

Cypress-Fairbanks Independent School District

Thornton Middle School

2021-2022 Campus Improvement Plan



Mission Statement

In everything we do, Patriots will LEAD, contribute, and excel exemplifying the spirit, We Are One!

Vision

Thornton Middle School exists to prepare, equip, and LEAD students to be 21st Century critical thinkers, problem solvers, visionaries, trend setters, and productive citizens as we prepare them for the next step in their educational journey.

Value Statement

We are One!

Table of Contents

- Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 5
- Student Achievement 6
- School Culture and Climate 9
- Staff Quality, Recruitment, and Retention 10
- Parent and Community Engagement 11
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 13
- Goals 15
- 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. 16
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 28
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 33
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 35
- State Compensatory 38
- Budget for Thornton Middle School 39
- Personnel for Thornton Middle School 39
- Title I Personnel 39
- Campus Funding Summary 40
- Addendums 42

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: The Academic Achievement Specialist gathered data from the previous years' local assessments and STAAR testing data. The Director of Instruction provided copies of the prior year CIP including the previous goals, problem statements, root cause statements, and strategies. The Thornton Instructional Leadership Team met to discuss the data and look for strengths and weaknesses revealed. Based on the observations, the previous CIP was reviewed and revisions to the goals were considered. Each instructional leader met with their respective grade level and content teams to review the problem statement and root cause analysis; some teams went through their own root cause analysis and problem statement process. New problem statements and root causes were proposed. Each team sent a representative to meet with their department to finalize the draft of the problem statement, root cause, and strategies to be proposed for input from the CPOC committee.

In summary, the comprehensive needs assessment denotes the following: Planning for student engagement and rigorous instruction are limited and not maximized to the fullest for our AA, ELL, and Sped students. The White student population has been overlooked during data digs and not intentionally planned for. We are not differentiating in planning to incorporate all levels of learning.

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

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

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

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

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

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

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

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

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

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and The Commons at Hollyhock Apartment Community.

Demographics

Demographics Summary

Total Enrollment is 1554 with 778 males and 776 females.

Hispanic 860

Am Ind 7

Asian 67

Black 499

Pai 3

White 88

Multi Race 30

ESL 137

Sped 147

Free/Reduced lunch 1262

Student Achievement

Student Achievement Summary

Due to COVID-19 in the 2020-21 school year and carried into 2020-2021, each campus was given the state accountability rating of Not Rated: Declared State of Disaster. However, federal accountability ratings (Targeted Support or Additional Targeted Support) from the 2018-19 school year will remain in place.

The indicators included in the Closing the Gaps domain of the 2018-19 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Targeted Support and Improvement in the following area(s): White (Academic Achievement reading, Academic Achievement Math, Student Success)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

91% of students participated in testing despite having both a face to face and virtual platform.

Math

For Math 6, the white group was 13% above the campus target for approaches, 13% above target for meets and 5% above the target for masters.

For Math 7, the white fell only 2% below target and sped fell only 5% below target in approaches.

For Math 7 masters, the All category fell only 2%, AA increased 1 % and Eco Dis fell only 1%.

Science 8 approaches fell less than 10% of the target for all demographics.

Science 5 meets LEP had 11% increase and sped 12% increase.

Science 8 masters was within 4% of the target for all and increase 2% of the target for LEP and a 9% increase for sped.

For Writing 7 approaches, AA increased 2% above the target and white maintained.

For Writing 7 meets, sped increased 1% above the target.

Social Studies 8 dropped 3% below the target.

Reading 6 increased 3% above the target for white, met the target for LEP in approaches category.

Reading 6 masters decreased by 1% of the target in all and ECO Dis but sped met the target.

Reading 7 approaches increased 23% above the target in white and 1% above the target for Sped.

Reading 8 approaches increased 1% above the target in all, met the eco dis target, increased LEP by 3% and met the AA target.

8th reading masters LEP increased by 12% of the target.

Reading 8 meets increased All 3% above target, 5% increase for Hispanic, 2% increase for AA, 3% increase for Eco Dis and LEP and 6% increase above the target for Sped.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Reading: Planning for student engagement and rigorous instruction are limited and not maximized to the fullest for our AA, EL, and SpEd students.

Root Cause: Reading: Lack of exposure to culturally relevant reading allowing for connections to text and exploration of student reading interests.

Problem Statement 2: Writing: There is a lack of explicit teaching of writing conventions/mechanics along with exposure to multiple genres of writing. **Root Cause:** Writing: Teachers lack resources, content knowledge, and intent to prioritize writing instruction when teaching dual platforms of face to face and virtual.

Problem Statement 3: Math: Rigorous planning is not consistently targeted for our EL, SpEd, and AA students. **Root Cause:** Math: We have not been intentional in pre-planning and planning for differentiation of all students including virtual learners.

Problem Statement 4: Science: There is a lack of implementing rigor consistently across the SPED and LEP populations. **Root Cause:** Science: We have not planned consistently for various learner styles, learning modes and special populations.

Problem Statement 5: Social Studies: We are not differentiating enough in planning to incorporate all of levels of learning on different platforms. **Root Cause:** Social Studies: We have not planned consistently and deliberately for all learning groups. I.e. (sped, K-level, horizon) We focused on the minimum requirements for achievement, instead of pushing all students to their highest level.

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

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

Problem Statement 8: Targeted Support and Improvement Reading (data based on 2018-19 identification): The campus do not meet our target of 60% of our white students

performing at the meets or masters level. **Root Cause:** Targeted Support and Improvement Reading: The campus is not effectively monitoring data to individualize instruction to maximize all student growth targets because staff did not understand the ESSA process.

Problem Statement 9: Targeted Support and Improvement Math (data based on 2018-19 identification): The campus white sub population did not meet the federal target of 59% meeting or exceeding passing rates on Math STAAR. **Root Cause:** Targeted Support and Improvement Math: The campus focus was not on communicating and highlighting the data for this sub population as it related to the federal accountability system.

School Culture and Climate

School Culture and Climate Strengths

Thornton has maintained an acceptable attendance rate despite challenges faced with COVID-19 and the implementation virtual learning. Our assistant principals, counselors and attendance officer routinely meet with students and parents about attendance. Restorative discipline has continued to be a focus for our discipline implementing more restorative circles with students when disagreements occur. Thornton has maintained to be a safe campus implementing all safety drills, maintaining and updating emergency operation plans, and welcoming assistance from our district PD in the form of an officer on campus full time and visiting officers throughout the year. This year, we have added a new team member, a behavior interventionist, and reworked what that job description looks like on our campus. In addition, a campus teacher allocation is utilized to provide for an administrator helping teacher position who also serves as our testing coordinator and 504 coordinator.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Intentional planning has not been done to acknowledge success of students and staff. **Root Cause:** School Culture and Climate: Staff members have not been involved in the planning and structure of Thornton events, their voices have not been heard.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

61% of Thornton staff members are considered to be in the minority. Staff is made up of diverse ethnicities. Over 35% of the staff has a Masters degree. More than 50% of the staff has over 5 years of experience with an average being 8 years of experience. Administrators attended career fairs at both the district level and outside of the district in an attempt to meet the potential staff. When interviewing new staff members, we take the approach of pulling in an interview panel from the various academic levels and coaching levels to see all aspects of the candidate. Professional development opportunities are not only offered by the district but also at the campus level. Fundamental 5 professional development is available to all staff members on campus and was utilized for a 7 hour CTE professional development. Blended Learning professional development is provided to staff members during working hours on campus multiple times a year as well as a summer session.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff members are not provided guidance on the specific professional development they should participate in. **Root Cause:** Teacher/Paraprofessional Attendance: Professional development is shared but conversations are not held with staff members about the benefits of the professional development to meet their growth areas.

