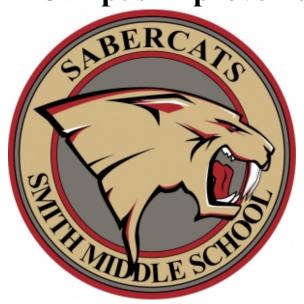# Cypress-Fairbanks Independent School District

Smith Middle School

2021-2022 Campus Improvement Plan

Mission Statement

Smith Middle School provides an engaging and rigorous learning environment through the collaboration of the entire school community. Our supportive atmosphere promotes critical thinking ad problem solving, so students will be prepared to meet the demands of an ever-changing society.

Vision

LEAD - Learn. Empower. Achieve. Dream.

C. L. A. W. S.

C = Cooperation

L = Leadership

A= Accountability

W = Wisdom

S = Safety

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2020-21 STAAR data.

- Based on district measures our campus STAAR data was above the district and cluster data in most categories.
- Our LEP and Eco Dis populations experienced growth above our projection in the approaches category for 6th grade math by 3%.
- Our LEP, Eco. Dis and SPED subpopulations experienced growth above our targeted projections in the meets category of 6th grade math by 10% or higher.
- We experienced growth in our Eco. Dis and SPED subpopulations in the masters category of 6th grade math.
- On the 6th grade STAAR reading test our subpopulations of LEP and SPED experienced growth by over 14% in the approaches category.
- On the 8th grade STAAR reading test our LEP students showed growth in the approaches category by 20%.
- Our LEP population increased their Science scores by 5% on the Science STAAR test.
- On the 8th grade Social Studies STAAR our LEP subpopulation scores increased by over 20%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: In 6th, 7th, and 8th the reading performance of our students dropped in the STAAR masters category from previous years. **Root Cause:** Reading: The teachers struggled, due to COVID 19 protocols and simultaneous instruction, to implement differentiation for students learning from home and on campus. Teachers are gaining confidence in teaching using blended learning and pulling small groups to provide differentiation.

Problem Statement 2: Writing: Students in grades 6, 7 & 8 struggle to respond and compose written responses to question stems. **Root Cause:** Writing: Teachers in all grades and contents were instructing students using various methods to respond to question stems, and many students often associated written responses only to their ELAR classroom. There will be vertical alignment across all contents and grades to support student response using an acronym that is easy to recall.

Problem Statement 3: Math: Students in 6th, 7th & 8th dropped in the STAAR masters category. **Root Cause:** Math: The teachers struggled, due to COVID 19 protocols and simultaneous instruction, to implement differentiation for students learning from home and on campus. Teachers are gaining confidence in teaching using blended learning and pulling small groups to provide differentiation.

Problem Statement 4: Algebra: Students scoring in the masters range on the STAAR EOC dropped. **Root Cause:** Algebra: Teachers struggled to provide small group instruction due to teaching simultaneously, in addition, fewer students attended tutoring. Teachers found it more difficult to provide individual feedback to students while teaching simultaneously. Teachers are becoming more comfortable this year with blended learning and small group instruction.

Problem Statement 5: Science: Students showed a general decrease in scores. Our special populations of SPED, LEP and Eco Dis decreased between 16-33%. **Root Cause:** Science: Teachers struggled with logistical and technology difficulties due to simultaneous instruction. Providing hands-on labs and small group instruction were difficult due to COVID 19 protocols. Teachers are reinstating rotations for their labs and pulling small groups to provide differentiation.

Problem Statement 6: Social Studies: Students in most sub-populations did not reach the targeted goal as a result of the gaps that developed due to COVID 19. **Root Cause:** Social Studies: Teachers struggled to provide the rigor of instruction they typically had in years past due to learning how to teach simultaneously. Many of the students in our LEP population remained at home where providing interactive instruction proved to be difficult. Teachers are becoming more comfortable this year with blended learning and small group

instruction.

Problem Statement 7: 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 Strengths

Smith Middle School continues to have a high student attendance rate of over 94%, even through the COVID pandemic. Tardies continue to be a problem. The assistant principals continue to implement restorative discipline methods, and have begun to work with PBIS committee, as well as the district behavioral specialists. As of these efforts will be a decrease in office referrals and increase in positive interactions among our behaviorally challenged students. By including parents, teachers, grade level counselors, and the students, positive behaviors outcomes should occur. Smith Middle School has continued to mandate student ID badges with grade-level specific lanyards, clear backpacks that meet the district size guidelines, an additional alarm/buzz safety features in the front office. We continue to not allow lunch drop-offs and lunch visitors. This is due COVID and lack of seating, because of the number of students. Lastly, the "no cellphone policy" has dramatically reduced the number of discipline referrals for inappropriate social media postings and cyber-bullying.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Based on discipline data tardies are the top problem area. **Root Cause:** School Culture and Climate: We need to encourage students to get to class on time instead of not walking directly to class and attempting to visit with friends.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Strengths

At Smith Middle School in the 2020-2021 School year, the staff members leaving the campus at the end of the year were due to receiving a leadership positions, moving out of the district, retiring, or staying home to parent a newborn. This speaks to the desire of our staff to remain at Smith, but we do strive to grow leaders.

