporting our new family members. Each new staff member at Salyards, paraprofessionals, support staff, or classroom teacher are assigned a mentor to provide ongoing support and collaboration. Throughout the year, there are several opportunities for staff to participate in share sessions with embedded professional development to target upcoming procedures, paperwork that new staff will need to discuss for better understanding. The new teacher mentors are available for anything that the new teacher may need on an ongoing basis. Campus Curriculum Instructional Specialists are available to assist the new teachers in their development, as well as appraisers.

The following strengths were identified (utilizing the 2020-2021 Employee Perception Survey Data):

Opportunities exist for staff to think for themselves (98% of staff strongly agree/agree with that statement).

Opportunities for professional growth are available (97% of staff strongly agree/agree with that statement).

Quality work is expected of me (99% of staff strongly agree/agree with that statement).

I am clear about my job responsibilities (100% of staff strongly agree/agree with that statement).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers feel overwhelmed at different parts of the year due to perceived workload. **Root Cause:** Teacher/Paraprofessional Attendance: Increase meaningful data driven feedback regarding staff concerns and filter decisions through workload.

Parent and Community Engagement

Parent and Community Engagement Strengths

Salyards hosts several opportunities for parents throughout the school year. Each year we invite parents and students to attend Athletic Express as well as Bengal Express. These events provide parents an opportunity to purchase items for their student participating in athletics as well as allows the student to get their athletic locker, purchase spirit items for the upcoming school year, and walk their child's schedule.

During Open House, we provide a meeting to review the 4 year plan for 8th grade parents, a meeting for parents of students with Dyslexia.

Athletic Express, Bengal Express, and Open House are well attended by our parents. We host separate parent meetings to help the transition to 7th and 8th grades, as well as high school. Fifth to Sixth grade night focuses on our future Bengals and showcases our Fine Arts Programs. This well-attended event gives parents an introduction to middle school and a change to experience the elective choices we offer.

We communicated regularly with parents and community through our campus web page, School Messenger, Twitter, Instagram, and Facebook. We send home positive student letters each year chosen by teachers.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents have indicated that there are inconsistent communication platforms. **Root Cause:** Parent and Community Engagement : Campus inexperience with the different platforms and creation.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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
- Community surveys and/or other feedback

Support Systems and Other Data










- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices




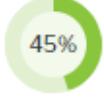








Goals








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, Math and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: When introducing new vocabulary, teachers will utilize and implement higher-level questioning strategies and notice and note strategies. Teachers will intentionally lead and invite students based on weakness to TEKS based tutoring.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELA Teachers, CCIS, Assistant Principals, Director of Instruction, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: The teacher will implement more strategic pedagogy in regards to revising and editing across all grade levels.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Increased writing scores on STAAR.</p> <p>Staff Responsible for Monitoring: ELAR Teachers, CCIS, Assistant Principals, Director of Instruction, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Teachers will engage in small group writing conferences during classroom instruction to strengthen coherence and depth of thought.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Increase writing scores on STAAR.</p> <p>Staff Responsible for Monitoring: ELAR Teacher, CCIS, Assistant Principals, Director of Instruction, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will implement varied learning approaches through the application of blended learning model to enable students to spend more time working in small groups, teachers to provide timely feedback, and offer more higher order thinking tasks.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Math teachers, CCIS, Assistant Principals, Director of Instruction, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Teachers will differentiate for students during the analysis of relevant applications (not ST skills) by having students work with the teacher in a small group. Teachers will debrief the big ideas and then allow students to process their own understanding using differentiated choice assignments for the concept by providing opportunities for students to: write out steps/bullets of what the lab demonstrated, use sentence stems to provide written structure for student understanding, or draw a picture/diagram representing scientific concepts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Students will make positive gains in their academic performance through improved scientific understanding and critical thinking.</p> <p>Staff Responsible for Monitoring: Science teacher, CCIS, Assistant Principals, Director of Instruction, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Social Studies: Teachers will improve rigor alignment between TEKS-based instructional activities, the classroom and district summative assessments, and the STAAR.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Social Studies teacher, CCIS, Assistant Principals, Director of Instruction, Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Dropout Prevention: Teachers will focus on student intervention through math and reading courses to intervene and check for understanding.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Math Teachers, ELAR Teachers, AAS, Director of Instruction</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			














Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Students will work in a Salyards FIT course in Schoology. The FIT (previously advisory) teacher will guide students on how to complete each assignment each day. Students will work in each content 30 minutes per week. Students will work on Social Studies = Monday, Wednesday = Language Arts, Thursday = Math, Friday = Science. Tuesday will be reserved for district wide initiatives. Each lesson is designed to address skills that were not taught from March 2020-May 2021 and then lessons will be adapted based on local assessment data for the rest of the school year. Lessons can be lead whole group or completed individually in conjunction with Schoology.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Math, Science, ELAR, and Social Studies teachers, CCIS, Assistant Principals, Director of Instruction, Principal.</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











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Welcome Back Camp - ROAR Camp: 6th grade students have the opportunity to tour our building, meet staff and get to know students from other elementary campuses. Students are purposely paired in groups where they do not know everyone to build relationships with diverse groups of people and individuals. Students will participate in activities throughout ROAR camp that promote social awareness, self-management and relationship skills. Activities include - connecting to the school culture: learning chants, navigating the building, practicing cafeteria, PE, and classroom expectations. 6th grade students work with 7th and 8th grade ROAR student leaders. the goal of ROAR camp is for students to feel connected to Salyards and make connections with students prior to school starting.</p> <p>Strategy's Expected Result/Impact: Students attending the 2021-2022 ROAR Camp will have 98% attendance in the first marking period of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Opportunity Lab - Tutorials: Students will be invited based on gradebook, assessment and attendance data to work on classroom assignments where they need extra support. Opportunity Lab runs Tuesday-Thursday every week with few exceptions. Opportunity Lab is run by our Director of Instruction, Academic Achievement Specialist and our Content Curriculum Instructional Specialists.</p> <p>Strategy's Expected Result/Impact: 80% of the students attending Opportunity Lab during the 2021-2022 will be passing their CORE classes with a 70% or higher by end of each grading period.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hire a core content area interventionist (math).</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 year 94% of our students working with the math core content area interventionist will reach Approaches or higher on the Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Salyards Middle School will purchase Summit K12, Waggle, Educational Galaxy and IXL licenses to support our students in interventions including reading workshop, math lab, reading and math pullouts, tutorials and focused instructional time. We will also purchase classroom supplies, including post it pad easel size, markers, notebook paper, pencils, etc.</p> <p>Strategy's Expected Result/Impact: 85% of Science 6th grade STAAR failures will show growth on TEKS tested throughout the school year.</p> <p>75% of 7th/8th grade math STAAR failures will show growth on TEKS tested throughout the school year.</p> <p>80% of Salyards Emergent Bilingual population will show growth on the 2021-2022 TELPAS state testing.</p> <p>60% of our Social Studies students will achieve Masters on STAAR in 2021-2022.</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Hire a temporary worker for the week before Reading STAAR to work with our 7th grade students in danger of failing based on DPM/Unit Test data.</p> <p>Strategy's Expected Result/Impact: 75% of 7th grade Reading DPM/Unit test failures will show growth on TEKS tested throughout the school year.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Send staff to summer 2022 Lead4ward STAAR 2.0 conference to learn how to incorporate new STAAR format and increase rigor in the classroom.</p> <p>Strategy's Expected Result/Impact: Change lesson planning format for the upcoming 22-23 school year.</p> <p>Funding Sources: - ESSER III - \$4,200</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: Our PBIS leaders and committee will facilitate the implementation of multiple campus-wide activities that encourage positive behavior.</p> <p>Strategy's Expected Result/Impact: Students and staff will commit to promoting respect, inclusion, and understanding of all members in our school community.</p> <p>There will be an increased focus on positive behavior through the PBIS program.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Director of Instruction, and PBIS Leaders/team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
			
 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 97%.

Evaluation Data Sources: Student attendance records will increase by 97%.













Increase overall accuracy of attendance submissions and communication regarding absences.