Parent and Community Engagement

Parent and Community Engagement Strengths

The campus began to have an active group of parent volunteers, VIPS, during the 2018-19 and 2019-20 school year and it continued to grow in 2020-21. VIPS met monthly on campus. Community events were held including a Veteran's Ceremony, Tailgating Party and spring and fall curriculum engagement nights. Campus personnel were creative to hold these events online. In addition, the campus hosted parenting classes presented by the CFISD psychology department. Many parents attended the Open House fall night despite it being an online, zoom format. An electives fair occurred virtually in the spring and was attended by many incoming 6th graders and their families. The principal, AP and Counselor held parent nights at each feeder middle school to welcomed incoming families to our campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: We are not providing enough varied opportunities for our parents to be consistently involved. **Root Cause:** Parent and Community Engagement : We have a lack of systems in place to communicate and involve our parents on a virtual and remote platform because we have never had to engage online parents before.

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications 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.



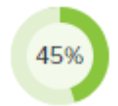
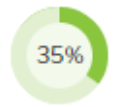
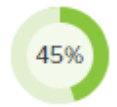
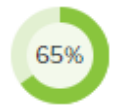
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results




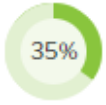


Summative Evaluation: Some progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Reading: Teachers will intentionally plan for reading instruction by modeling expectations for student responses by using culturally relevant reading and improving reading stamina and fluency.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Increased wait time for student thoughts and responses and providing multiple opportunities to reinforce skills.</p> <p>Increase vocabulary by teaching dictionary skills, pronunciation of words and teaching word part skills.</p> <p>Support students by meeting them where they are by scaffolding their learning.</p> <p>Increase student interest and engagement by growing a wide range of books based on Lexile level, interest, topic, and genre.</p> <p>Promote authentic literacy in the class by utilizing interactive journals.</p> <p>Grow leadership capacity through consultant with Lead Your School for effective planning practices.</p> <p>Temporary worker, reading interventionist, will work with students to perform interventions to assist students in meeting target goals.</p> <p>Additional Title I funded personnel</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals ELAR CCIS ELAR teachers Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Title I Salaries - Title I - \$192,900, Notebook Supplies - Title I - \$4,000, Classroom Libraries - Title I - \$3,000 , Temporary Worker - Title I - \$30,000, Lead your School (Lesa Cain) - Title I - \$20,000</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
|---|--|--|--|
| <p>Strategy 2: Writing: Teachers will intentionally plan for writing instruction by researching authentic, culturally relevant resources, and improving content knowledge.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Increase teacher modeling of conventions, mechanics, and multiple genres of writing.</p> <p>Increase student engagement by choosing culturally relevant material.</p> <p>Increase frequency of small groups to consistently monitor progress.</p> <p>Increase in student critical writing.</p> <p>Increase focus on grammar and mechanics.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals ELAR CCIS Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Classroom Student Writing Supplies - Title I - \$2,000</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Writing: Teachers will consistently confer with all students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Increase in teacher modeling, teacher conferring utilizing their notebook, and student-to-student revise & editing.</p> <p>Increase engagement using quick writes</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals ELAR CCIS ELAR teachers</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| <p>Strategy 4: Math: Teachers will consistently plan for hands-on and small group instruction (with a focus on EL, AA, SpEd) in order to provide differentiated support in the problem-solving process and skills.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Increase in Blended Learning opportunities in the classroom</p> <p>Consistent small group instruction</p> <p>Increase in student-to-student collaboration</p> <p>Provide critical writing opportunities</p> <p>Additional Title I funded personnel</p> <p>Temporary Worker math interventionist</p> <p>Work with Consultant M. Kish on planning for and incorporating Blended Learning lessons</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Math CCIS Math teachers</p> <p>Funding Sources: Title I Math Personnel - Title I - \$126,225, Temporary Worker Math Interventionist - Title I - \$30,000, Consultant M. Kish - Title I - \$25,000</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| <p>Strategy 5: Science: Teachers will consistently plan for hands-on small group activities, with an emphasis on vocabulary development through Interactive learning software, reading comprehension and student to student collaboration.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Implementation of Interactive software (educandy, quizzes, google slides for drag and drops, flashcards, legends of learning)</p> <p>Use of breakout rooms for small group student to student collaboration and blended learning.</p> <p>Work with Consultant M. Kish on planning for and incorporating Blended Learning lessons</p> <p>Legends of Learning Software with playlists adjusted to meet the needs of all learners.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Science CCIS Science teachers</p> <p>Funding Sources: Blended Learning Supplies - Title I - \$2,000</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Social Studies: By actively and consistently implementing Interactive Word Walls, teachers will plan for all students with an emphasis on vocabulary development.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Implementation of Interactive Word Walls from The Science Toolkit training</p> <p>Increase in culturally relevant learning connections, conversations. and writing opportunities.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Social Studies CCIS Social Studies teachers</p> <p>Funding Sources: Word Wall Supplies - Title I - \$2,000</p> | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| <p>Strategy 7: Dropout Prevention: The campus will work with families to keep all students actively engaged in the learning process.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Engage remote learners daily.</p> <p>Home visits to students who miss several days of school.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Registrar Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: reading, writing, math, science and social studies instruction one time per week built into the schedule and extended one period of the day. Mini lessons will be provided.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Reduce the instructional loss as a result of loss of direct instruction.</p> <p>Based on student performance, students will be identified by content specialist. Targeted students will be placed in small groups for focused remediation, both face to face and virtual.</p> <p>Students will be provided with motivational resources, incentives, or rewards as students' progress.</p> <p>CCIS are writing lessons to close the achievement gap based on current student deficiencies.</p> <p>Students are provided materials and resources such as folders, paper, subscriptions and other supplies as needed.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Academic Achievement Specialist CCIS Teachers</p> | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 9: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:</p> <ul style="list-style-type: none"> -AAUW conference Science Olympiad -NFPA-Fluid Power Challenge -Destination Imagination -Jason Argonaut Competition -Houston Bar Association Essay Contest -Support Campus Fine Arts Programs of Band, choir, art -STEAM Club -Girls in Coding -Explore UT Field Trip -Hispanic Forum Field Trip <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Encourage female students in STEM</p> <p>Allow students opportunities to experience success outside of the classroom</p> <p>Expose students to real world application opportunities</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Board Games for classrooms - Title I - \$2,400</p> | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| <p>Strategy 10: Deepen understanding of and address specific academic needs of the ED, AA and Sped student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Thornton will implement the following measures.</p> <p>Increase in usage of Fundamental 5 strategies</p> <p>Library books: Increase in on-level reading outside of school</p> <p>Engage in rigorous planning's, data digs, tutorials, and professional development</p> <p>Providing essential resources and materials utilized in instructional settings</p> <p>Out of State travel for staff to attend professional development conferences</p> <p>Meet or exceed the targets on the attached CIP target table.</p> <p>PBIS Rewards program</p> <p>Students will be provided with motivational resources, incentives, or rewards.</p> <p>Providing school supplies and materials for academic success.</p> <p>Provide outreach opportunities for parents, families, and students.</p> <p>Providing Mentoring Program.</p> <p>Provide a variety of student interest clubs.</p> <p>Advisory Lessons available for use with Face to Face and Connect students</p> <p>After school tutorial program both face to face and virtual.</p> <p>Reading bike program in Library</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> | Formative | | |
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Funding Sources: Lead Your School (Sean Cain) - Title I - \$20,000, Library Books - Title I - \$1,000, Instructional Supplies - Title I - \$40,000, Planning, Data Digs, Tutorials, Professional Development - Title I - \$10,000, Out of State Travel - Title I - \$10,000, PBIS Rewards - Title I - \$3,516, Lead Your School Lesa Cain - Title I - \$15,000, Increase in usage of Fundamental 5 Strategies - Title I - \$15,000, Provide outreach opportunities for parents and families by hosting Open House - Title I - \$5,000, Snacks for Mentor Program - Title I - \$750, After School tutorial pay - Title I - \$30,000, Club meeting snacks - Title I - \$750, Backpacks for all students - Title I - \$12,000