100% of Smith teachers are certified and highly qualified in the content areas they teach.
As our community continues to grow, we are excited to welcome 1 additional teacher and 2 paraprofessionals for the 2021-2022 school year.

We will continue to focus on the quality recruitment of our Smith staff in the future, as well as to continue to provide a mentoring program and monthly New Teacher Meetings for our new teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Smith MS has a difficult time fulfilling substitute requests on Mondays and Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers tend to be absent on days attached to a weekend.

Parent and Community Engagement

Parent and Community Engagement Strengths

The parent and community involvement at Smith Middle School is second to none. Our VIPS are active participants who selflessly volunteer for a variety of school events throughout the school year. We strive to keep the lines of communication open with our parents and our community. We do this through such avenues as the ones listed below:

- 6th Grade Sabercamp & Parent Night
- 7th & 8th grade Parent Night
- Sabercat Express
- Virtual Open House
- CPOC meeting notes and attendance
- Emails to parents
- Smith website
- School newsletter
- School Messenger
- Home Access Center (HAC)
- Parent Perception Survey
- Athletic Parent Meetings
- Monthly V.I.P.S. Meetings
- Remind (formerly Remind 101)
- Schoology
- Twitter
- Color Run

We have also partnered with our neighboring high schools, Cypress Ranch High School and Bridgeland High School, by providing community service opportunities for student groups to earn high school credit through courses like Ready, Set, Teach, and also volunteer hours such as Opportunity Lab and Tutorials.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: 100% of Smith Middle parents do not participate in our VIPS program. **Root Cause:** Parent and Community Engagement : Many volunteer opportunities occur during business hours.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Other additional 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		
Strategy 1: Reading/ELA: Using student data ELAR teachers in grades 6, 7 & 8 will work to differentiate instruction through small groups and blended learning to support growth for students in the approaches to meets and meets to masters STAAR categories.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	30%	60%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: ELAR teachers will support the vertical alignment of the campus "RACE" strategy to ensure all students are responding to question stems across all content areas resulting in improved student comprehension.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	20%	40%	100%

Strategy 3 Details	Formative Reviews

Strategy 3: Math: Through purposeful planning, teachers in 6th, 7th and 8th grade will increase the use of blended learning, pulling small groups, and TEKS tutorials. Data will be used to support student growth to grow in all three STAAR categories.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	15%	50%	80%

Strategy 4 Details	Formative Reviews

Strategy 4: Algebra: The 8th grade Algebra teachers will through purposeful planning will increase the use of blended learning, pulling small groups, and TEKS tutorials. Data will be used to support student growth in moving students from meets to masters category.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	15%	60%	80%

Strategy 5 Details	Formative Reviews

Strategy 5: Social Studies: The teachers will utilize blended learning and small group instruction to promote differentiation. Teachers will divide material into rotations and chunk assignments to ensure student engagement. Teachers will meet with small groups based on student need and data.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS **Schoolwide and Targeted Assistance Title I Elements:** 2.4	5%	20%	30%

Strategy 6 Details	Formative Reviews		
Strategy 6: Science: The teachers will provide small group instruction on a regular basis, have purposeful TEK/data-driven tutoring, and increase ELL strategy use in classes.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4	10%	40%	85%

Strategy 7 Details	Formative Reviews		
Strategy 7: Dropout Prevention: The campus will follow up on students withdrawing from school and communicate with the receiving school. In addition, teachers and administrators will continue to follow-up with parents of students who are not attending school.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Registrar Attendance Aide Teachers Assistance Principals **TEA Priorities:** Connect high school to career and college	5%	60%	100%

Strategy 8 Details	Formative Reviews		
Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction Monday through Thursday. The instructional time will encompass 30 minutes of targeted TEKS instruction based on individual student needs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** DI CCISs AAS **Schoolwide and Targeted Assistance Title I Elements:** 2.5	40%	70%	100%