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will increase the accuracy of attendance submissions and the attendance office will send home warning letters after 5 absences.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Increase overall accuracy of attendance submissions and communication regarding absences.</p> <p>Staff Responsible for Monitoring: Campus Appraisers, Attendance paraprofessional</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 3%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Our administrative staff and PBIS team will continue to explore ways to intervene with students and resolve behavioral issues without escalating the student. We will also be proactive with students through positive behavior referrals and postcards/letters home.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 3% in 2021-2022. 2022 school year staff will be equipped with additional tools to intervene with students.</p> <p>Staff Responsible for Monitoring: Assistant Principals, PBIS Team, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: A campus administrative committee will review in-school suspensions each grading period to determine consistency and explore alternative consequences for some actions.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, PBIS Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: A campus administrative committee will review suspensions each grading period to determine consistency and explore alternative consequences for some actions.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, PBIS Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: We will continue using restorative practices with American students with appropriate to resolve discipline and prevent DAEP placements.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, PBIS Team</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Salyards will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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








Evaluation Data Sources: Lesson plans

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

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

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








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals with perfect attendance each month will earn perfect attendance certificate and a treat.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Sub Representative paraprofessional.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
	 25%	 60%	 80%
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will continue to be invited to specified professional development at Salyards through teacher created professional development.</p> <p>Strategy's Expected Result/Impact: Teacher created professional development based on feedback and need.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Staff Development Liaisons.</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 2%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Teachers will communicate updated calendar information and resources for parents through Schoology. A Salyards Schoology group will be communicated through facebook, twitter, instagram and school messenger to keep parents involved with what is going on at campus.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%.</p> <p>Staff Responsible for Monitoring: CCIS, AAS, Campus Appraisers, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Salyards Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

--

Personnel for Salyards Middle School

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

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$4,200.00
Sub-Total					\$4,200.00

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	Salyards	All	471	425	90%	95%	5%	441	399	90%
Math	6	Salyards	Hispanic	107	99	93%	95%	2%	108	96	89%
Math	6	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Salyards	Asian	25	23	92%	100%	8%	33	33	100%
Math	6	Salyards	African Am.	47	37	79%	92%	13%	42	32	76%
Math	6	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Salyards	White	265	243	92%	97%	5%	236	217	92%
Math	6	Salyards	Two or More	24	21	88%	90%	2%	18	18	100%
Math	6	Salyards	Eco. Dis.	87	73	84%	86%	2%	92	73	79%
Math	6	Salyards	LEP Current	15	8	53%	65%	12%	21	16	76%
Math	6	Salyards	At-Risk	179	139	78%	80%	2%	148	108	73%
Math	6	Salyards	SPED	39	19	49%	71%	22%	41	24	59%
Math	7	Salyards	All	506	433	86%	94%	8%	511	461	90%
Math	7	Salyards	Hispanic	116	93	80%	92%	12%	115	103	90%
Math	7	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Salyards	Asian	30	29	97%	98%	1%	32	30	94%
Math	7	Salyards	African Am.	43	27	63%	84%	21%	53	38	72%
Math	7	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Salyards	White	289	258	89%	96%	7%	279	263	94%
Math	7	Salyards	Two or More	26	24	92%	93%	1%	28	24	86%
Math	7	Salyards	Eco. Dis.	92	65	71%	85%	14%	102	86	84%
Math	7	Salyards	LEP Current	15	6	40%	84%	44%	16	11	69%
Math	7	Salyards	At-Risk	112	66	59%	61%	2%	159	119	75%
Math	7	Salyards	SPED	37	17	46%	78%	32%	46	23	50%
Math	8	Salyards	All	194	152	78%	96%	18%	201	173	86%
Math	8	Salyards	Hispanic	57	45	79%	95%	16%	56	46	82%
Math	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Salyards	Asian	13	12	92%	100%	8%	*	*	*
Math	8	Salyards	African Am.	25	20	80%	91%	11%	31	22	71%
Math	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Salyards	White	93	69	74%	97%	23%	96	88	92%
Math	8	Salyards	Two or More	6	6	100%	100%	0%	14	13	93%
Math	8	Salyards	Eco. Dis.	50	37	74%	91%	17%	61	50	82%
Math	8	Salyards	LEP Current	10	7	70%	100%	30%	12	8	67%
Math	8	Salyards	At-Risk	95	63	66%	68%	2%	138	113	82%
Math	8	Salyards	SPED	34	15	44%	82%	38%	34	21	62%
Reading	6	Salyards	All	470	409	87%	90%	3%	443	405	91%
Reading	6	Salyards	Hispanic	107	91	85%	87%	2%	108	97	90%
Reading	6	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Salyards	Asian	25	22	88%	95%	7%	35	33	94%
Reading	6	Salyards	African Am.	47	36	77%	79%	2%	42	33	79%
Reading	6	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Salyards	White	264	239	91%	93%	2%	236	221	94%
Reading	6	Salyards	Two or More	24	19	79%	89%	10%	18	17	94%
Reading	6	Salyards	Eco. Dis.	88	67	76%	78%	2%	92	78	85%
Reading	6	Salyards	LEP Current	15	5	33%	60%	27%	21	15	71%
Reading	6	Salyards	At-Risk	179	125	70%	72%	2%	149	115	77%
Reading	6	Salyards	SPED	39	14	36%	50%	14%	41	25	61%
Reading	7	Salyards	All	509	459	90%	93%	3%	511	483	95%
Reading	7	Salyards	Hispanic	117	103	88%	92%	4%	116	109	94%
Reading	7	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Salyards	Asian	31	31	100%	100%	0%	31	29	94%