No Progress



Accomplished



Continue/Modify
















Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: Students will be invited to participate in after school tutorials with a focus on ELAR and Math deficiencies. After attending tutorials students then will have the opportunity to participate in one of the following physical activities: Soccer, basketball, football, and track and field, etc...</p> <p>Strategy's Expected Result/Impact: Students attending the 2021-2022 Tutorials will have a 98% in attendance for each semester and will show a 15-20% growth from their previous STAAR and/or DPM exams.</p> <p>Staff Responsible for Monitoring: Principal AAS Director of Instruction</p> <p>Funding Sources: Extra Duty Pay for accelerated instruction after school - ESSER III - \$40,000, Sports Equipment - ESSER III - \$500</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Students will be invited to participate in Saturday school tutorials with a focus on Reading, Math and Science deficiencies.</p> <p>Strategy's Expected Result/Impact: Students attending the 2021-2022 Saturday school opportunities will show a 15-20% growth from their previous STAAR and/or DPM exams.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Extra duty pay and snacks for Saturday accelerated instruction - ESSER III - \$59,500</p> | Formative | | |
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| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Counselors will be available after school to meet with groups of students</p> <p>Strategy's Expected Result/Impact: Students attending small groups will show a 25% increase in attendance and 25% decrease in discipline from the previous year</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data




| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Provide additional support to at-risk students by providing mailed parent communications with academic and attendance updates. Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table Staff Responsible for Monitoring: Principal, Director of Instruction Funding Sources: Supplies and Extra Duty Pay - Special Allotment: Compensatory Education - \$2,400</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide additional support to at-risk students by providing after school tutorials. Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables Staff Responsible for Monitoring: Principal Funding Sources: Supplies - Special Allotment: Compensatory Education - \$500, Extra Duty Pay - Special Allotment: Compensatory Education - \$3,100</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide additional support to at-risk students by providing after-school staff support for intervention tutorials. Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table Staff Responsible for Monitoring: Principal, Classroom Teachers, Director of Instruction, AAS Funding Sources: Supplies and Extra Duty Pay - Special Allotment: Compensatory Education - \$2,998</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <p> No Progress Accomplished Continue/Modify Discontinue </p> | | | |








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 4: Targeted Support and Improvement: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Student Success 58%)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data











| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: Targeted Support and Improvement Reading:</p> <ul style="list-style-type: none"> -Principal will explain, monitor, and make any necessary adjustments according to ESSA. -Necessary professional development and resources will be provided to support teachers with drilling down for each student, -After school data digs that are agenda driven with an emphasis on all small pops. -Ongoing consultant support with follow-up action plans provided -Appraisers will monitor data, attend plannings, data digs, and conferences with teachers consistently. -Training staff on how to interpret and analyze data including historical and demographic. <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers</p> <p>Targeted Support Strategy</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |

| Strategy 2 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 2: Targeted Support and Improvement Math: -CCIS/Appraisers will communicate in an effective and timely manner. (ESSA, Targets, etc)</p> <p>-Planning agenda will focus on tracking all targets</p> <p>-Planning time provided to collaborate and respond to data by providing interventions.</p> <p>-Training staff on how to interpret and analyze data including historical and demographic.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.








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

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Campus Safety: We will enforce the following layers of safety:</p> <ul style="list-style-type: none"> - Clear backpacks - Student ID badges - Staff ID badges - Reduction of entry/exit points - Reduction and awareness of visitors in the building - Primary and secondary reunification sites <p>Strategy's Expected Result/Impact: 100% students and staff will know the layers of safety.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 95.8%.










Evaluation Data Sources: Student attendance records




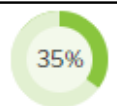
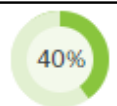
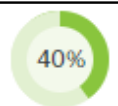




| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: Student Attendance: Campus wide student incentive boosters will be provided through PBIS.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98.8%.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Behavior Interventionist Academic Achievement Specialist CCIS</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports








| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Restorative Discipline: Positive Behavior reinforcers will be utilized more frequently to reduce incident frequency. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>PBIS Boosters utilized</p> <p>Mediations with administrators</p> <p>Utilize break out rooms for remote learners</p> <p>Revamping the Behavior Interventionist position</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: In School Suspensions for Sped AA students will be reduced by 10% by increasing restorative sessions with students facilitated by campus administrators. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Out of School Suspensions: We will increase restorative sessions with students and parents/guardians. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 25%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |

| Strategy 4 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: We will continue to foster stronger relationships with parents/guardians to better understand our students.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 25%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Behavior Interventionist</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Violence Prevention: the campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 25%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Behavior Interventionist</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

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

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








Evaluation Data Sources: Lesson plans

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-2022 school year, teacher/paraprofessional attendance will increase by 2%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Teacher/Paraprofessional Attendance: Increased frequency of staff morale events.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Develop a stronger staff morale committee.</p> <p>Assign Leaders to designated roles in the staff morale area.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <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 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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




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











| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: High-Quality Professional Development: ESL Study groups, GT certification opportunities, implementing fundamental 5 strategies, and Blended Learner sessions with a consultant are all opportunities available to staff.</p> <p>Strategy's Expected Result/Impact: Additional Staff members acquire their GT certification</p> <p>Additional staff members become ESL certified</p> <p>Blended learning classrooms provide for more differentiation of student needs</p> <p>Staff are better equipped to meet the emotional needs of the students</p> <p>Staff Responsible for Monitoring: Director of Instruction</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 20%.