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

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

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

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be provided with additional tutoring and opportunities to participate in after school academic enrichment clubs.	**Formative**		
Strategy's Expected Result/Impact: 94% of the students attending extended day tutorials during the 2021-22 school year will score in the meets category on the STAAR tests. **Staff Responsible for Monitoring:** Principal **Funding Sources:** snacks, drinks, books, General Supplies, Activities & Tutoring Pay - ESSER III - $16,900	**Nov** 40%	**Feb** 65%	**May** 100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will receive additional support in reading across grades 6, 7 & 8 via a reading interventionist.	**Formative**		
Strategy's Expected Result/Impact: By the end of the 2021-22 school year 85% of our students working with the reading interventionist will reach approaches or higher on the Reading STAAR. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Intervention Funding - ESSER III - $20,797	**Nov** 30%	**Feb** 65%	**May** 90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Smith Middle School will purchase The Chromebook Infused Classroom by Holly Clark as a book study to assist in supporting personalized learning experiences for students..	**Formative**		
Strategy's Expected Result/Impact: Through the implementation of the book study, Smith Middle School will show an increase of 4% in all of their student's "meets" STAAR scores for the 2021-22 school year. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Books - ESSER III - $399.80	**Nov** 5%	**Feb** 50%	**May** 100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Smith Middle School will work to provide teachers with in-depth instruction on using blended learning in their classrooms to differentiate for students, deepen students' level of reading comprehension, and incorporating writing across all content areas through professional development sessions with instructional consultants.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: After ELAR content teachers attend a session prior to the 2021-22 school year, 94% of their students will achieve Approaches or higher on the Reading and Writing STAAR tests. **Staff Responsible for Monitoring:** Principal DI **Funding Sources:** Out of district consultant funding - ESSER III - $11,000	70%	85%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Smith Middle School will provide staff mentors to approximately 85 students and will offer the opportunity for those students needing relationship support skills such as developing positive relationships, resolving conflicts, resisting negative peer pressure and effective communication through monthly brown bag lunch meetings with a campus staff member.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Through the implementation of monthly mentor luncheons, Smith Middle School will show a decrease in disciplinary referrals by 5% for the 2021-22 school year. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Snacks, Drinks, Activities, Academic Games, General Supplies - ESSER III - $4,590	50%	50%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Smith Middle School will support student achievement by providing campus incentives for student achievement during "Closing the Gap" time and achieving Honor roll each 9 weeks with an incentive activity and honor roll spirit sticks. We will incorporate dedicated lessons that support cross-curricular content written by the Smith Middle School teachers helping students move from meets to masters along with Scholastic Scope and Flocabulary programs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal **Funding Sources:** Magazine subscriptions, Digital Subscriptions, Spirit Sticks, Snacks, Funding for Curriculum/Intervention, Drinks, General Supplies, Activities - ESSER III - $46,313.20	25%	65%	100%

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

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

Performance Objective 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		
Strategy 1: Campus Safety: The campus will ensure all students carry clear backpacks that meet the size standards created by CFISD. The campus will ensure all students wear campus ID badges and grade-specific colored lanyards.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: All students will carry clear backpacks and wear ID badges in order to create a safe and secure environment for learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher DI	85%	90%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher DI	60%	80%	100%

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

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: School personnel will continue to track and contact parents of students who are continually late or absent.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.	**Nov**	**Feb**	**May**
	60%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 5% through the support of the staff mentoring program.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: When working with Level 1 and Level 2 infractions, the campus administrations will seek to use conferencing, check-ins, and assign students with outside reflection tasks. The administrator will use a follow-up conference to check-in.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%. **Staff Responsible for Monitoring:** Assistant Principals Principal	10%	25%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: In-School Suspensions: Use parent conferences and restorative practices.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will continue to be 5% Or In-School Suspensions for SPED African American students will be reduced by 3%. **Staff Responsible for Monitoring:** Assistant Principals Principal SPED case managers	10%	35%	45%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Using restorative practices and implementing "stay away" contracts. Utilize the counselors for mediation.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Out-of-school suspensions will be reduced by 10%.	10%	50%	65%

Strategy 4 Details	Formative Reviews		
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Our campus did not place any students into DAEP last year. We will continue our restorative practices.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Only mandatory placements will be sent to ALC.	10%	40%	30%

Strategy 5 Details	Formative Reviews		

Strategy 5: Restorative Discipline: Smith MS will provide staff mentors to students in order to support skills for building positive relationships, resolving conflicts, and resisting negative peer pressure.
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.
    Staff Responsible for Monitoring: Principal
Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	60%	65%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement healthy lifestyle lessons with fidelity.	**Formative**		
Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** PE teachers	**Nov**	**Feb**	**May**
	50%	70%	95%

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 3%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The campus will conduct attendance drawings for rewards and treats for each semester.			**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principal, CCIS **TEA Priorities:** Recruit, support, retain teachers and principals			0%	30%	40%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 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
Goal Setting

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers and paraprofessionals will be offered professional development on implementing a station rotation style of blended learning.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers and paraprofessionals will effectively be able to offer differentiated instruction to support student growth by incorporating through incorporating technology and small group instruction. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals CCIS **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	65%	85%	100%
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Increase parent and family engagement through the participation and support of the campus Color Run.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal Assistant Principal DI AAS Teachers Paraprofessionals	30%	70%	100%

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

State Compensatory

Budget for Smith Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Smith Middle School