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

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	7	Salyards	African Am.	43	31	72%	84%	12%	53	46	87%
Reading	7	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Salyards	White	290	268	92%	94%	2%	279	270	97%
Reading	7	Salyards	Two or More	26	24	92%	94%	2%	28	26	93%
Reading	7	Salyards	Eco. Dis.	91	74	81%	84%	3%	102	91	89%
Reading	7	Salyards	LEP Current	16	10	63%	84%	21%	16	11	69%
Reading	7	Salyards	At-Risk	113	80	71%	73%	2%	158	134	85%
Reading	7	Salyards	SPED	38	20	53%	65%	12%	46	30	65%
Reading	8	Salyards	All	515	470	91%	98%	7%	524	506	97%
Reading	8	Salyards	Hispanic	118	97	82%	93%	11%	118	114	97%
Reading	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Salyards	Asian	29	27	93%	100%	7%	37	37	100%
Reading	8	Salyards	African Am.	58	54	93%	99%	6%	46	39	85%
Reading	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Salyards	White	293	275	94%	99%	5%	292	286	98%
Reading	8	Salyards	Two or More	17	17	100%	100%	0%	29	28	97%
Reading	8	Salyards	Eco. Dis.	90	75	83%	94%	11%	101	92	91%
Reading	8	Salyards	LEP Current	10	4	40%	81%	41%	15	12	80%
Reading	8	Salyards	At-Risk	114	79	69%	71%	2%	191	175	92%
Reading	8	Salyards	SPED	37	21	57%	60%	3%	39	28	72%
Science	8	Salyards	All	521	486	93%	95%	2%	524	494	94%
Science	8	Salyards	Hispanic	118	107	91%	92%	1%	118	108	92%
Science	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Salyards	Asian	29	28	97%	99%	2%	37	37	100%
Science	8	Salyards	African Am.	58	53	91%	93%	2%	46	38	83%
Science	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Salyards	White	298	280	94%	97%	3%	292	281	96%
Science	8	Salyards	Two or More	17	17	100%	100%	0%	29	28	97%
Science	8	Salyards	Eco. Dis.	94	83	88%	90%	2%	101	87	86%
Science	8	Salyards	LEP Current	10	7	70%	72%	2%	15	10	67%
Science	8	Salyards	At-Risk	116	88	76%	78%	2%	191	165	86%
Science	8	Salyards	SPED	38	21	55%	62%	7%	39	26	67%
Social Studies	8	Salyards	All	519	456	88%	90%	2%	524	473	90%
Social Studies	8	Salyards	Hispanic	118	97	82%	90%	8%	118	102	86%
Social Studies	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	Asian	29	28	97%	99%	2%	37	37	100%
Social Studies	8	Salyards	African Am.	58	53	91%	93%	2%	46	36	78%
Social Studies	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	White	296	260	88%	90%	2%	292	268	92%
Social Studies	8	Salyards	Two or More	17	17	100%	100%	0%	29	28	97%
Social Studies	8	Salyards	Eco. Dis.	93	77	83%	90%	7%	101	78	77%
Social Studies	8	Salyards	LEP Current	10	5	50%	70%	20%	15	8	53%
Social Studies	8	Salyards	At-Risk	116	71	61%	70%	9%	191	149	78%
Social Studies	8	Salyards	SPED	38	15	39%	70%	31%	39	24	62%

