

Cypress-Fairbanks Independent School District

Spillane Middle School

2021-2022 Campus Improvement Plan



Mission Statement

Mission Statement

Our purpose, as the Spillane Learning Community, is to:

- learn the curriculum
- solve problems
- think independently and critically
- display good citizenship
- respect others, and
- take pride in our work and actions

Evidence of growth toward our commitments includes on-going:

- assessments of student knowledge
- evaluation of student products
- dialogue and feedback
- observation of interactions

To ensure student success, the Spillane Learning Community pledges to provide a system of support for each student.

Vision

Everyone can learn something every day. We are prepared, organized, and energized to teach and learn. All staff and students have personal worth. All students have equal standing in our academic community.

Table of Contents

- Comprehensive Needs Assessment 4
 - Student Achievement 4
 - School Culture and Climate 5
 - Staff Quality, Recruitment, and Retention 6
 - Parent and Community Engagement 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 11
 - 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. 12
 - Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 16
 - Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 21
 - Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 23
- State Compensatory 24
 - Budget for Spillane Middle School 25
 - Personnel for Spillane Middle School 25
- Campus Funding Summary 25
- Addendums 26

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

6th ELAR

- 2021 campus actual targets were above all MS cluster 1 schools in the ALL testing categories: Approaches, Meets, and Masters.

7th ELAR

- In writing, 9% of LEP attained Masters status. This is an 9% increase from the previous year.
- In reading, 57% of LEP students scored Approaches. This is a 26% improvement over the previous year.

8th ELAR

- In reading, 85% of LEP students scored Approaches. This is a 35% improvement over the previous year.

6th Math

- 15% of LEP students achieved the masters level, which is a 7% gain over the previous year.

7th Math

- 17% of LEP students tested achieved Masters level status. This is a 9% gain from the previous year.

8th Math

- 100% of LEP students achieved the Approaches status, which was a 27% gain from the previous year.
- 67% of Sped students achieved the Approaches status, which was a 7% gain from the previous year.

Algebra

- 100% of all students achieved the Approaches level.

Science

- 68% of Special Education students passed, a 5% gain from the previous year.
- Eco. Dis. student grew 5% in Meets status, and 2% Masters status from the previous year.

- 55% of Special Education students passed, a 12% gain from the previous year. 30% achieved the Meets status, which is a 9% gain from the previous year. 15% achieved Master status, which is an 8% increase from the previous year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading/ELA: The 6th grade special education reading passing percentage was 40%, a 3% drop from the previous year. The 7th grade overall passing rate was 90%, a 2% drop from the previous year. The 8th passing rate was 93%, a 2% drop in the overall passing rate from the previous year. **Root Cause:** Reading/ELA: Teacher will help students in all demographic categories build reading volume and stamina through choice, interest, and diversified text.

Problem Statement 2: Writing: The overall percentage of passing students did not increase from the previous year and the Masters level passing standard dropped 15% points to 20%. **Root Cause:** Writing: Teachers will help students in developmental and experiential knowledge to successfully respond to various writing prompts.

Problem Statement 3: Math: The 6th grade overall passing standard dropped 3% to 94% from the previous year. The 7th grade overall passing standard 11% from the previous year to an 84%, and the overall 8th grade passing standard went down 6% to 88%. This does not factor in Algebra EOC data. **Root Cause:** Math: Teachers will work towards more differentiation of instruction by utilizing technology, brain-based activities, student discourse, real world applications, and higher-order thinking skills.

Problem Statement 4: Science: The overall passing standard drop 2% for all students to a 94%. **Root Cause:** Science: Teachers will help students practice incorporating higher-order thinking skills by participating in lessons that involve utilizing problem-solving skills.

Problem Statement 5: Social Studies: The 8th grade social studies mastery percentage score was 39%. This is a 5% drop from the previous year. **Root Cause:** Social Studies: Teachers will help students develop increased vocabulary skills, critical reading skills, synthesizing information, and interpreting clues to find answers when identifying significant information on questions.

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 Strengths

The following are strengths of the campus in regard to school culture and climate. (Summarize the campus strengths in regard to student attendance, restorative discipline, and campus safety based on 2019-20 data available before the onset of COVID-19.)

- There were a total of 282 discipline infractions (including tardies) through March 6th 2020. This is one of the lowest number of total infractions for a middle school in the district. Spillane had an overall drop of almost 30% from the previous year up to that point.
- Spillane has continued to decrease its overall discipline infraction count in nine of the last ten years.
- Spillane overall attendance rate was 98.41% for the 2020-2021 school year. This was a .51% increase from the previous school year, and the first time in over five years where the overall attendance rate was over 98%.