Name	Position	FTE
1 position	Teacher	1
1 position	AAS	1
4 positions	Content Curriculum Instr Specialist	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	snacks, drinks, books, General Supplies, Activities & Tutoring Pay		$16,900.00
1	2	2	Intervention Funding		$20,797.00
1	2	3	Books		$399.80
1	2	4	Out of district consultant funding		$11,000.00
1	2	5	Snacks, Drinks, Activities, Academic Games, General Supplies		$4,590.00
1	2	6	Magazine subscriptions, Digital Subscriptions, Spirit Sticks, Snacks, Funding for Curriculum/Intervention, Drinks, General Supplies, Activities		$46,313.20
				Sub-Total	$100,000.00

Addendums

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	Smith	All	583	548	94%	98%	4%	611	587	96%
Math	6	Smith	Hispanic	123	109	89%	94%	5%	142	137	96%
Math	6	Smith	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Smith	Asian	115	112	97%	98%	1%	146	142	97%
Math	6	Smith	African Am.	63	57	90%	95%	5%	66	57	86%
Math	6	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Smith	White	260	249	96%	98%	2%	232	228	98%
Math	6	Smith	Two or More	21	20	95%	98%	3%	21	20	95%
Math	6	Smith	Eco. Dis.	68	61	90%	95%	5%	87	78	90%
Math	6	Smith	LEP Current	18	16	89%	94%	5%	28	24	86%
Math	6	Smith	At-Risk	199	171	86%	91%	5%	188	168	89%
Math	6	Smith	SPED	39	25	64%	69%	5%	43	30	70%
Math	7	Smith	All	508	464	91%	96%	5%	649	623	96%
Math	7	Smith	Hispanic	115	101	88%	93%	5%	132	123	93%
Math	7	Smith	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Smith	Asian	97	96	99%	99%	0%	135	133	99%
Math	7	Smith	African Am.	66	52	79%	84%	5%	78	70	90%
Math	7	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Smith	White	210	197	94%	98%	4%	273	267	98%
Math	7	Smith	Two or More	18	16	89%	94%	5%	29	28	97%
Math	7	Smith	Eco. Dis.	58	48	83%	88%	5%	86	78	91%
Math	7	Smith	LEP Current	7	5	71%	76%	5%	20	17	85%
Math	7	Smith	At-Risk	87	59	68%	73%	5%	181	160	88%
Math	7	Smith	SPED	28	14	50%	55%	5%	35	26	74%
Math	8	Smith	All	159	135	85%	90%	5%	170	163	96%
Math	8	Smith	Hispanic	34	25	74%	79%	5%	46	46	100%
Math	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Smith	Asian	29	27	93%	98%	5%	31	31	100%
Math	8	Smith	African Am.	30	21	70%	75%	5%	43	39	91%
Math	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Smith	White	59	56	95%	98%	3%	44	41	93%
Math	8	Smith	Two or More	6	5	83%	88%	5%	6	6	100%
Math	8	Smith	Eco. Dis.	29	17	59%	64%	5%	44	40	91%
Math	8	Smith	LEP Current	7	5	71%	76%	5%	8	8	100%
Math	8	Smith	At-Risk	53	37	70%	75%	5%	83	77	93%
Math	8	Smith	SPED	25	11	44%	49%	5%	22	16	73%
Reading	6	Smith	All	601	558	93%	98%	5%	628	594	95%
Reading	6	Smith	Hispanic	124	107	86%	91%	5%	142	137	96%
Reading	6	Smith	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Smith	Asian	131	126	96%	98%	2%	156	148	95%
Reading	6	Smith	African Am.	63	55	87%	92%	5%	68	58	85%
Reading	6	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Smith	White	260	248	95%	98%	3%	233	224	96%
Reading	6	Smith	Two or More	21	20	95%	98%	3%	24	23	96%
Reading	6	Smith	Eco. Dis.	68	56	82%	87%	5%	87	76	87%
Reading	6	Smith	LEP Current	18	12	67%	72%	5%	28	20	71%
Reading	6	Smith	At-Risk	203	166	82%	87%	5%	190	165	87%
Reading	6	Smith	SPED	39	23	59%	64%	5%	43	26	60%
Reading	7	Smith	All	502	476	95%	98%	3%	656	644	98%
Reading	7	Smith	Hispanic	114	110	96%	98%	2%	133	129	97%
Reading	7	Smith	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Smith	Asian	91	86	95%	98%	3%	144	142	99%