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

| Strategy 1 Details | Formative Reviews | | |
|--|--|--|--|
| <p>Strategy 1: Parent and Family Engagement: We will consistently communicate and afford opportunities for parents to be actively involved. Such opportunities include but are not limited to:</p> <ul style="list-style-type: none"> -4 CPOC meetings -Morning and afternoon Principal Coffee Sessions -Open House with Title I parent meeting -Patriot Express/Meet the Teacher -Electives Night -Fall Curriculum Night -Spring Curriculum Night -Support provided for the English for Parents community program -College Academy Parent Informational Meetings -Family Board Game Night -Blended Learning Consultant Parent Meeting -Mail out of information <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%.</p> <p>100% of parents have the opportunity attend a meeting at a time that best suits their needs. Additional Title I Personnel- translation support</p> <p>Parent events will be provided in a virtual format</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff</p> <p>Funding Sources: Materials and Snacks - Title I - \$10,000, Teacher Extra Pay for Community Events - Title I - \$5,000, Translator support salary - Title I - \$28,200, Blended Learning Parent Night consultant - Title I - \$900, Communication Mailouts - Special Allotment: Compensatory Education - \$3,500</p> | Formative | | |
| | Nov | Feb | May |
| |  <p>35%</p> |  <p>55%</p> |  <p>60%</p> |

| Strategy 2 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): The Commons at Hollyhock Apartment Community.</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Documentation of these can be found in the Title I online crates.</p> <p>Such opportunities include but are not limited to:</p> <ul style="list-style-type: none"> -4 CPOC meetings -Morning and afternoon Principal Coffee Sessions -Open House with Title I parent meeting -Monthly VIPs Meetings <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 20% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

State Compensatory

Budget for Thornton Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Thornton Middle School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------|-------------------------------------|------------|
| 1 position | Core Content Area Interventionist | 1 |
| 1 position | Testing Coordinator | 1 |
| 1 position | DI Helping Teacher | 1 |
| 2 positions | AAS | 1 |
| 4 positions | Content Curriculum Instr Specialist | 1 |
| 7 positions | Teacher | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|------------------------|----------------------|------------|
| Staff | 7th grade ELAR Teacher | Class Size Reduction | 1 |
| Staff | 7th grade ELAR Teacher | Class Size Reduction | 1 |
| Staff | 6th grade Math Teacher | Class Size Reduction | 1 |
| Staff | 6th grade Math Teacher | Class Size Reduction | 1 |
| Staff | 8th grade ELAR Teacher | Class Size Reduction | 1 |
| Staff | Paraprofessional | Translator | 1 |

Campus Funding Summary

| ESSER III | | | | | |
|------------------|-----------|----------|---|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Sports Equipment | | \$500.00 |
| 1 | 2 | 1 | Extra Duty Pay for accelerated instruction after school | | \$40,000.00 |
| 1 | 2 | 2 | Extra duty pay and snacks for Saturday accelerated instruction | | \$59,500.00 |
| Sub-Total | | | | | \$100,000.00 |
| Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Lead your School (Lesa Cain) | | \$20,000.00 |
| 1 | 1 | 1 | Title I Salaries | | \$192,900.00 |
| 1 | 1 | 1 | Temporary Worker | | \$30,000.00 |
| 1 | 1 | 1 | Notebook Supplies | | \$4,000.00 |
| 1 | 1 | 1 | Classroom Libraries | | \$3,000.00 |
| 1 | 1 | 2 | Classroom Student Writing Supplies | | \$2,000.00 |
| 1 | 1 | 4 | Temporary Worker Math Interventionist | | \$30,000.00 |
| 1 | 1 | 4 | Title I Math Personnel | | \$126,225.00 |
| 1 | 1 | 4 | Consultant M. Kish | | \$25,000.00 |
| 1 | 1 | 5 | Blended Learning Supplies | | \$2,000.00 |
| 1 | 1 | 6 | Word Wall Supplies | | \$2,000.00 |
| 1 | 1 | 9 | Board Games for classrooms | | \$2,400.00 |
| 1 | 1 | 10 | Lead Your School Lesa Cain | | \$15,000.00 |
| 1 | 1 | 10 | Lead Your School (Sean Cain) | | \$20,000.00 |
| 1 | 1 | 10 | Snacks for Mentor Program | | \$750.00 |
| 1 | 1 | 10 | Backpacks for all students | | \$12,000.00 |
| 1 | 1 | 10 | Instructional Supplies | | \$40,000.00 |
| 1 | 1 | 10 | Increase in usage of Fundamental 5 Strategies | | \$15,000.00 |
| 1 | 1 | 10 | Library Books | | \$1,000.00 |
| 1 | 1 | 10 | Planning, Data Digs, Tutorials, Professional Development | | \$10,000.00 |
| 1 | 1 | 10 | Provide outreach opportunities for parents and families by hosting Open House | | \$5,000.00 |

| Title I | | | | | |
|---|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 10 | Club meeting snacks | | \$750.00 |
| 1 | 1 | 10 | PBIS Rewards | | \$3,516.00 |
| 1 | 1 | 10 | Out of State Travel | | \$10,000.00 |
| 1 | 1 | 10 | After School tutorial pay | | \$30,000.00 |
| 4 | 1 | 1 | Translator support salary | | \$28,200.00 |
| 4 | 1 | 1 | Teacher Extra Pay for Community Events | | \$5,000.00 |
| 4 | 1 | 1 | Blended Learning Parent Night consultant | | \$900.00 |
| 4 | 1 | 1 | Materials and Snacks | | \$10,000.00 |
| Sub-Total | | | | | \$646,641.00 |
| Special Allotment: Compensatory Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Supplies and Extra Duty Pay | | \$2,400.00 |
| 1 | 3 | 2 | Supplies | | \$500.00 |
| 1 | 3 | 2 | Extra Duty Pay | | \$3,100.00 |
| 1 | 3 | 3 | Supplies and Extra Duty Pay | | \$2,998.00 |
| Sub-Total | | | | | \$8,998.00 |
| Special Allotment: Compensatory Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 1 | Communication Mailouts | | \$3,500.00 |
| Sub-Total | | | | | \$3,500.00 |