The following strengths are based on the 2018-2019 Employee Perception Survey Data:

- Quality work is expected of me - 99% of staff agree or strongly agree.
- At this school, collaboration is encouraged and practiced - 97% of staff agree or strongly agree.
- At this school, I am clear about my job responsibilities - 98% of staff agree or strongly agree.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Student attendance rates are below distinction designations levels of 98%. **Root Cause:** School Culture and Climate: Continue to increase meaningful PBIS initiatives to promote positive student behavior and increase overall student attendance rates.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention. (For example, summarize the campus strengths in regard to professional development and/or teacher satisfaction is based on data available before the onset of COVID-19.)

The New Teacher Induction Program (NTIP) is a district initiative to support all new teachers to CFISD. Spillane has a lead mentor teacher that oversee this program and are responsible for supporting our new family members. Each new teacher at Spillane is assigned a mentor by our lead New Teacher Induction Program Coordinator to provide ongoing support and collaboration. Throughout the year, share sessions with embedded professional development are held to target upcoming procedures/paperwork that new staff will need to discuss for better understanding. Meetings are held before and after school to discuss different strategies that the teachers can use in their classroom to make first time instruction as effective as possible. Classroom management strategies are also modeled. 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.

The following strengths were identified (utilizing 2018-2019 Employee Perception Survey Data):

- Opportunities exist for me to think for myself - 98% of staff agree or strongly agree with this statement.
- Opportunities for professional growth are available - 97% of staff agree or strongly agree with this statement.
- The work I am asked to do directly relates to my job responsibilities - 96% of staff agree or strongly agree with this statement.
- Procedures have been implemented to keep me safe at work - 100% of staff agree or strongly agree with this statement.
- Quality work is expected of me - 100% of staff agree or strongly agree with this statement.
- Collaboration is encouraged and practiced - 98% of staff agree or strongly agree with this statement.
- There are opportunities to discuss my concerns with my campus administrators - 97% of staff agree or strongly agree with this statement.
- Staff recognition is built into the school culture - 99% of staff agree or strongly agree with this statement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There is a decrease in Spring semester staff attendance rates. **Root Cause:** Teacher/Paraprofessional Attendance: Increase meaningful data driven feedback and reward incentives to increase overall staff attendance rates for the school year.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

- Communication with parents and community is routinely used through our campus web page, teacher web pages, School Messenger, Twitter, Instagram, and the Spillane Facebook page.
- We have a high level of involvement before COVID19 including but not limited to: Fine Arts Annual Fun Run & Puppy Parade in November, Orchestra, Choir, Destination Imagination, Band, Superintendent Fun Run, Spelling Bee, concessions during athletics events, Theatre Arts plays and programs, Science Olympiad, Choir, TSA - Technology Student Association, Math Counts, Science Bowl, Family Night at the Book Fair (the same night as our Open Microphone competition), Curriculum Night, and the support of our VIPS through VIPS luncheons.
- Since the COVID safety protocols have been in place, we still have a high level of zoom involvement, a virtual open house, virtual fine arts programs, sporting events, and a virtual curriculum night.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Spillane has a high number of parents actively involved in the school and its activities during pre COVID times. **Root Cause:** Parent and Community Engagement: Continue focus on high-impact activities for parent involvement and consistent communication with the new LEAD Safely protocols in place that can translate into increased student achievement and attendance rates.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data