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	Smith	African Am.	66	58	88%	93%	5%	78	76	97%
Reading	7	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Smith	White	212	203	96%	98%	2%	273	269	99%
Reading	7	Smith	Two or More	18	18	100%	100%	0%	26	26	100%
Reading	7	Smith	Eco. Dis.	58	52	90%	95%	5%	88	83	94%
Reading	7	Smith	LEP Current	7	6	86%	91%	5%	20	18	90%
Reading	7	Smith	At-Risk	85	61	72%	77%	5%	184	172	93%
Reading	7	Smith	SPED	27	15	56%	61%	5%	35	27	77%
Reading	8	Smith	All	542	516	95%	98%	3%	548	535	98%
Reading	8	Smith	Hispanic	106	99	93%	98%	5%	127	123	97%
Reading	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Smith	Asian	116	113	97%	98%	1%	105	105	100%
Reading	8	Smith	African Am.	72	67	93%	98%	5%	75	70	93%
Reading	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Smith	White	223	212	95%	98%	3%	215	211	98%
Reading	8	Smith	Two or More	23	23	100%	100%	0%	25	25	100%
Reading	8	Smith	Eco. Dis.	61	51	84%	89%	5%	87	82	94%
Reading	8	Smith	LEP Current	9	7	78%	83%	5%	9	9	100%
Reading	8	Smith	At-Risk	92	76	83%	88%	5%	133	122	92%
Reading	8	Smith	SPED	27	16	59%	64%	5%	27	21	78%
Science	8	Smith	All	537	519	97%	98%	1%	547	526	96%
Science	8	Smith	Hispanic	103	95	92%	97%	5%	127	120	94%
Science	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Smith	Asian	116	115	99%	99%	0%	105	104	99%
Science	8	Smith	African Am.	71	67	94%	98%	4%	74	67	91%
Science	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Smith	White	222	217	98%	98%	0%	215	209	97%
Science	8	Smith	Two or More	23	23	100%	100%	0%	25	25	100%
Science	8	Smith	Eco. Dis.	61	50	82%	87%	5%	87	80	92%
Science	8	Smith	LEP Current	10	8	80%	85%	5%	9	9	100%
Science	8	Smith	At-Risk	92	79	86%	91%	5%	132	116	88%
Science	8	Smith	SPED	28	15	54%	59%	5%	27	15	56%
Social Studies	8	Smith	All	534	498	93%	98%	5%	548	517	94%
Social Studies	8	Smith	Hispanic	104	90	87%	93%	6%	127	116	91%
Social Studies	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Smith	Asian	113	110	97%	98%	1%	105	103	98%
Social Studies	8	Smith	African Am.	71	64	90%	95%	5%	75	65	87%
Social Studies	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Smith	White	222	211	95%	98%	3%	215	208	97%
Social Studies	8	Smith	Two or More	22	21	95%	98%	3%	25	24	96%
Social Studies	8	Smith	Eco. Dis.	62	46	74%	79%	5%	87	77	89%
Social Studies	8	Smith	LEP Current	10	7	70%	75%	5%	9	8	89%
Social Studies	8	Smith	At-Risk	92	72	78%	83%	5%	133	109	82%
Social Studies	8	Smith	SPED	28	14	50%	55%	5%	27	14	52%