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 | Thornton | All | 459 | 309 | 67% | 79% | 12% | 484 | 273 | 56% |
| Math | 6 | Thornton | Hispanic | 265 | 179 | 68% | 80% | 12% | 276 | 147 | 53% |
| Math | 6 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 6 | Thornton | Asian | 21 | 19 | 90% | 93% | 3% | 24 | 18 | 75% |
| Math | 6 | Thornton | African Am. | 136 | 81 | 60% | 73% | 13% | 145 | 78 | 54% |
| Math | 6 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 6 | Thornton | White | 27 | 25 | 93% | 96% | 3% | 27 | 20 | 74% |
| Math | 6 | Thornton | Two or More | 8 | 4 | 50% | 92% | 42% | 9 | 7 | 78% |
| Math | 6 | Thornton | Eco. Dis. | 345 | 221 | 64% | 79% | 15% | 387 | 213 | 55% |
| Math | 6 | Thornton | LEP Current | 78 | 38 | 49% | 58% | 9% | 130 | 54 | 42% |
| Math | 6 | Thornton | At-Risk | 339 | 206 | 61% | 64% | 3% | 362 | 184 | 51% |
| Math | 6 | Thornton | SPED | 42 | 14 | 33% | 44% | 11% | 64 | 15 | 23% |
| Math | 7 | Thornton | All | 452 | 220 | 49% | 71% | 22% | 507 | 312 | 62% |
| Math | 7 | Thornton | Hispanic | 250 | 126 | 50% | 73% | 23% | 284 | 172 | 61% |
| Math | 7 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 7 | Thornton | Asian | 25 | 24 | 96% | 98% | 2% | 25 | 23 | 92% |
| Math | 7 | Thornton | African Am. | 146 | 55 | 38% | 66% | 28% | 152 | 81 | 53% |
| Math | 7 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 7 | Thornton | White | 17 | 11 | 65% | 68% | 3% | 30 | 26 | 87% |
| Math | 7 | Thornton | Two or More | 11 | 3 | 27% | 70% | 43% | 10 | 6 | 60% |
| Math | 7 | Thornton | Eco. Dis. | 350 | 161 | 46% | 69% | 23% | 411 | 241 | 59% |
| Math | 7 | Thornton | LEP Current | 42 | 6 | 14% | 46% | 32% | 95 | 40 | 42% |
| Math | 7 | Thornton | At-Risk | 250 | 93 | 37% | 40% | 3% | 361 | 192 | 53% |
| Math | 7 | Thornton | SPED | 39 | 11 | 28% | 33% | 5% | 47 | 16 | 34% |
| Math | 8 | Thornton | All | 308 | 148 | 48% | 87% | 39% | 319 | 170 | 53% |
| Math | 8 | Thornton | Hispanic | 165 | 77 | 47% | 90% | 43% | 171 | 95 | 56% |
| Math | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 8 | Thornton | Asian | 7 | 5 | 71% | 74% | 3% | 5 | 3 | 60% |
| Math | 8 | Thornton | African Am. | 110 | 49 | 45% | 83% | 38% | 118 | 59 | 50% |
| Math | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 8 | Thornton | White | 19 | 11 | 58% | 81% | 23% | 9 | 5 | 56% |
| Math | 8 | Thornton | Two or More | 6 | 6 | 100% | 100% | 0% | 13 | 7 | 54% |
| Math | 8 | Thornton | Eco. Dis. | 239 | 110 | 46% | 85% | 39% | 265 | 136 | 51% |
| Math | 8 | Thornton | LEP Current | 35 | 10 | 29% | 74% | 45% | 54 | 24 | 44% |
| Math | 8 | Thornton | At-Risk | 220 | 95 | 43% | 46% | 3% | 265 | 127 | 48% |
| Math | 8 | Thornton | SPED | 34 | 10 | 29% | 60% | 31% | 38 | 9 | 24% |
| Reading | 6 | Thornton | All | 468 | 299 | 64% | 67% | 3% | 483 | 301 | 62% |
| Reading | 6 | Thornton | Hispanic | 270 | 170 | 63% | 66% | 3% | 275 | 177 | 64% |
| Reading | 6 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 6 | Thornton | Asian | 22 | 17 | 77% | 86% | 9% | 24 | 16 | 67% |
| Reading | 6 | Thornton | African Am. | 139 | 84 | 60% | 63% | 3% | 145 | 78 | 54% |
| Reading | 6 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 6 | Thornton | White | 27 | 20 | 74% | 77% | 3% | 27 | 23 | 85% |
| Reading | 6 | Thornton | Two or More | 8 | 6 | 75% | 83% | 8% | 9 | 6 | 67% |
| Reading | 6 | Thornton | Eco. Dis. | 352 | 220 | 63% | 66% | 3% | 386 | 233 | 60% |
| Reading | 6 | Thornton | LEP Current | 80 | 25 | 31% | 34% | 3% | 130 | 58 | 45% |
| Reading | 6 | Thornton | At-Risk | 347 | 198 | 57% | 60% | 3% | 361 | 204 | 57% |
| Reading | 6 | Thornton | SPED | 43 | 8 | 19% | 23% | 4% | 64 | 19 | 30% |
| Reading | 7 | Thornton | All | 450 | 329 | 73% | 76% | 3% | 505 | 410 | 81% |
| Reading | 7 | Thornton | Hispanic | 250 | 184 | 74% | 79% | 5% | 283 | 227 | 80% |
| Reading | 7 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 7 | Thornton | Asian | 25 | 25 | 100% | 100% | 0% | 25 | 23 | 92% |