Goals





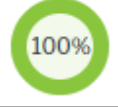


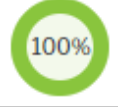








Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading/ELA: Students will have more in class time focused on independent reading in high interest text to increase reading volume, vocabulary, and stamina.</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</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: Students need more high quality experiences with models of quality writing and practice texts with appropriate organization, well-developed ideas, and voice.</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</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: Students will have opportunities for increased peer and teacher conferences focused on revising and editing skills.</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</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: Students need more analytic practice and problem solving opportunities to improve critical thinking on math concepts.</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</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: Students will have more problem solving and analytic opportunities to improve critical thinking and independent thought on Science concepts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Science Teachers; CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Social Studies: Students need to increase rigor, analysis, and critical thinking skills on historical concepts through increased differentiation of instruction.</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 Teachers; CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Dropout Prevention: The dropout rate for the campus will remain at 0% by focusing on quality instruction, retention, and monitoring.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal; Director of Instruction; Assistant Principals; Registrar; Attendance Secretary</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 targeted instruction that includes: Targeted reading invention, targeted math intervention, structured independent reading time.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal; Director of Instruction; AAS; APs; Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutorial & Intervention Initiative : Building Better Spartans (BBS): Spartans will be invited based on STAAR scores, grades, assessment data, attendance information and classroom progress. Tutoring and intervention support will run Tuesday-Thursday every week with very few exceptions. BBS will be led by our Director of Instruction, Academic Achievement Specialist, and our CCIS team. Teachers are also an instrumental part of BBS.</p> <p>Strategy's Expected Result/Impact: 80% of our students attending Building Better Spartans during the 2021-2022 school year will be passing their Core classes with a 70% or higher by the end of each grading period.</p> <p>Staff Responsible for Monitoring: Principal; Director of Instruction; Academic Achievement Specialist</p> <p>Funding Sources: - ESSER III - \$12,201</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Class size reduction teacher: Our class sized reduction teacher will work in math. She will have two on level 7th grade math classes, two 8th grade math labs (for students who need more support in math, an advisory that focuses on math & reading, and two additional math classes.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 90% of our students working with the class size reduction teacher will reach approaches or higher on the Math and/or Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - ESSER III - \$80,920.95</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will used certified former teachers as temporary workers through a push-in model in math and ELA/Reading classrooms. These two workers will focus on additional small group instruction targeting students specifically involved in the Accelerated Instruction program.</p> <p>Strategy's Expected Result/Impact: Students will meet all STAAR targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist</p> <p>Funding Sources: - ESSER III - \$3,920</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will use Scope, & Science World magazines as well as Gimkit licenses to support our students in interventions including reading workshop, math lab, specialized reading advisory, specialized math advisory, reading and math pullouts, ESL pullouts, etc.</p> <p>Strategy's Expected Result/Impact: Students will meet all STAAR targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal; Director of Instruction; Academic Achievement Specialist</p> <p>Funding Sources: - ESSER III - \$2,958</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 3: adfasdfasdf

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide at-risk students with supplemental support.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR data as denoted on the attached data tables</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: Supplies and Extra Duty Pay - Special Allotment: Compensatory Education - \$2,018</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 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will teach students and staff safety expectations by use of meetings and drills to ensure preparation for any actual emergency/crisis.</p> <p>Strategy's Expected Result/Impact: 100% of students will know safety expectations for an actual emergency/crisis.</p> <p>Staff Responsible for Monitoring: Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead 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> <p>Staff Responsible for Monitoring: Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 98% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will increase accuracy of attendance submissions with office personnel to ensure accurate student attendance.</p> <p>Attendance incentives will be promoted in conjunction with the PBIS program for students to earn items for increased and outstanding attendance.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%.</p> <p>Staff Responsible for Monitoring: Campus Administration; Attendance Paraprofessional; Teachers; PBIS Lead Team</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 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The administrative team will continue to explore new ways to intervene with students and resolve behavioral issues at school. We will use positive behavior referrals in line with the PBIS program to maintain and promote positive behavior.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: The campus staff will use restorative practices with African American students when appropriate to reduce behavioral issues and reduce in school suspensions.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 5% and/or within 10% of other demographic groups.</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors; Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out-of-School Suspensions: We will reduce out-of-school suspensions by using restorative discipline, discipline data, and proactive parent communication.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors</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 African American students when appropriate to reduce behavioral issues and prevent DAEP placements.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be 0%</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Staff will use various programs, initiatives, and formal staff development training to proactively mitigate all violent incidents on campus in relation to the 2019-20 CFISD report on violence and violence prevention.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors</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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the Coordinated Approach to Child Health (CATCH) program with fidelity.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: Physical Education Teachers</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 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will track teacher & paraprofessional attendance rates for Fall and Spring semesters and communicate this data in monthly staff meetings. We will offer various incentives if staff attendance goals are met for each grading period.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal; AESOP Representative</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: We will offer both on-campus and virtual staff development training sessions throughout the school year in the areas of GT, ESL, at-risk, and various behavioral management to best support staff in quality professional development.</p> <p>Strategy's Expected Result/Impact: Staff will increase the level of implementation of successful classroom based instructional and behavior management strategies in their classroom reducing behavior issues and increase rigor and learning.</p> <p>Staff Responsible for Monitoring: Principal; Director of Instruction; Assistant Principals; PBIS lead team</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 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will be invited to attend and/or volunteer at a variety of school events both during and outside of the school day in a virtual setting based the CFISD LEAD safely protocols.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Administrative Team; Teachers; Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Spillane Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

--

Personnel for Spillane Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	AAS	1
2 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	1			\$12,201.00
1	2	2			\$80,920.95
1	2	3			\$3,920.00
1	2	4			\$2,958.00
Sub-Total					\$99,999.95
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Extra Duty Pay		\$2,018.00
Sub-Total					\$2,018.00