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	Smith	All	583	451	77%	82%	5%	611	491	80%
Math	6	Smith	Hispanic	123	80	65%	70%	5%	142	110	77%
Math	6	Smith	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Smith	Asian	115	103	90%	95%	5%	146	134	92%
Math	6	Smith	African Am.	63	41	65%	70%	5%	66	33	50%
Math	6	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Smith	White	260	210	81%	86%	5%	232	197	85%
Math	6	Smith	Two or More	21	16	76%	81%	5%	21	15	71%
Math	6	Smith	Eco. Dis.	68	43	63%	68%	5%	87	55	63%
Math	6	Smith	LEP Current	18	13	72%	77%	5%	28	17	61%
Math	6	Smith	At-Risk	199	121	61%	66%	5%	188	117	62%
Math	6	Smith	SPED	39	18	46%	51%	5%	43	10	23%
Math	7	Smith	All	508	369	73%	78%	5%	649	504	78%
Math	7	Smith	Hispanic	115	77	67%	72%	5%	132	89	67%
Math	7	Smith	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Smith	Asian	97	86	89%	94%	5%	135	120	89%
Math	7	Smith	African Am.	66	31	47%	52%	5%	78	47	60%
Math	7	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Smith	White	210	159	76%	81%	5%	273	221	81%
Math	7	Smith	Two or More	18	14	78%	83%	5%	29	25	86%
Math	7	Smith	Eco. Dis.	58	32	55%	60%	5%	86	54	63%
Math	7	Smith	LEP Current	7	3	43%	48%	5%	20	12	60%
Math	7	Smith	At-Risk	87	41	47%	52%	5%	181	106	59%
Math	7	Smith	SPED	28	7	25%	30%	5%	35	15	43%
Math	8	Smith	All	159	97	61%	66%	5%	170	106	62%
Math	8	Smith	Hispanic	34	12	35%	40%	5%	46	21	46%
Math	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Smith	Asian	29	26	90%	95%	5%	31	27	87%
Math	8	Smith	African Am.	30	14	47%	52%	5%	43	25	58%
Math	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Smith	White	59	42	71%	76%	5%	44	29	66%
Math	8	Smith	Two or More	6	3	50%	55%	5%	6	4	67%
Math	8	Smith	Eco. Dis.	29	9	31%	36%	5%	44	22	50%
Math	8	Smith	LEP Current	7	4	57%	62%	5%	8	4	50%
Math	8	Smith	At-Risk	53	22	42%	47%	5%	83	40	48%
Math	8	Smith	SPED	25	3	12%	17%	5%	22	4	18%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Smith	All	601	417	69%	74%	5%	628	515	82%
Reading	6	Smith	Hispanic	124	74	60%	65%	5%	142	115	81%
Reading	6	Smith	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Smith	Asian	131	106	81%	86%	5%	156	139	89%
Reading	6	Smith	African Am.	63	36	57%	62%	5%	68	39	57%
Reading	6	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Smith	White	260	185	71%	76%	5%	233	196	84%
Reading	6	Smith	Two or More	21	14	67%	72%	5%	24	22	92%
Reading	6	Smith	Eco. Dis.	68	35	51%	56%	5%	87	55	63%
Reading	6	Smith	LEP Current	18	5	28%	33%	5%	28	11	39%
Reading	6	Smith	At-Risk	203	95	47%	52%	5%	190	121	64%
Reading	6	Smith	SPED	39	4	10%	15%	5%	43	11	26%
Reading	7	Smith	All	502	406	81%	86%	5%	656	604	92%
Reading	7	Smith	Hispanic	114	85	75%	80%	5%	133	117	88%
Reading	7	Smith	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Smith	Asian	91	79	87%	92%	5%	144	139	97%
Reading	7	Smith	African Am.	66	41	62%	67%	5%	78	67	86%
Reading	7	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Smith	White	212	183	86%	91%	5%	273	257	94%
Reading	7	Smith	Two or More	18	17	94%	98%	4%	26	22	85%
Reading	7	Smith	Eco. Dis.	58	41	71%	76%	5%	88	72	82%
Reading	7	Smith	LEP Current	7	3	43%	48%	5%	20	15	75%
Reading	7	Smith	At-Risk	85	35	41%	46%	5%	184	146	79%
Reading	7	Smith	SPED	27	6	22%	27%	5%	35	18	51%
Reading	8	Smith	All	542	455	84%	89%	5%	548	489	89%
Reading	8	Smith	Hispanic	106	84	79%	84%	5%	127	103	81%
Reading	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Smith	Asian	116	109	94%	98%	4%	105	99	94%
Reading	8	Smith	African Am.	72	55	76%	81%	5%	75	60	80%
Reading	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Smith	White	223	186	83%	88%	5%	215	202	94%
Reading	8	Smith	Two or More	23	20	87%	92%	5%	25	24	96%
Reading	8	Smith	Eco. Dis.	61	40	66%	71%	5%	87	65	75%
Reading	8	Smith	LEP Current	9	4	44%	49%	5%	9	7	78%
Reading	8	Smith	At-Risk	92	50	54%	59%	5%	133	92	69%
Reading	8	Smith	SPED	27	6	22%	27%	5%	27	11	41%

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	Smith	All	537	467	87%	92%	5%	547	470	86%
Science	8	Smith	Hispanic	103	80	78%	83%	5%	127	99	78%
Science	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Smith	Asian	116	111	96%	98%	2%	105	98	93%
Science	8	Smith	African Am.	71	52	73%	78%	5%	74	55	74%
Science	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Smith	White	222	204	92%	97%	5%	215	196	91%
Science	8	Smith	Two or More	23	19	83%	88%	5%	25	21	84%
Science	8	Smith	Eco. Dis.	61	40	66%	71%	5%	87	63	72%
Science	8	Smith	LEP Current	10	4	40%	45%	5%	9	5	56%
Science	8	Smith	At-Risk	92	52	57%	62%	5%	132	79	60%
Science	8	Smith	SPED	28	9	32%	37%	5%	27	8	30%
Social Studies	8	Smith	All	534	384	72%	77%	5%	548	395	72%
Social Studies	8	Smith	Hispanic	104	61	59%	64%	5%	127	84	66%
Social Studies	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Smith	Asian	113	100	88%	93%	5%	105	89	85%
Social Studies	8	Smith	African Am.	71	45	63%	68%	5%	75	47	63%
Social Studies	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Smith	White	222	161	73%	78%	5%	215	155	72%
Social Studies	8	Smith	Two or More	22	16	73%	78%	5%	25	20	80%
Social Studies	8	Smith	Eco. Dis.	62	31	50%	55%	5%	87	54	62%
Social Studies	8	Smith	LEP Current	10	4	40%	45%	5%	9	6	67%
Social Studies	8	Smith	At-Risk	92	37	40%	45%	5%	133	61	46%
Social Studies	8	Smith	SPED	28	6	21%	26%	5%	27	7	26%