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 | Thornton | African Am. | 144 | 94 | 65% | 68% | 3% | 151 | 122 | 81% |
| Reading | 7 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 7 | Thornton | White | 17 | 16 | 94% | 97% | 3% | 30 | 26 | 87% |
| Reading | 7 | Thornton | Two or More | 11 | 8 | 73% | 76% | 3% | 10 | 7 | 70% |
| Reading | 7 | Thornton | Eco. Dis. | 349 | 244 | 70% | 73% | 3% | 409 | 327 | 80% |
| Reading | 7 | Thornton | LEP Current | 41 | 11 | 27% | 36% | 9% | 95 | 52 | 55% |
| Reading | 7 | Thornton | At-Risk | 248 | 151 | 61% | 64% | 3% | 361 | 276 | 76% |
| Reading | 7 | Thornton | SPED | 39 | 14 | 36% | 39% | 3% | 47 | 21 | 45% |
| Reading | 8 | Thornton | All | 504 | 410 | 81% | 89% | 8% | 509 | 444 | 87% |
| Reading | 8 | Thornton | Hispanic | 276 | 232 | 84% | 89% | 5% | 279 | 240 | 86% |
| Reading | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 8 | Thornton | Asian | 18 | 17 | 94% | 97% | 3% | 25 | 24 | 96% |
| Reading | 8 | Thornton | African Am. | 167 | 125 | 75% | 87% | 12% | 166 | 145 | 87% |
| Reading | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 8 | Thornton | White | 32 | 27 | 84% | 91% | 7% | 19 | 18 | 95% |
| Reading | 8 | Thornton | Two or More | 9 | 7 | 78% | 100% | 22% | 15 | 12 | 80% |
| Reading | 8 | Thornton | Eco. Dis. | 385 | 306 | 79% | 89% | 10% | 406 | 352 | 87% |
| Reading | 8 | Thornton | LEP Current | 37 | 16 | 43% | 58% | 15% | 57 | 33 | 58% |
| Reading | 8 | Thornton | At-Risk | 290 | 211 | 73% | 76% | 3% | 368 | 307 | 83% |
| Reading | 8 | Thornton | SPED | 34 | 12 | 35% | 63% | 28% | 40 | 22 | 55% |
| Science | 8 | Thornton | All | 495 | 352 | 71% | 81% | 10% | 512 | 375 | 73% |
| Science | 8 | Thornton | Hispanic | 273 | 194 | 71% | 82% | 11% | 280 | 208 | 74% |
| Science | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 8 | Thornton | Asian | 18 | 16 | 89% | 92% | 3% | 25 | 23 | 92% |
| Science | 8 | Thornton | African Am. | 165 | 111 | 67% | 76% | 9% | 168 | 114 | 68% |
| Science | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 8 | Thornton | White | 29 | 23 | 79% | 87% | 8% | 19 | 15 | 79% |
| Science | 8 | Thornton | Two or More | 8 | 7 | 88% | 100% | 12% | 15 | 11 | 73% |
| Science | 8 | Thornton | Eco. Dis. | 379 | 266 | 70% | 80% | 10% | 409 | 288 | 70% |
| Science | 8 | Thornton | LEP Current | 36 | 13 | 36% | 42% | 6% | 56 | 25 | 45% |
| Science | 8 | Thornton | At-Risk | 282 | 168 | 60% | 63% | 3% | 369 | 247 | 67% |
| Science | 8 | Thornton | SPED | 32 | 10 | 31% | 43% | 12% | 39 | 17 | 44% |
| Social Studies | 8 | Thornton | All | 496 | 231 | 47% | 63% | 16% | 511 | 262 | 51% |
| Social Studies | 8 | Thornton | Hispanic | 277 | 126 | 45% | 64% | 19% | 280 | 140 | 50% |
| Social Studies | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Thornton | Asian | 18 | 14 | 78% | 86% | 8% | 25 | 22 | 88% |
| Social Studies | 8 | Thornton | African Am. | 164 | 69 | 42% | 54% | 12% | 167 | 77 | 46% |
| Social Studies | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Thornton | White | 27 | 16 | 59% | 83% | 24% | 19 | 13 | 68% |
| Social Studies | 8 | Thornton | Two or More | 8 | 6 | 75% | 86% | 11% | 15 | 7 | 47% |
| Social Studies | 8 | Thornton | Eco. Dis. | 376 | 167 | 44% | 60% | 16% | 407 | 199 | 49% |
| Social Studies | 8 | Thornton | LEP Current | 37 | 4 | 11% | 23% | 12% | 57 | 12 | 21% |
| Social Studies | 8 | Thornton | At-Risk | 284 | 92 | 32% | 35% | 3% | 367 | 147 | 40% |
| Social Studies | 8 | Thornton | SPED | 32 | 8 | 25% | 33% | 8% | 39 | 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 | |
|---------|-------|----------|---------------|-------------|------------|-----|--------------------------------------|-----------------|-------------|------------|-----|
| | | | | | # | % | | | | # | % |
| Math | 6 | Thornton | All | 459 | 143 | 31% | 39% | 8% | 484 | 112 | 23% |
| Math | 6 | Thornton | Hispanic | 265 | 77 | 29% | 39% | 10% | 276 | 55 | 20% |
| Math | 6 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 6 | Thornton | Asian | 21 | 12 | 57% | 60% | 3% | 24 | 12 | 50% |
| Math | 6 | Thornton | African Am. | 136 | 37 | 27% | 36% | 9% | 145 | 30 | 21% |
| Math | 6 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 6 | Thornton | White | 27 | 15 | 56% | 59% | 3% | 27 | 13 | 48% |
| Math | 6 | Thornton | Two or More | 8 | 2 | 25% | 58% | 33% | 9 | 1 | 11% |
| Math | 6 | Thornton | Eco. Dis. | 345 | 98 | 28% | 38% | 10% | 387 | 77 | 20% |
| Math | 6 | Thornton | LEP Current | 78 | 9 | 12% | 23% | 11% | 130 | 17 | 13% |
| Math | 6 | Thornton | At-Risk | 339 | 80 | 24% | 27% | 3% | 362 | 58 | 16% |
| Math | 6 | Thornton | SPED | 42 | 2 | 5% | 10% | 5% | 64 | 1 | 2% |
| Math | 7 | Thornton | All | 452 | 93 | 21% | 36% | 15% | 507 | 168 | 33% |
| Math | 7 | Thornton | Hispanic | 250 | 53 | 21% | 35% | 14% | 284 | 94 | 33% |
| Math | 7 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 7 | Thornton | Asian | 25 | 16 | 64% | 73% | 9% | 25 | 16 | 64% |
| Math | 7 | Thornton | African Am. | 146 | 19 | 13% | 30% | 17% | 152 | 37 | 24% |
| Math | 7 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 7 | Thornton | White | 17 | 4 | 24% | 46% | 22% | 30 | 16 | 53% |
| Math | 7 | Thornton | Two or More | 11 | 1 | 9% | 40% | 31% | 10 | 4 | 40% |
| Math | 7 | Thornton | Eco. Dis. | 350 | 63 | 18% | 33% | 15% | 411 | 133 | 32% |
| Math | 7 | Thornton | LEP Current | 42 | 1 | 2% | 15% | 13% | 95 | 14 | 15% |
| Math | 7 | Thornton | At-Risk | 250 | 33 | 13% | 16% | 3% | 361 | 87 | 24% |
| Math | 7 | Thornton | SPED | 39 | 3 | 8% | 14% | 6% | 47 | 2 | 4% |
| Math | 8 | Thornton | All | 308 | 47 | 15% | 45% | 30% | 319 | 46 | 14% |
| Math | 8 | Thornton | Hispanic | 165 | 21 | 13% | 48% | 35% | 171 | 19 | 11% |
| Math | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 8 | Thornton | Asian | 7 | 2 | 29% | 57% | 28% | 5 | 2 | 40% |
| Math | 8 | Thornton | African Am. | 110 | 19 | 17% | 41% | 24% | 118 | 21 | 18% |
| Math | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 8 | Thornton | White | 19 | 4 | 21% | 33% | 12% | 9 | 2 | 22% |
| Math | 8 | Thornton | Two or More | 6 | 1 | 17% | 20% | 3% | 13 | 2 | 15% |
| Math | 8 | Thornton | Eco. Dis. | 239 | 33 | 14% | 45% | 31% | 265 | 37 | 14% |
| Math | 8 | Thornton | LEP Current | 35 | 6 | 17% | 32% | 15% | 54 | 5 | 9% |
| Math | 8 | Thornton | At-Risk | 220 | 27 | 12% | 15% | 3% | 265 | 30 | 11% |
| Math | 8 | Thornton | SPED | 34 | 2 | 6% | 11% | 5% | 38 | 3 | 8% |

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 | Thornton | All | 468 | 137 | 29% | 35% | 6% | 483 | 158 | 33% |
| Reading | 6 | Thornton | Hispanic | 270 | 75 | 28% | 33% | 5% | 275 | 89 | 32% |
| Reading | 6 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 6 | Thornton | Asian | 22 | 11 | 50% | 59% | 9% | 24 | 12 | 50% |
| Reading | 6 | Thornton | African Am. | 139 | 38 | 27% | 32% | 5% | 145 | 39 | 27% |
| Reading | 6 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 6 | Thornton | White | 27 | 9 | 33% | 43% | 10% | 27 | 14 | 52% |
| Reading | 6 | Thornton | Two or More | 8 | 4 | 50% | 67% | 17% | 9 | 4 | 44% |
| Reading | 6 | Thornton | Eco. Dis. | 352 | 95 | 27% | 32% | 5% | 386 | 114 | 30% |
| Reading | 6 | Thornton | LEP Current | 80 | 5 | 6% | 10% | 4% | 130 | 22 | 17% |
| Reading | 6 | Thornton | At-Risk | 347 | 77 | 22% | 25% | 3% | 361 | 90 | 25% |
| Reading | 6 | Thornton | SPED | 43 | 1 | 2% | 7% | 5% | 64 | 7 | 11% |
| Reading | 7 | Thornton | All | 450 | 190 | 42% | 46% | 4% | 505 | 291 | 58% |
| Reading | 7 | Thornton | Hispanic | 250 | 109 | 44% | 47% | 3% | 283 | 157 | 55% |
| Reading | 7 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 7 | Thornton | Asian | 25 | 21 | 84% | 87% | 3% | 25 | 18 | 72% |
| Reading | 7 | Thornton | African Am. | 144 | 46 | 32% | 41% | 9% | 151 | 84 | 56% |
| Reading | 7 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 7 | Thornton | White | 17 | 9 | 53% | 56% | 3% | 30 | 22 | 73% |
| Reading | 7 | Thornton | Two or More | 11 | 4 | 36% | 50% | 14% | 10 | 7 | 70% |
| Reading | 7 | Thornton | Eco. Dis. | 349 | 139 | 40% | 43% | 3% | 409 | 223 | 55% |
| Reading | 7 | Thornton | LEP Current | 41 | 3 | 7% | 10% | 3% | 95 | 26 | 27% |
| Reading | 7 | Thornton | At-Risk | 248 | 73 | 29% | 32% | 3% | 361 | 175 | 48% |
| Reading | 7 | Thornton | SPED | 39 | 6 | 15% | 18% | 3% | 47 | 10 | 21% |
| Reading | 8 | Thornton | All | 504 | 254 | 50% | 53% | 3% | 509 | 311 | 61% |
| Reading | 8 | Thornton | Hispanic | 276 | 144 | 52% | 55% | 3% | 279 | 175 | 63% |
| Reading | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 8 | Thornton | Asian | 18 | 14 | 78% | 81% | 3% | 25 | 22 | 88% |
| Reading | 8 | Thornton | African Am. | 167 | 73 | 44% | 47% | 3% | 166 | 90 | 54% |
| Reading | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 8 | Thornton | White | 32 | 18 | 56% | 59% | 3% | 19 | 13 | 68% |
| Reading | 8 | Thornton | Two or More | 9 | 5 | 56% | 86% | 30% | 15 | 8 | 53% |
| Reading | 8 | Thornton | Eco. Dis. | 385 | 191 | 50% | 53% | 3% | 406 | 241 | 59% |
| Reading | 8 | Thornton | LEP Current | 37 | 4 | 11% | 14% | 3% | 57 | 15 | 26% |
| Reading | 8 | Thornton | At-Risk | 290 | 92 | 32% | 35% | 3% | 368 | 190 | 52% |
| Reading | 8 | Thornton | SPED | 34 | 4 | 12% | 15% | 3% | 40 | 10 | 25% |