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	Spillane	All	487	456	94%	95%	1%	470	443	94%
Math	6	Spillane	Hispanic	108	99	92%	93%	1%	138	124	90%
Math	6	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Spillane	Asian	74	70	95%	96%	1%	60	59	98%
Math	6	Spillane	African Am.	48	38	79%	80%	1%	67	61	91%
Math	6	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Spillane	White	229	222	97%	98%	1%	184	179	97%
Math	6	Spillane	Two or More	24	23	96%	97%	1%	19	18	95%
Math	6	Spillane	Eco. Dis.	124	107	86%	87%	1%	161	147	91%
Math	6	Spillane	LEP Current	26	19	73%	74%	1%	28	20	71%
Math	6	Spillane	At-Risk	202	174	86%	87%	1%	188	164	87%
Math	6	Spillane	SPED	42	30	71%	72%	1%	40	27	68%
Math	7	Spillane	All	512	429	84%	85%	1%	534	503	94%
Math	7	Spillane	Hispanic	146	115	79%	80%	1%	124	114	92%
Math	7	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Spillane	Asian	65	59	91%	92%	1%	81	80	99%
Math	7	Spillane	African Am.	67	41	61%	62%	1%	54	47	87%
Math	7	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Spillane	White	214	197	92%	93%	1%	242	232	96%
Math	7	Spillane	Two or More	20	17	85%	86%	1%	29	27	93%
Math	7	Spillane	Eco. Dis.	134	95	71%	72%	1%	144	128	89%
Math	7	Spillane	LEP Current	23	13	57%	58%	1%	33	26	79%
Math	7	Spillane	At-Risk	127	81	64%	65%	1%	199	173	87%
Math	7	Spillane	SPED	34	18	53%	54%	1%	45	30	67%
Math	8	Spillane	All	207	182	88%	89%	1%	247	226	91%
Math	8	Spillane	Hispanic	57	48	84%	85%	1%	87	80	92%
Math	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Spillane	Asian	19	19	100%	100%	0%	27	26	96%
Math	8	Spillane	African Am.	40	33	83%	84%	1%	51	45	88%
Math	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Spillane	White	83	74	89%	90%	1%	76	69	91%
Math	8	Spillane	Two or More	8	8	100%	100%	0%	6	6	100%
Math	8	Spillane	Eco. Dis.	69	57	83%	84%	1%	108	97	90%
Math	8	Spillane	LEP Current	10	10	100%	100%	0%	21	17	81%
Math	8	Spillane	At-Risk	98	83	85%	86%	1%	158	141	89%
Math	8	Spillane	SPED	30	20	67%	68%	1%	35	22	63%
Reading	6	Spillane	All	498	426	86%	87%	1%	472	406	86%
Reading	6	Spillane	Hispanic	109	82	75%	76%	1%	138	112	81%
Reading	6	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Spillane	Asian	83	75	90%	91%	1%	62	57	92%
Reading	6	Spillane	African Am.	48	35	73%	74%	1%	67	48	72%
Reading	6	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Spillane	White	230	207	90%	91%	1%	184	170	92%
Reading	6	Spillane	Two or More	24	23	96%	97%	1%	19	17	89%
Reading	6	Spillane	Eco. Dis.	126	93	74%	75%	1%	161	123	76%
Reading	6	Spillane	LEP Current	26	13	50%	51%	1%	28	14	50%
Reading	6	Spillane	At-Risk	206	146	71%	72%	1%	188	135	72%
Reading	6	Spillane	SPED	42	17	40%	41%	1%	40	19	48%
Reading	7	Spillane	All	511	461	90%	91%	1%	548	524	96%
Reading	7	Spillane	Hispanic	144	127	88%	89%	1%	125	117	94%
Reading	7	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Spillane	Asian	63	57	90%	90%	0%	93	91	98%