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	Salyards	All	471	326	69%	78%	9%	441	270	61%
Math	6	Salyards	Hispanic	107	72	67%	70%	3%	108	62	57%
Math	6	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Salyards	Asian	25	21	84%	85%	1%	33	24	73%
Math	6	Salyards	African Am.	47	24	51%	52%	1%	42	17	40%
Math	6	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Salyards	White	265	193	73%	85%	12%	236	154	65%
Math	6	Salyards	Two or More	24	14	58%	76%	18%	18	11	61%
Math	6	Salyards	Eco. Dis.	87	53	61%	63%	2%	92	41	45%
Math	6	Salyards	LEP Current	15	6	40%	42%	2%	21	3	14%
Math	6	Salyards	At-Risk	179	80	45%	47%	2%	148	39	26%
Math	6	Salyards	SPED	39	8	21%	44%	23%	41	6	15%
Math	7	Salyards	All	506	297	59%	68%	9%	511	330	65%
Math	7	Salyards	Hispanic	116	54	47%	64%	17%	115	69	60%
Math	7	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Salyards	Asian	30	26	87%	89%	2%	32	25	78%
Math	7	Salyards	African Am.	43	15	35%	50%	15%	53	18	34%
Math	7	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Salyards	White	289	188	65%	70%	5%	279	196	70%
Math	7	Salyards	Two or More	26	13	50%	81%	31%	28	19	68%
Math	7	Salyards	Eco. Dis.	92	30	33%	51%	18%	102	49	48%
Math	7	Salyards	LEP Current	15	2	13%	51%	38%	16	4	25%
Math	7	Salyards	At-Risk	112	27	24%	26%	2%	159	54	34%
Math	7	Salyards	SPED	37	7	19%	30%	11%	46	9	20%
Math	8	Salyards	All	194	79	41%	72%	31%	201	81	40%
Math	8	Salyards	Hispanic	57	23	40%	62%	22%	56	19	34%
Math	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Salyards	Asian	13	7	54%	83%	29%	*	*	*
Math	8	Salyards	African Am.	25	10	40%	55%	15%	31	8	26%
Math	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Salyards	White	93	34	37%	78%	41%	96	43	45%
Math	8	Salyards	Two or More	6	5	83%	87%	4%	14	7	50%
Math	8	Salyards	Eco. Dis.	50	17	34%	60%	26%	61	17	28%
Math	8	Salyards	LEP Current	10	5	50%	52%	2%	12	3	25%
Math	8	Salyards	At-Risk	95	26	27%	29%	2%	138	43	31%
Math	8	Salyards	SPED	34	5	15%	40%	25%	34	11	32%

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

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Salyards	All	470	271	58%	65%	7%	443	321	72%
Reading	6	Salyards	Hispanic	107	58	54%	56%	2%	108	70	65%
Reading	6	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Salyards	Asian	25	17	68%	75%	7%	35	29	83%
Reading	6	Salyards	African Am.	47	16	34%	42%	8%	42	23	55%
Reading	6	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Salyards	White	264	169	64%	72%	8%	236	180	76%
Reading	6	Salyards	Two or More	24	9	38%	60%	22%	18	15	83%
Reading	6	Salyards	Eco. Dis.	88	36	41%	43%	2%	92	51	55%
Reading	6	Salyards	LEP Current	15	0	0%	30%	30%	21	5	24%
Reading	6	Salyards	At-Risk	179	51	28%	30%	2%	149	64	43%
Reading	6	Salyards	SPED	39	1	3%	22%	19%	41	14	34%
Reading	7	Salyards	All	509	345	68%	73%	5%	511	427	84%
Reading	7	Salyards	Hispanic	117	77	66%	75%	9%	116	93	80%
Reading	7	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Salyards	Asian	31	27	87%	89%	2%	31	26	84%
Reading	7	Salyards	African Am.	43	25	58%	60%	2%	53	34	64%
Reading	7	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Salyards	White	290	200	69%	76%	7%	279	248	89%
Reading	7	Salyards	Two or More	26	15	58%	71%	13%	28	23	82%
Reading	7	Salyards	Eco. Dis.	91	49	54%	60%	6%	102	77	75%
Reading	7	Salyards	LEP Current	16	3	19%	52%	33%	16	8	50%
Reading	7	Salyards	At-Risk	113	43	38%	40%	2%	158	99	63%
Reading	7	Salyards	SPED	38	10	26%	37%	11%	46	13	28%
Reading	8	Salyards	All	515	374	73%	74%	1%	524	428	82%
Reading	8	Salyards	Hispanic	118	75	64%	66%	2%	118	91	77%
Reading	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Salyards	Asian	29	24	83%	85%	2%	37	36	97%
Reading	8	Salyards	African Am.	58	42	72%	74%	2%	46	31	67%
Reading	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Salyards	White	293	219	75%	78%	3%	292	244	84%
Reading	8	Salyards	Two or More	17	14	82%	84%	2%	29	24	83%
Reading	8	Salyards	Eco. Dis.	90	58	64%	66%	2%	101	76	75%
Reading	8	Salyards	LEP Current	10	2	20%	30%	10%	15	9	60%
Reading	8	Salyards	At-Risk	114	36	32%	34%	2%	191	116	61%
Reading	8	Salyards	SPED	37	3	8%	33%	25%	39	14	36%