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 | Thornton | All | 495 | 186 | 38% | 46% | 8% | 512 | 204 | 40% |
| Science | 8 | Thornton | Hispanic | 273 | 102 | 37% | 47% | 10% | 280 | 115 | 41% |
| Science | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 8 | Thornton | Asian | 18 | 13 | 72% | 77% | 5% | 25 | 21 | 84% |
| Science | 8 | Thornton | African Am. | 165 | 52 | 32% | 35% | 3% | 168 | 51 | 30% |
| Science | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 8 | Thornton | White | 29 | 16 | 55% | 61% | 6% | 19 | 11 | 58% |
| Science | 8 | Thornton | Two or More | 8 | 3 | 38% | 100% | 62% | 15 | 4 | 27% |
| Science | 8 | Thornton | Eco. Dis. | 379 | 131 | 35% | 44% | 9% | 409 | 148 | 36% |
| Science | 8 | Thornton | LEP Current | 36 | 7 | 19% | 22% | 3% | 56 | 10 | 18% |
| Science | 8 | Thornton | At-Risk | 282 | 70 | 25% | 28% | 3% | 369 | 106 | 29% |
| Science | 8 | Thornton | SPED | 32 | 6 | 19% | 22% | 3% | 39 | 4 | 10% |
| Social Studies | 8 | Thornton | All | 496 | 87 | 18% | 26% | 8% | 511 | 86 | 17% |
| Social Studies | 8 | Thornton | Hispanic | 277 | 48 | 17% | 24% | 7% | 280 | 38 | 14% |
| Social Studies | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Thornton | Asian | 18 | 5 | 28% | 73% | 45% | 25 | 16 | 64% |
| Social Studies | 8 | Thornton | African Am. | 164 | 23 | 14% | 21% | 7% | 167 | 28 | 17% |
| Social Studies | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Thornton | White | 27 | 8 | 30% | 37% | 7% | 19 | 3 | 16% |
| Social Studies | 8 | Thornton | Two or More | 8 | 3 | 38% | 57% | 19% | 15 | 1 | 7% |
| Social Studies | 8 | Thornton | Eco. Dis. | 376 | 62 | 16% | 23% | 7% | 407 | 64 | 16% |
| Social Studies | 8 | Thornton | LEP Current | 37 | 1 | 3% | 6% | 3% | 57 | 2 | 4% |
| Social Studies | 8 | Thornton | At-Risk | 284 | 22 | 8% | 11% | 3% | 367 | 31 | 8% |
| Social Studies | 8 | Thornton | SPED | 32 | 2 | 6% | 9% | 3% | 39 | 3 | 8% |