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	Smith	All	583	285	49%	54%	5%	611	323	53%
Math	6	Smith	Hispanic	123	48	39%	44%	5%	142	57	40%
Math	6	Smith	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Smith	Asian	115	73	63%	68%	5%	146	105	72%
Math	6	Smith	African Am.	63	15	24%	29%	5%	66	20	30%
Math	6	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Smith	White	260	140	54%	59%	5%	232	126	54%
Math	6	Smith	Two or More	21	9	43%	48%	5%	21	13	62%
Math	6	Smith	Eco. Dis.	68	20	29%	34%	5%	87	32	37%
Math	6	Smith	LEP Current	18	7	39%	44%	5%	28	8	29%
Math	6	Smith	At-Risk	199	59	30%	35%	5%	188	68	36%
Math	6	Smith	SPED	39	5	13%	18%	5%	43	2	5%
Math	7	Smith	All	508	240	47%	52%	5%	649	342	53%
Math	7	Smith	Hispanic	115	42	37%	42%	5%	132	49	37%
Math	7	Smith	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Smith	Asian	97	66	68%	73%	5%	135	102	76%
Math	7	Smith	African Am.	66	17	26%	31%	5%	78	21	27%
Math	7	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Smith	White	210	104	50%	55%	5%	273	149	55%
Math	7	Smith	Two or More	18	10	56%	61%	5%	29	19	66%
Math	7	Smith	Eco. Dis.	58	23	40%	45%	5%	86	36	42%
Math	7	Smith	LEP Current	7	1	14%	19%	5%	20	7	35%
Math	7	Smith	At-Risk	87	23	26%	31%	5%	181	66	36%
Math	7	Smith	SPED	28	3	11%	16%	5%	35	6	17%
Math	8	Smith	All	159	31	19%	24%	5%	170	31	18%
Math	8	Smith	Hispanic	34	3	9%	14%	5%	46	3	7%
Math	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Smith	Asian	29	21	72%	77%	5%	31	19	61%
Math	8	Smith	African Am.	30	0	0%	5%	5%	43	4	9%
Math	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Smith	White	59	5	8%	13%	5%	44	4	9%
Math	8	Smith	Two or More	6	2	33%	38%	5%	6	1	17%
Math	8	Smith	Eco. Dis.	29	1	3%	8%	5%	44	4	9%
Math	8	Smith	LEP Current	7	0	0%	5%	5%	8	2	25%
Math	8	Smith	At-Risk	53	4	8%	13%	5%	83	7	8%
Math	8	Smith	SPED	25	1	4%	9%	5%	22	1	5%

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	Smith	All	601	241	40%	45%	5%	628	386	61%
Reading	6	Smith	Hispanic	124	40	32%	37%	5%	142	81	57%
Reading	6	Smith	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Smith	Asian	131	72	55%	60%	5%	156	104	67%
Reading	6	Smith	African Am.	63	17	27%	32%	5%	68	28	41%
Reading	6	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Smith	White	260	101	39%	44%	5%	233	150	64%
Reading	6	Smith	Two or More	21	9	43%	48%	5%	24	20	83%
Reading	6	Smith	Eco. Dis.	68	17	25%	30%	5%	87	33	38%
Reading	6	Smith	LEP Current	18	1	6%	11%	5%	28	6	21%
Reading	6	Smith	At-Risk	203	46	23%	28%	5%	190	75	39%
Reading	6	Smith	SPED	39	2	5%	10%	5%	43	6	14%
Reading	7	Smith	All	502	298	59%	64%	5%	656	494	75%
Reading	7	Smith	Hispanic	114	58	51%	56%	5%	133	89	67%
Reading	7	Smith	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Smith	Asian	91	65	71%	76%	5%	144	122	85%
Reading	7	Smith	African Am.	66	31	47%	52%	5%	78	52	67%
Reading	7	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Smith	White	212	131	62%	67%	5%	273	210	77%
Reading	7	Smith	Two or More	18	12	67%	72%	5%	26	19	73%
Reading	7	Smith	Eco. Dis.	58	27	47%	52%	5%	88	52	59%
Reading	7	Smith	LEP Current	7	1	14%	19%	5%	20	9	45%
Reading	7	Smith	At-Risk	85	22	26%	31%	5%	184	97	53%
Reading	7	Smith	SPED	27	4	15%	20%	5%	35	7	20%
Reading	8	Smith	All	542	279	51%	56%	5%	548	411	75%
Reading	8	Smith	Hispanic	106	42	40%	45%	5%	127	85	67%
Reading	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Smith	Asian	116	85	73%	78%	5%	105	83	79%
Reading	8	Smith	African Am.	72	24	33%	38%	5%	75	48	64%
Reading	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Smith	White	223	113	51%	56%	5%	215	174	81%
Reading	8	Smith	Two or More	23	14	61%	66%	5%	25	20	80%
Reading	8	Smith	Eco. Dis.	61	18	30%	35%	5%	87	52	60%
Reading	8	Smith	LEP Current	9	1	11%	16%	5%	9	3	33%
Reading	8	Smith	At-Risk	92	22	24%	29%	5%	133	62	47%
Reading	8	Smith	SPED	27	1	4%	9%	5%	27	5	19%