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	Salyards	All	521	404	78%	79%	1%	524	371	71%
Science	8	Salyards	Hispanic	118	83	70%	72%	2%	118	70	59%
Science	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Salyards	Asian	29	24	83%	85%	2%	37	34	92%
Science	8	Salyards	African Am.	58	40	69%	71%	2%	46	22	48%
Science	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Salyards	White	298	240	81%	82%	1%	292	223	76%
Science	8	Salyards	Two or More	17	16	94%	96%	2%	29	20	69%
Science	8	Salyards	Eco. Dis.	94	63	67%	69%	2%	101	54	53%
Science	8	Salyards	LEP Current	10	3	30%	32%	2%	15	3	20%
Science	8	Salyards	At-Risk	116	50	43%	45%	2%	191	82	43%
Science	8	Salyards	SPED	38	11	29%	40%	11%	39	11	28%
Social Studies	8	Salyards	All	519	311	60%	62%	2%	524	325	62%
Social Studies	8	Salyards	Hispanic	118	59	50%	52%	2%	118	58	49%
Social Studies	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	Asian	29	22	76%	78%	2%	37	36	97%
Social Studies	8	Salyards	African Am.	58	31	53%	55%	2%	46	23	50%
Social Studies	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	White	296	189	64%	66%	2%	292	187	64%
Social Studies	8	Salyards	Two or More	17	10	59%	61%	2%	29	19	66%
Social Studies	8	Salyards	Eco. Dis.	93	47	51%	53%	2%	101	45	45%
Social Studies	8	Salyards	LEP Current	10	2	20%	22%	2%	15	3	20%
Social Studies	8	Salyards	At-Risk	116	34	29%	31%	2%	191	74	39%
Social Studies	8	Salyards	SPED	38	6	16%	18%	2%	39	9	23%