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	Spillane	African Am.	67	54	81%	82%	1%	54	48	89%
Reading	7	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Spillane	White	217	204	94%	94%	0%	243	236	97%
Reading	7	Spillane	Two or More	20	19	95%	96%	1%	29	28	97%
Reading	7	Spillane	Eco. Dis.	132	105	80%	81%	1%	146	133	91%
Reading	7	Spillane	LEP Current	23	13	57%	58%	1%	33	28	85%
Reading	7	Spillane	At-Risk	125	84	67%	68%	1%	202	180	89%
Reading	7	Spillane	SPED	34	13	38%	39%	1%	45	28	62%
Reading	8	Spillane	All	513	479	93%	94%	1%	556	531	96%
Reading	8	Spillane	Hispanic	113	102	90%	91%	1%	159	153	96%
Reading	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Spillane	Asian	73	70	96%	97%	1%	69	65	94%
Reading	8	Spillane	African Am.	56	48	86%	87%	1%	76	67	88%
Reading	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Spillane	White	251	239	95%	96%	1%	231	225	97%
Reading	8	Spillane	Two or More	20	20	100%	100%	0%	21	21	100%
Reading	8	Spillane	Eco. Dis.	112	96	86%	87%	1%	166	150	90%
Reading	8	Spillane	LEP Current	13	11	85%	86%	1%	27	23	85%
Reading	8	Spillane	At-Risk	139	110	79%	80%	1%	204	181	89%
Reading	8	Spillane	SPED	33	19	58%	59%	1%	40	26	65%
Science	8	Spillane	All	517	488	94%	95%	1%	557	527	95%
Science	8	Spillane	Hispanic	115	102	89%	90%	1%	159	150	94%
Science	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Spillane	Asian	73	70	96%	97%	1%	70	68	97%
Science	8	Spillane	African Am.	56	49	88%	89%	1%	76	64	84%
Science	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Spillane	White	253	248	98%	99%	1%	231	224	97%
Science	8	Spillane	Two or More	20	19	95%	96%	1%	21	21	100%
Science	8	Spillane	Eco. Dis.	113	96	85%	86%	1%	166	145	87%
Science	8	Spillane	LEP Current	13	10	77%	78%	1%	27	19	70%
Science	8	Spillane	At-Risk	141	119	84%	85%	1%	204	178	87%
Science	8	Spillane	SPED	34	23	68%	69%	1%	40	24	60%
Social Studies	8	Spillane	All	514	456	89%	90%	1%	557	504	90%
Social Studies	8	Spillane	Hispanic	114	95	83%	84%	1%	159	140	88%
Social Studies	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Spillane	Asian	73	69	95%	96%	1%	70	64	91%
Social Studies	8	Spillane	African Am.	54	45	83%	84%	1%	76	61	80%
Social Studies	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Spillane	White	253	230	91%	92%	1%	231	219	95%
Social Studies	8	Spillane	Two or More	20	17	85%	86%	1%	21	20	95%
Social Studies	8	Spillane	Eco. Dis.	112	90	80%	81%	1%	166	134	81%
Social Studies	8	Spillane	LEP Current	13	8	62%	63%	1%	27	16	59%
Social Studies	8	Spillane	At-Risk	139	102	73%	74%	1%	204	158	77%
Social Studies	8	Spillane	SPED	33	18	55%	56%	1%	40	20	50%

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	Spillane	All	487	352	72%	73%	1%	470	319	68%
Math	6	Spillane	Hispanic	108	70	65%	66%	1%	138	73	53%
Math	6	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Spillane	Asian	74	60	81%	82%	1%	60	54	90%
Math	6	Spillane	African Am.	48	20	42%	43%	1%	67	32	48%
Math	6	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Spillane	White	229	180	79%	80%	1%	184	143	78%
Math	6	Spillane	Two or More	24	19	79%	80%	1%	19	16	84%
Math	6	Spillane	Eco. Dis.	124	66	53%	54%	1%	161	88	55%
Math	6	Spillane	LEP Current	26	9	35%	36%	1%	28	10	36%
Math	6	Spillane	At-Risk	202	106	52%	53%	1%	188	83	44%
Math	6	Spillane	SPED	42	11	26%	27%	1%	40	8	20%
Math	7	Spillane	All	512	329	64%	65%	1%	534	398	75%
Math	7	Spillane	Hispanic	146	82	56%	57%	1%	124	85	69%
Math	7	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Spillane	Asian	65	51	78%	79%	1%	81	71	88%
Math	7	Spillane	African Am.	67	26	39%	40%	1%	54	25	46%
Math	7	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Spillane	White	214	155	72%	73%	1%	242	193	80%
Math	7	Spillane	Two or More	20	15	75%	76%	1%	29	22	76%
Math	7	Spillane	Eco. Dis.	134	66	49%	50%	1%	144	83	58%
Math	7	Spillane	LEP Current	23	9	39%	40%	1%	33	13	39%
Math	7	Spillane	At-Risk	127	46	36%	37%	1%	199	104	52%
Math	7	Spillane	SPED	34	8	24%	25%	1%	45	13	29%
Math	8	Spillane	All	207	117	57%	58%	1%	247	174	70%
Math	8	Spillane	Hispanic	57	28	49%	50%	1%	87	59	68%
Math	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Spillane	Asian	19	14	74%	75%	1%	27	22	81%
Math	8	Spillane	African Am.	40	19	48%	49%	1%	51	26	51%
Math	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Spillane	White	83	51	61%	62%	1%	76	62	82%
Math	8	Spillane	Two or More	8	5	63%	64%	1%	6	5	83%
Math	8	Spillane	Eco. Dis.	69	28	41%	42%	1%	108	63	58%
Math	8	Spillane	LEP Current	10	5	50%	51%	1%	21	11	52%
Math	8	Spillane	At-Risk	98	40	41%	42%	1%	158	95	60%
Math	8	Spillane	SPED	30	13	43%	44%	1%	35	9	26%