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 | Thornton | All | 459 | 54 | 12% | 16% | 4% | 484 | 30 | 6% |
| Math | 6 | Thornton | Hispanic | 265 | 34 | 13% | 16% | 3% | 276 | 12 | 4% |
| Math | 6 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 6 | Thornton | Asian | 21 | 4 | 19% | 41% | 22% | 24 | 7 | 29% |
| Math | 6 | Thornton | African Am. | 136 | 9 | 7% | 14% | 7% | 145 | 7 | 5% |
| Math | 6 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 6 | Thornton | White | 27 | 6 | 22% | 25% | 3% | 27 | 4 | 15% |
| Math | 6 | Thornton | Two or More | 8 | 1 | 13% | 25% | 12% | 9 | 0 | 0% |
| Math | 6 | Thornton | Eco. Dis. | 345 | 38 | 11% | 16% | 5% | 387 | 21 | 5% |
| Math | 6 | Thornton | LEP Current | 78 | 1 | 1% | 4% | 3% | 130 | 6 | 5% |
| Math | 6 | Thornton | At-Risk | 339 | 26 | 8% | 11% | 3% | 362 | 18 | 5% |
| Math | 6 | Thornton | SPED | 42 | 0 | 0% | 3% | 3% | 64 | 0 | 0% |
| Math | 7 | Thornton | All | 452 | 37 | 8% | 11% | 3% | 507 | 75 | 15% |
| Math | 7 | Thornton | Hispanic | 250 | 16 | 6% | 10% | 4% | 284 | 35 | 12% |
| Math | 7 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 7 | Thornton | Asian | 25 | 12 | 48% | 51% | 3% | 25 | 10 | 40% |
| Math | 7 | Thornton | African Am. | 146 | 9 | 6% | 9% | 3% | 152 | 17 | 11% |
| Math | 7 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 7 | Thornton | White | 17 | 0 | 0% | 17% | 17% | 30 | 10 | 33% |
| Math | 7 | Thornton | Two or More | 11 | 0 | 0% | 10% | 10% | 10 | 3 | 30% |
| Math | 7 | Thornton | Eco. Dis. | 350 | 21 | 6% | 9% | 3% | 411 | 58 | 14% |
| Math | 7 | Thornton | LEP Current | 42 | 1 | 2% | 5% | 3% | 95 | 6 | 6% |
| Math | 7 | Thornton | At-Risk | 250 | 12 | 5% | 8% | 3% | 361 | 32 | 9% |
| Math | 7 | Thornton | SPED | 39 | 0 | 0% | 3% | 3% | 47 | 2 | 4% |
| Math | 8 | Thornton | All | 308 | 1 | 0% | 4% | 4% | 319 | 6 | 2% |
| Math | 8 | Thornton | Hispanic | 165 | 1 | 1% | 4% | 3% | 171 | 3 | 2% |
| Math | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 8 | Thornton | Asian | 7 | 0 | 0% | 14% | 14% | 5 | 1 | 20% |
| Math | 8 | Thornton | African Am. | 110 | 0 | 0% | 3% | 3% | 118 | 2 | 2% |
| Math | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 8 | Thornton | White | 19 | 0 | 0% | 11% | 11% | 9 | 0 | 0% |
| Math | 8 | Thornton | Two or More | 6 | 0 | 0% | 3% | 3% | 13 | 0 | 0% |
| Math | 8 | Thornton | Eco. Dis. | 239 | 0 | 0% | 5% | 5% | 265 | 5 | 2% |
| Math | 8 | Thornton | LEP Current | 35 | 1 | 3% | 5% | 2% | 54 | 0 | 0% |
| Math | 8 | Thornton | At-Risk | 220 | 1 | 0% | 3% | 3% | 265 | 3 | 1% |
| Math | 8 | Thornton | SPED | 34 | 0 | 0% | 3% | 3% | 38 | 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 | Thornton | All | 468 | 59 | 13% | 17% | 4% | 483 | 79 | 16% |
| Reading | 6 | Thornton | Hispanic | 270 | 28 | 10% | 14% | 4% | 275 | 44 | 16% |
| Reading | 6 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 6 | Thornton | Asian | 22 | 8 | 36% | 39% | 3% | 24 | 7 | 29% |
| Reading | 6 | Thornton | African Am. | 139 | 17 | 12% | 15% | 3% | 145 | 23 | 16% |
| Reading | 6 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 6 | Thornton | White | 27 | 4 | 15% | 23% | 8% | 27 | 5 | 19% |
| Reading | 6 | Thornton | Two or More | 8 | 2 | 25% | 50% | 25% | 9 | 0 | 0% |
| Reading | 6 | Thornton | Eco. Dis. | 352 | 44 | 13% | 17% | 4% | 386 | 54 | 14% |
| Reading | 6 | Thornton | LEP Current | 80 | 2 | 3% | 6% | 3% | 130 | 5 | 4% |
| Reading | 6 | Thornton | At-Risk | 347 | 30 | 9% | 12% | 3% | 361 | 38 | 11% |
| Reading | 6 | Thornton | SPED | 43 | 1 | 2% | 5% | 3% | 64 | 1 | 2% |
| Reading | 7 | Thornton | All | 450 | 103 | 23% | 26% | 3% | 505 | 188 | 37% |
| Reading | 7 | Thornton | Hispanic | 250 | 54 | 22% | 25% | 3% | 283 | 94 | 33% |
| Reading | 7 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 7 | Thornton | Asian | 25 | 16 | 64% | 67% | 3% | 25 | 15 | 60% |
| Reading | 7 | Thornton | African Am. | 144 | 25 | 17% | 23% | 6% | 151 | 57 | 38% |
| Reading | 7 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 7 | Thornton | White | 17 | 5 | 29% | 33% | 4% | 30 | 15 | 50% |
| Reading | 7 | Thornton | Two or More | 11 | 3 | 27% | 50% | 23% | 10 | 6 | 60% |
| Reading | 7 | Thornton | Eco. Dis. | 349 | 71 | 20% | 23% | 3% | 409 | 142 | 35% |
| Reading | 7 | Thornton | LEP Current | 41 | 0 | 0% | 1% | 1% | 95 | 8 | 8% |
| Reading | 7 | Thornton | At-Risk | 248 | 28 | 11% | 14% | 3% | 361 | 96 | 27% |
| Reading | 7 | Thornton | SPED | 39 | 1 | 3% | 6% | 3% | 47 | 6 | 13% |
| Reading | 8 | Thornton | All | 504 | 95 | 19% | 24% | 5% | 509 | 199 | 39% |
| Reading | 8 | Thornton | Hispanic | 276 | 47 | 17% | 24% | 7% | 279 | 106 | 38% |
| Reading | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 8 | Thornton | Asian | 18 | 7 | 39% | 50% | 11% | 25 | 16 | 64% |
| Reading | 8 | Thornton | African Am. | 167 | 29 | 17% | 20% | 3% | 166 | 59 | 36% |
| Reading | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 8 | Thornton | White | 32 | 8 | 25% | 28% | 3% | 19 | 10 | 53% |
| Reading | 8 | Thornton | Two or More | 9 | 4 | 44% | 57% | 13% | 15 | 6 | 40% |
| Reading | 8 | Thornton | Eco. Dis. | 385 | 64 | 17% | 22% | 5% | 406 | 149 | 37% |
| Reading | 8 | Thornton | LEP Current | 37 | 2 | 5% | 8% | 3% | 57 | 7 | 12% |
| Reading | 8 | Thornton | At-Risk | 290 | 15 | 5% | 8% | 3% | 368 | 103 | 28% |
| Reading | 8 | Thornton | SPED | 34 | 1 | 3% | 7% | 4% | 40 | 5 | 13% |

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 | Thornton | All | 495 | 72 | 15% | 19% | 4% | 512 | 74 | 14% |
| Science | 8 | Thornton | Hispanic | 273 | 40 | 15% | 18% | 3% | 280 | 37 | 13% |
| Science | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 8 | Thornton | Asian | 18 | 7 | 39% | 59% | 20% | 25 | 15 | 60% |
| Science | 8 | Thornton | African Am. | 165 | 18 | 11% | 14% | 3% | 168 | 18 | 11% |
| Science | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 8 | Thornton | White | 29 | 6 | 21% | 41% | 20% | 19 | 3 | 16% |
| Science | 8 | Thornton | Two or More | 8 | 1 | 13% | 57% | 44% | 15 | 0 | 0% |
| Science | 8 | Thornton | Eco. Dis. | 379 | 49 | 13% | 18% | 5% | 409 | 55 | 13% |
| Science | 8 | Thornton | LEP Current | 36 | 2 | 6% | 9% | 3% | 56 | 1 | 2% |
| Science | 8 | Thornton | At-Risk | 282 | 12 | 4% | 7% | 3% | 369 | 26 | 7% |
| Science | 8 | Thornton | SPED | 32 | 3 | 9% | 12% | 3% | 39 | 1 | 3% |
| Social Studies | 8 | Thornton | All | 496 | 38 | 8% | 13% | 5% | 511 | 45 | 9% |
| Social Studies | 8 | Thornton | Hispanic | 277 | 21 | 8% | 11% | 3% | 280 | 20 | 7% |
| Social Studies | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Thornton | Asian | 18 | 3 | 17% | 41% | 24% | 25 | 10 | 40% |
| Social Studies | 8 | Thornton | African Am. | 164 | 9 | 5% | 9% | 4% | 167 | 13 | 8% |
| Social Studies | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Thornton | White | 27 | 5 | 19% | 22% | 3% | 19 | 1 | 5% |
| Social Studies | 8 | Thornton | Two or More | 8 | 0 | 0% | 43% | 43% | 15 | 1 | 7% |
| Social Studies | 8 | Thornton | Eco. Dis. | 376 | 27 | 7% | 12% | 5% | 407 | 37 | 9% |
| Social Studies | 8 | Thornton | LEP Current | 37 | 1 | 3% | 6% | 3% | 57 | 2 | 4% |
| Social Studies | 8 | Thornton | At-Risk | 284 | 7 | 2% | 5% | 3% | 367 | 14 | 4% |
| Social Studies | 8 | Thornton | SPED | 32 | 1 | 3% | 6% | 3% | 39 | 2 | 5% |

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.