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	Salyards	All	471	176	37%	44%	7%	441	144	33%
Math	6	Salyards	Hispanic	107	43	40%	42%	2%	108	27	25%
Math	6	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Salyards	Asian	25	13	52%	60%	8%	33	18	55%
Math	6	Salyards	African Am.	47	4	9%	23%	14%	42	7	17%
Math	6	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Salyards	White	265	106	40%	48%	8%	236	87	37%
Math	6	Salyards	Two or More	24	9	38%	45%	7%	18	5	28%
Math	6	Salyards	Eco. Dis.	87	18	21%	23%	2%	92	12	13%
Math	6	Salyards	LEP Current	15	2	13%	15%	2%	21	1	5%
Math	6	Salyards	At-Risk	179	24	13%	15%	2%	148	14	9%
Math	6	Salyards	SPED	39	1	3%	8%	5%	41	2	5%
Math	7	Salyards	All	506	147	29%	43%	14%	511	177	35%
Math	7	Salyards	Hispanic	116	21	18%	38%	20%	115	33	29%
Math	7	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Salyards	Asian	30	22	73%	75%	2%	32	18	56%
Math	7	Salyards	African Am.	43	4	9%	18%	9%	53	6	11%
Math	7	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Salyards	White	289	95	33%	43%	10%	279	105	38%
Math	7	Salyards	Two or More	26	4	15%	51%	36%	28	12	43%
Math	7	Salyards	Eco. Dis.	92	9	10%	30%	20%	102	20	20%
Math	7	Salyards	LEP Current	15	1	7%	18%	11%	16	1	6%
Math	7	Salyards	At-Risk	112	9	8%	10%	2%	159	21	13%
Math	7	Salyards	SPED	37	1	3%	14%	11%	46	3	7%
Math	8	Salyards	All	194	12	6%	20%	14%	201	10	5%
Math	8	Salyards	Hispanic	57	4	7%	16%	9%	56	2	4%
Math	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Salyards	Asian	13	4	31%	33%	2%	*	*	*
Math	8	Salyards	African Am.	25	0	0%	14%	14%	31	1	3%
Math	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Salyards	White	93	3	3%	20%	17%	96	3	3%
Math	8	Salyards	Two or More	6	1	17%	30%	13%	14	2	14%
Math	8	Salyards	Eco. Dis.	50	4	8%	13%	5%	61	3	5%
Math	8	Salyards	LEP Current	10	0	0%	1%	1%	12	0	0%
Math	8	Salyards	At-Risk	95	3	3%	5%	2%	138	6	4%
Math	8	Salyards	SPED	34	0	0%	6%	6%	34	0	0%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	6	Salyards	All	470	140	30%	39%	9%	443	218	49%
Reading	6	Salyards	Hispanic	107	31	29%	31%	2%	108	45	42%
Reading	6	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Salyards	Asian	25	12	48%	50%	2%	35	26	74%
Reading	6	Salyards	African Am.	47	9	19%	21%	2%	42	13	31%
Reading	6	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Salyards	White	264	82	31%	44%	13%	236	124	53%
Reading	6	Salyards	Two or More	24	4	17%	20%	3%	18	9	50%
Reading	6	Salyards	Eco. Dis.	88	18	20%	22%	2%	92	31	34%
Reading	6	Salyards	LEP Current	15	0	0%	10%	10%	21	3	14%
Reading	6	Salyards	At-Risk	179	21	12%	14%	2%	149	31	21%
Reading	6	Salyards	SPED	39	0	0%	8%	8%	41	4	10%
Reading	7	Salyards	All	509	223	44%	50%	6%	511	351	69%
Reading	7	Salyards	Hispanic	117	45	38%	46%	8%	116	74	64%
Reading	7	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Salyards	Asian	31	20	65%	67%	2%	31	24	77%
Reading	7	Salyards	African Am.	43	17	40%	42%	2%	53	29	55%
Reading	7	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Salyards	White	290	128	44%	52%	8%	279	202	72%
Reading	7	Salyards	Two or More	26	12	46%	51%	5%	28	19	68%
Reading	7	Salyards	Eco. Dis.	91	26	29%	35%	6%	102	53	52%
Reading	7	Salyards	LEP Current	16	0	0%	18%	18%	16	4	25%
Reading	7	Salyards	At-Risk	113	17	15%	17%	2%	158	67	42%
Reading	7	Salyards	SPED	38	4	11%	13%	2%	46	7	15%
Reading	8	Salyards	All	515	219	43%	46%	3%	524	332	63%
Reading	8	Salyards	Hispanic	118	40	34%	37%	3%	118	62	53%
Reading	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Salyards	Asian	29	17	59%	61%	2%	37	34	92%
Reading	8	Salyards	African Am.	58	20	34%	39%	5%	46	22	48%
Reading	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Salyards	White	293	135	46%	48%	2%	292	192	66%
Reading	8	Salyards	Two or More	17	7	41%	53%	12%	29	20	69%
Reading	8	Salyards	Eco. Dis.	90	28	31%	33%	2%	101	51	50%
Reading	8	Salyards	LEP Current	10	0	0%	1%	1%	15	2	13%
Reading	8	Salyards	At-Risk	114	14	12%	14%	2%	191	63	33%
Reading	8	Salyards	SPED	37	2	5%	19%	14%	39	6	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	Salyards	All	521	273	52%	56%	4%	524	232	44%
Science	8	Salyards	Hispanic	118	49	42%	44%	2%	118	44	37%
Science	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Salyards	Asian	29	20	69%	72%	3%	37	26	70%
Science	8	Salyards	African Am.	58	18	31%	38%	7%	46	10	22%
Science	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Salyards	White	298	173	58%	60%	2%	292	139	48%
Science	8	Salyards	Two or More	17	12	71%	73%	2%	29	12	41%
Science	8	Salyards	Eco. Dis.	94	37	39%	41%	2%	101	25	25%
Science	8	Salyards	LEP Current	10	0	0%	1%	1%	15	2	13%
Science	8	Salyards	At-Risk	116	19	16%	18%	2%	191	32	17%
Science	8	Salyards	SPED	38	6	16%	19%	3%	39	6	15%
Social Studies	8	Salyards	All	519	179	34%	36%	2%	524	224	43%
Social Studies	8	Salyards	Hispanic	118	29	25%	27%	2%	118	32	27%
Social Studies	8	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	Asian	29	15	52%	54%	2%	37	32	86%
Social Studies	8	Salyards	African Am.	58	14	24%	26%	2%	46	16	35%
Social Studies	8	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	White	296	114	39%	41%	2%	292	130	45%
Social Studies	8	Salyards	Two or More	17	7	41%	43%	2%	29	12	41%
Social Studies	8	Salyards	Eco. Dis.	93	22	24%	26%	2%	101	28	28%
Social Studies	8	Salyards	LEP Current	10	1	10%	12%	2%	15	2	13%
Social Studies	8	Salyards	At-Risk	116	18	16%	18%	2%	191	37	19%
Social Studies	8	Salyards	SPED	38	6	16%	18%	2%	39	6	15%