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	Spillane	All	498	295	59%	60%	1%	472	299	63%
Reading	6	Spillane	Hispanic	109	53	49%	50%	1%	138	69	50%
Reading	6	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Spillane	Asian	83	55	66%	67%	1%	62	48	77%
Reading	6	Spillane	African Am.	48	21	44%	45%	1%	67	24	36%
Reading	6	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Spillane	White	230	148	64%	65%	1%	184	143	78%
Reading	6	Spillane	Two or More	24	15	63%	64%	1%	19	14	74%
Reading	6	Spillane	Eco. Dis.	126	52	41%	42%	1%	161	73	45%
Reading	6	Spillane	LEP Current	26	4	15%	16%	1%	28	4	14%
Reading	6	Spillane	At-Risk	206	70	34%	35%	1%	188	75	40%
Reading	6	Spillane	SPED	42	7	17%	18%	1%	40	6	15%
Reading	7	Spillane	All	511	394	77%	78%	1%	548	477	87%
Reading	7	Spillane	Hispanic	144	102	71%	72%	1%	125	101	81%
Reading	7	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Spillane	Asian	63	52	83%	84%	1%	93	86	92%
Reading	7	Spillane	African Am.	67	44	66%	67%	1%	54	41	76%
Reading	7	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Spillane	White	217	180	83%	84%	1%	243	218	90%
Reading	7	Spillane	Two or More	20	16	80%	81%	1%	29	27	93%
Reading	7	Spillane	Eco. Dis.	132	82	62%	63%	1%	146	113	77%
Reading	7	Spillane	LEP Current	23	8	35%	36%	1%	33	16	48%
Reading	7	Spillane	At-Risk	125	60	48%	49%	1%	202	140	69%
Reading	7	Spillane	SPED	34	9	26%	27%	1%	45	19	42%
Reading	8	Spillane	All	513	391	76%	77%	1%	556	460	83%
Reading	8	Spillane	Hispanic	113	83	73%	74%	1%	159	125	79%
Reading	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Spillane	Asian	73	59	81%	82%	1%	69	60	87%
Reading	8	Spillane	African Am.	56	30	54%	55%	1%	76	54	71%
Reading	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Spillane	White	251	201	80%	81%	1%	231	202	87%
Reading	8	Spillane	Two or More	20	18	90%	91%	1%	21	19	90%
Reading	8	Spillane	Eco. Dis.	112	65	58%	59%	1%	166	114	69%
Reading	8	Spillane	LEP Current	13	3	23%	24%	1%	27	12	44%
Reading	8	Spillane	At-Risk	139	56	40%	41%	1%	204	124	61%
Reading	8	Spillane	SPED	33	8	24%	25%	1%	40	11	28%