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	Smith	All	537	358	67%	72%	5%	547	363	66%
Science	8	Smith	Hispanic	103	50	49%	54%	5%	127	71	56%
Science	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Smith	Asian	116	98	84%	89%	5%	105	88	84%
Science	8	Smith	African Am.	71	37	52%	57%	5%	74	34	46%
Science	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Smith	White	222	157	71%	76%	5%	215	152	71%
Science	8	Smith	Two or More	23	16	70%	75%	5%	25	17	68%
Science	8	Smith	Eco. Dis.	61	26	43%	48%	5%	87	44	51%
Science	8	Smith	LEP Current	10	0	0%	5%	5%	9	3	33%
Science	8	Smith	At-Risk	92	26	28%	33%	5%	132	46	35%
Science	8	Smith	SPED	28	4	14%	19%	5%	27	4	15%
Social Studies	8	Smith	All	534	239	45%	50%	5%	548	314	57%
Social Studies	8	Smith	Hispanic	104	34	33%	38%	5%	127	69	54%
Social Studies	8	Smith	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Smith	Asian	113	73	65%	70%	5%	105	73	70%
Social Studies	8	Smith	African Am.	71	20	28%	33%	5%	75	30	40%
Social Studies	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Smith	White	222	102	46%	51%	5%	215	127	59%
Social Studies	8	Smith	Two or More	22	10	45%	50%	5%	25	15	60%
Social Studies	8	Smith	Eco. Dis.	62	17	27%	32%	5%	87	37	43%
Social Studies	8	Smith	LEP Current	10	3	30%	35%	5%	9	3	33%
Social Studies	8	Smith	At-Risk	92	20	22%	27%	5%	133	41	31%
Social Studies	8	Smith	SPED	28	3	11%	16%	5%	27	4	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	Smith	All	418	417	100%	100%	0%	401	401	100%
Algebra I	All Testers	Smith	Hispanic	74	74	100%	100%	0%	82	82	100%
Algebra I	All Testers	Smith	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Smith	Asian	101	101	100%	100%	0%	93	93	100%
Algebra I	All Testers	Smith	African Am.	45	45	100%	100%	0%	33	33	100%
Algebra I	All Testers	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Smith	White	177	176	99%	100%	1%	172	172	100%
Algebra I	All Testers	Smith	Two or More	20	20	100%	100%	0%	19	19	100%
Algebra I	All Testers	Smith	Eco. Dis.	34	34	100%	100%	0%	41	41	100%
Algebra I	All Testers	Smith	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Smith	At-Risk	43	43	100%	100%	0%	54	54	100%
Algebra I	All Testers	Smith	SPED	*	*	*	*	*	6	6	100%

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	Smith	All	418	400	96%	100%	4%	401	398	99%
Algebra I	All Testers	Smith	Hispanic	74	73	99%	100%	1%	82	80	98%
Algebra I	All Testers	Smith	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Smith	Asian	101	99	98%	100%	2%	93	93	100%
Algebra I	All Testers	Smith	African Am.	45	44	98%	100%	2%	33	33	100%
Algebra I	All Testers	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Smith	White	177	163	92%	97%	5%	172	171	99%
Algebra I	All Testers	Smith	Two or More	20	20	100%	100%	0%	19	19	100%
Algebra I	All Testers	Smith	Eco. Dis.	34	33	97%	100%	3%	41	41	100%
Algebra I	All Testers	Smith	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Smith	At-Risk	43	38	88%	93%	5%	54	52	96%
Algebra I	All Testers	Smith	SPED	*	*	*	*	*	6	6	100%

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	Smith	All	418	340	81%	86%	5%	401	377	94%
Algebra I	All Testers	Smith	Hispanic	74	55	74%	79%	5%	82	76	93%
Algebra I	All Testers	Smith	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Smith	Asian	101	94	93%	98%	5%	93	91	98%
Algebra I	All Testers	Smith	African Am.	45	36	80%	85%	5%	33	30	91%
Algebra I	All Testers	Smith	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Smith	White	177	137	77%	82%	5%	172	160	93%
Algebra I	All Testers	Smith	Two or More	20	17	85%	90%	5%	19	18	95%
Algebra I	All Testers	Smith	Eco. Dis.	34	26	76%	81%	5%	41	40	98%
Algebra I	All Testers	Smith	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Smith	At-Risk	43	29	67%	72%	5%	54	46	85%
Algebra I	All Testers	Smith	SPED	*	*	*	*	*	6	5	83%

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.