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

2021-22 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Algebra I	All Testers	Salyards	All	337	334	99%	100%	1%	325	323	99%
Algebra I	All Testers	Salyards	Hispanic	64	63	98%	100%	2%	63	62	98%
Algebra I	All Testers	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Salyards	Asian	18	18	100%	100%	0%	35	35	100%
Algebra I	All Testers	Salyards	African Am.	35	33	94%	100%	6%	15	15	100%
Algebra I	All Testers	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Salyards	White	208	208	100%	100%	0%	194	193	99%
Algebra I	All Testers	Salyards	Two or More	11	11	100%	100%	0%	17	17	100%
Algebra I	All Testers	Salyards	Eco. Dis.	43	43	100%	100%	0%	39	39	100%
Algebra I	All Testers	Salyards	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Salyards	At-Risk	22	21	95%	100%	5%	53	52	98%
Algebra I	All Testers	Salyards	SPED	*	*	*	*	*	5	4	80%

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

2021-22 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Algebra I	All Testers	Salyards	All	337	293	87%	90%	3%	325	318	98%
Algebra I	All Testers	Salyards	Hispanic	64	52	81%	85%	4%	63	61	97%
Algebra I	All Testers	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Salyards	Asian	18	18	100%	100%	0%	35	35	100%
Algebra I	All Testers	Salyards	African Am.	35	27	77%	81%	4%	15	15	100%
Algebra I	All Testers	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Salyards	White	208	186	89%	93%	4%	194	190	98%
Algebra I	All Testers	Salyards	Two or More	11	9	82%	86%	4%	17	16	94%
Algebra I	All Testers	Salyards	Eco. Dis.	43	34	79%	83%	4%	39	39	100%
Algebra I	All Testers	Salyards	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Salyards	At-Risk	22	15	68%	73%	5%	53	50	94%
Algebra I	All Testers	Salyards	SPED	*	*	*	*	*	5	4	80%

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

2021-22 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Algebra I	All Testers	Salyards	All	337	209	62%	65%	3%	325	284	87%
Algebra I	All Testers	Salyards	Hispanic	64	31	48%	52%	4%	63	51	81%
Algebra I	All Testers	Salyards	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Salyards	Asian	18	15	83%	85%	2%	35	32	91%
Algebra I	All Testers	Salyards	African Am.	35	20	57%	60%	3%	15	14	93%
Algebra I	All Testers	Salyards	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Salyards	White	208	137	66%	68%	2%	194	170	88%
Algebra I	All Testers	Salyards	Two or More	11	5	45%	50%	5%	17	16	94%
Algebra I	All Testers	Salyards	Eco. Dis.	43	24	56%	60%	4%	39	33	85%
Algebra I	All Testers	Salyards	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Salyards	At-Risk	22	9	41%	45%	4%	53	41	77%
Algebra I	All Testers	Salyards	SPED	*	*	*	*	*	5	4	80%

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.