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	Spillane	All	517	430	83%	84%	1%	557	449	81%
Science	8	Spillane	Hispanic	115	89	77%	78%	1%	159	118	74%
Science	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Spillane	Asian	73	66	90%	91%	1%	70	59	84%
Science	8	Spillane	African Am.	56	32	57%	58%	1%	76	45	59%
Science	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Spillane	White	253	224	89%	90%	1%	231	208	90%
Science	8	Spillane	Two or More	20	19	95%	96%	1%	21	19	90%
Science	8	Spillane	Eco. Dis.	113	75	66%	67%	1%	166	106	64%
Science	8	Spillane	LEP Current	13	7	54%	55%	1%	27	13	48%
Science	8	Spillane	At-Risk	141	79	56%	57%	1%	204	112	55%
Science	8	Spillane	SPED	34	16	47%	48%	1%	40	13	33%
Social Studies	8	Spillane	All	514	342	67%	68%	1%	557	360	65%
Social Studies	8	Spillane	Hispanic	114	60	53%	54%	1%	159	88	55%
Social Studies	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Spillane	Asian	73	59	81%	82%	1%	70	55	79%
Social Studies	8	Spillane	African Am.	54	25	46%	47%	1%	76	34	45%
Social Studies	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Spillane	White	253	186	74%	75%	1%	231	168	73%
Social Studies	8	Spillane	Two or More	20	12	60%	61%	1%	21	15	71%
Social Studies	8	Spillane	Eco. Dis.	112	47	42%	43%	1%	166	76	46%
Social Studies	8	Spillane	LEP Current	13	5	38%	39%	1%	27	8	30%
Social Studies	8	Spillane	At-Risk	139	55	40%	41%	1%	204	76	37%
Social Studies	8	Spillane	SPED	33	10	30%	31%	1%	40	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	Spillane	All	487	195	40%	41%	1%	470	198	42%
Math	6	Spillane	Hispanic	108	31	29%	30%	1%	138	39	28%
Math	6	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Spillane	Asian	74	42	57%	58%	1%	60	41	68%
Math	6	Spillane	African Am.	48	7	15%	16%	1%	67	8	12%
Math	6	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Spillane	White	229	103	45%	46%	1%	184	99	54%
Math	6	Spillane	Two or More	24	11	46%	47%	1%	19	10	53%
Math	6	Spillane	Eco. Dis.	124	27	22%	23%	1%	161	51	32%
Math	6	Spillane	LEP Current	26	4	15%	16%	1%	28	4	14%
Math	6	Spillane	At-Risk	202	42	21%	22%	1%	188	46	24%
Math	6	Spillane	SPED	42	4	10%	11%	1%	40	5	13%
Math	7	Spillane	All	512	187	37%	38%	1%	534	246	46%
Math	7	Spillane	Hispanic	146	33	23%	24%	1%	124	42	34%
Math	7	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Spillane	Asian	65	37	57%	58%	1%	81	51	63%
Math	7	Spillane	African Am.	67	10	15%	16%	1%	54	10	19%
Math	7	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Spillane	White	214	96	45%	46%	1%	242	125	52%
Math	7	Spillane	Two or More	20	11	55%	56%	1%	29	17	59%
Math	7	Spillane	Eco. Dis.	134	29	22%	23%	1%	144	40	28%
Math	7	Spillane	LEP Current	23	4	17%	18%	1%	33	8	24%
Math	7	Spillane	At-Risk	127	16	13%	14%	1%	199	53	27%
Math	7	Spillane	SPED	34	2	6%	7%	1%	45	4	9%
Math	8	Spillane	All	207	27	13%	14%	1%	247	44	18%
Math	8	Spillane	Hispanic	57	4	7%	8%	1%	87	9	10%
Math	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Spillane	Asian	19	8	42%	43%	1%	27	9	33%
Math	8	Spillane	African Am.	40	2	5%	6%	1%	51	9	18%
Math	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Spillane	White	83	12	14%	15%	1%	76	17	22%
Math	8	Spillane	Two or More	8	1	13%	14%	1%	6	0	0%
Math	8	Spillane	Eco. Dis.	69	4	6%	7%	1%	108	13	12%
Math	8	Spillane	LEP Current	10	3	30%	31%	1%	21	5	24%
Math	8	Spillane	At-Risk	98	7	7%	8%	1%	158	19	12%
Math	8	Spillane	SPED	30	2	7%	8%	1%	35	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	Spillane	All	498	160	32%	33%	1%	472	199	42%
Reading	6	Spillane	Hispanic	109	25	23%	24%	1%	138	38	28%
Reading	6	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Spillane	Asian	83	36	43%	44%	1%	62	41	66%
Reading	6	Spillane	African Am.	48	7	15%	16%	1%	67	18	27%
Reading	6	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Spillane	White	230	81	35%	36%	1%	184	96	52%
Reading	6	Spillane	Two or More	24	10	42%	43%	1%	19	6	32%
Reading	6	Spillane	Eco. Dis.	126	15	12%	13%	1%	161	43	27%
Reading	6	Spillane	LEP Current	26	1	4%	5%	1%	28	4	14%
Reading	6	Spillane	At-Risk	206	28	14%	15%	1%	188	41	22%
Reading	6	Spillane	SPED	42	3	7%	8%	1%	40	3	8%
Reading	7	Spillane	All	511	263	51%	52%	1%	548	373	68%
Reading	7	Spillane	Hispanic	144	65	45%	46%	1%	125	74	59%
Reading	7	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Spillane	Asian	63	39	62%	63%	1%	93	72	77%
Reading	7	Spillane	African Am.	67	28	42%	43%	1%	54	28	52%
Reading	7	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Spillane	White	217	120	55%	56%	1%	243	172	71%
Reading	7	Spillane	Two or More	20	11	55%	56%	1%	29	23	79%
Reading	7	Spillane	Eco. Dis.	132	51	39%	40%	1%	146	85	58%
Reading	7	Spillane	LEP Current	23	3	13%	14%	1%	33	8	24%
Reading	7	Spillane	At-Risk	125	25	20%	21%	1%	202	85	42%
Reading	7	Spillane	SPED	34	4	12%	13%	1%	45	12	27%
Reading	8	Spillane	All	513	223	43%	44%	1%	556	335	60%
Reading	8	Spillane	Hispanic	113	37	33%	34%	1%	159	77	48%
Reading	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Spillane	Asian	73	38	52%	53%	1%	69	53	77%
Reading	8	Spillane	African Am.	56	16	29%	30%	1%	76	36	47%
Reading	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Spillane	White	251	122	49%	50%	1%	231	155	67%
Reading	8	Spillane	Two or More	20	10	50%	51%	1%	21	14	67%
Reading	8	Spillane	Eco. Dis.	112	29	26%	27%	1%	166	78	47%
Reading	8	Spillane	LEP Current	13	0	0%	5%	5%	27	5	19%
Reading	8	Spillane	At-Risk	139	21	15%	16%	1%	204	71	35%
Reading	8	Spillane	SPED	33	2	6%	7%	1%	40	4	10%

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	Spillane	All	517	304	59%	60%	1%	557	322	58%
Science	8	Spillane	Hispanic	115	51	44%	45%	1%	159	76	48%
Science	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Spillane	Asian	73	55	75%	76%	1%	70	48	69%
Science	8	Spillane	African Am.	56	18	32%	33%	1%	76	29	38%
Science	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Spillane	White	253	170	67%	68%	1%	231	155	67%
Science	8	Spillane	Two or More	20	10	50%	51%	1%	21	14	67%
Science	8	Spillane	Eco. Dis.	113	42	37%	38%	1%	166	67	40%
Science	8	Spillane	LEP Current	13	1	8%	9%	1%	27	7	26%
Science	8	Spillane	At-Risk	141	39	28%	29%	1%	204	55	27%
Science	8	Spillane	SPED	34	4	12%	13%	1%	40	5	13%
Social Studies	8	Spillane	All	514	201	39%	40%	1%	557	250	45%
Social Studies	8	Spillane	Hispanic	114	33	29%	30%	1%	159	55	35%
Social Studies	8	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Spillane	Asian	73	35	48%	49%	1%	70	43	61%
Social Studies	8	Spillane	African Am.	54	10	19%	20%	1%	76	22	29%
Social Studies	8	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Spillane	White	253	113	45%	46%	1%	231	118	51%
Social Studies	8	Spillane	Two or More	20	10	50%	51%	1%	21	12	57%
Social Studies	8	Spillane	Eco. Dis.	112	24	21%	22%	1%	166	44	27%
Social Studies	8	Spillane	LEP Current	13	1	8%	9%	1%	27	4	15%
Social Studies	8	Spillane	At-Risk	139	20	14%	15%	1%	204	39	19%
Social Studies	8	Spillane	SPED	33	5	15%	16%	1%	40	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	Spillane	All	336	336	100%	100%	0%	325	325	100%
Algebra I	All Testers	Spillane	Hispanic	60	60	100%	100%	0%	73	73	100%
Algebra I	All Testers	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Spillane	Asian	66	66	100%	100%	0%	57	57	100%
Algebra I	All Testers	Spillane	African Am.	20	20	100%	100%	0%	25	25	100%
Algebra I	All Testers	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Spillane	White	178	178	100%	100%	0%	155	155	100%
Algebra I	All Testers	Spillane	Two or More	12	12	100%	100%	0%	15	15	100%
Algebra I	All Testers	Spillane	Eco. Dis.	48	48	100%	100%	0%	58	58	100%
Algebra I	All Testers	Spillane	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Spillane	At-Risk	44	44	100%	100%	0%	48	48	100%
Algebra I	All Testers	Spillane	SPED	*	*	*	*	*	5	5	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	Spillane	All	336	332	99%	100%	1%	325	325	100%
Algebra I	All Testers	Spillane	Hispanic	60	60	100%	100%	0%	73	73	100%
Algebra I	All Testers	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Spillane	Asian	66	66	100%	100%	0%	57	57	100%
Algebra I	All Testers	Spillane	African Am.	20	19	95%	96%	1%	25	25	100%
Algebra I	All Testers	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Spillane	White	178	176	99%	100%	1%	155	155	100%
Algebra I	All Testers	Spillane	Two or More	12	11	92%	93%	1%	15	15	100%
Algebra I	All Testers	Spillane	Eco. Dis.	48	47	98%	99%	1%	58	58	100%
Algebra I	All Testers	Spillane	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Spillane	At-Risk	44	44	100%	100%	0%	48	48	100%
Algebra I	All Testers	Spillane	SPED	*	*	*	*	*	5	5	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	Spillane	All	336	293	87%	88%	1%	325	323	99%
Algebra I	All Testers	Spillane	Hispanic	60	49	82%	83%	1%	73	71	97%
Algebra I	All Testers	Spillane	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Spillane	Asian	66	62	94%	95%	1%	57	57	100%
Algebra I	All Testers	Spillane	African Am.	20	15	75%	76%	1%	25	25	100%
Algebra I	All Testers	Spillane	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Spillane	White	178	157	88%	89%	1%	155	155	100%
Algebra I	All Testers	Spillane	Two or More	12	10	83%	84%	1%	15	15	100%
Algebra I	All Testers	Spillane	Eco. Dis.	48	40	83%	84%	1%	58	58	100%
Algebra I	All Testers	Spillane	LEP Current	*	*	*	*	*	5	5	100%
Algebra I	All Testers	Spillane	At-Risk	44	33	75%	76%	1%	48	47	98%
Algebra I	All Testers	Spillane	SPED	*	*	*	*	*	5	5	100%

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.