

Cypress-Fairbanks Independent School District

Truitt Middle School

2021-2022 Campus Improvement Plan



Mission Statement

Truitt Middle School will create a safe and engaging environment to prepare our students for their future academic, behavioral, and social demands.

Vision

To prepare students to be successful in high school.

P.A.C.K.

Pride

Accountability

Cooperation

Kindness

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: We collected and analyzed our data regarding assessments, attendance, and behavioral to determine and prioritize the needs, identify root causes, and implement strategies to meet those needs.

In summary, the comprehensive needs assessment denotes the following: Student data assessments show that our English Learners and Special Education Students are struggling in all grade levels in the four content areas. We must implement strategies in the classroom to ensure that all students are learning, and we are meeting each individual need to be academically successful. We must provide quality first time instruction by coaching our teachers on the "how" to implement strategies to close the learning gap.

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, Truitt Facebook, and Twitter.

Student Achievement

Student Achievement Strengths

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

8th Reading:All (+2)

Algebra EOC: 99% passing with 71% meeting at the Master level.

The following strengths were identified based on a review of the 2021-2022 TELPAS data:

TELPAS Progress Rate: EL Current (+5)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Economically Disadvantaged, SPED, Hispanic and LEP populations struggled in all grade levels. **Root Cause:** Reading: LEP and SPED strategies are not being purposefully planned for consistently and carried out with fidelity

Problem Statement 2: Writing: SPED and LEP populations are lower than all other sub populations. **Root Cause:** Writing: Lack of writing experiences provided.

Problem Statement 3: Math:SPED performance overall is the lowest. **Root Cause:** Math:Lack of training in modifying daily work and assessments.

Problem Statement 4: Science:LEP population performance is the lowest. **Root Cause:** Science:Lack of differentiation in the classroom. For example: vocabulary, anchor charts, etc

Problem Statement 5: Social Studies:LEP performance is the lowest. **Root Cause:** Social Studies:Lack of LEP strategies which need to be implemented into lesson plans.

Problem Statement 6: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The continuation of COVID-19 in 20-21 and the implications of modified instructional methods necessitated by the need for continuation of remote learning.

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

School Culture and Climate

School Culture and Climate Strengths

Student attendance: Truitt's ADA number was 91% for 2020-2021.

Hispanic	91%
Asian	99%
AA	91%
White	90%
Two or More Races	91%
Am. Ind	99%

Restorative discipline: PBIS has become a daily routine for staff and students with morning Building Better Relationship time being added to 1st period. We hold all students accountable with the alignment of the PBIS matrix. Therefore, PBIS has become the campus norm. The behavioral specialist will spend time in rooms of new and experienced staff to guide them in using classroom management strategies.

Campus safety: With the implementation of PBIS, BBR, and Restorative Discipline, we have continued to see positive impacts. With the support of our Behavioral Specialist, we at Truitt are committed to creating an environment in which all staff and students are safe.

From August 2020 to March 2021, the following were improvements compared to the previous year same time:

- 1) Refusal to adult directive/request decreased.
- 2) Language/gestures-cusing, shouting, w/adult decreased.
- 3) Inappropriate physical contact with peer decreased.
- 4) Skipping/Truancy violations decreased.
- 5) Tardies to class decreased.
- 6) Not attending discipline assignment went down.

The 2021 EBS Survey was completed by 141 out of 146 staff members. The following were strengths noted in the survey.

- 96% of respondents agree that there is positively and clearly stated school-wide student expectations.
- 94% of respondents agree that procedures are in place to address emergency situations.
- 94% of respondents agree that there expected student behaviors and routines are taught in the classroom.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: There is a lack of professional communication regarding feedback, recognition, and collaboration. **Root Cause:** School Culture and Climate: There is an absence of personal acknowledgement and partnership opportunities to problem solve.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We will focus on quality recruitment for our Truitt staff. We will assign new staff members a mentor to ensure that teachers are supported. Each month the new teachers meet to discuss any concerns or issues. Core teachers are also supported with curriculum and coaching by a Campus Content Instructional Specialist.

Professional Development: Truitt supports all teachers through collaborative planning times and dates, in which the Campus Curriculum Instructional Specialist and an administrator is present. We will provide high-quality professional development through resources such as Lead You School, ESL strategies, Schoology, Special Education training on IEP and Data Collection, and CCIS coaching teachers on quality first time instruction.

Teacher/Paraprofessional attendance: Truitt Middle School's staff attendance rate for 2020-2021 school year was 2020 total absences with only 1451 of those absences requiring a substitute. 867 were unfilled and covered by Administration and Campus Content Instructional Support.

Employee Perception Survey 2020-2021

All areas of our employee perception survey increased from the 2018-2019 to the 2020-2021 school year.

- 96% of participants agree that opportunities for professional growth are available.
- 99% of participants agree that procedures have been implemented to keep them safe at work.
- 99% of participants believe that quality work is expected of them.
- 96% of participants believe that information related to their job is accessible.
- 96% of participants believe they are clear about their job responsibilities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: A high percentage of staff are entering multiple absences throughout the year. **Root Cause:** Teacher/Paraprofessional Attendance: We are not cultivating strong enough relationships with the staff to increase their attendance accountability and COVID related absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

No Parent survey was completed for the 2020-2021 school year. Data from the 2019-2020 will continue to be used to set campus goals.

According to the 2019-2020 Title 1 Parent Survey:

- 49% of respondents reported that Truitt provides parents with opportunities to share feedback and ideas regarding the school's parent and family engagement program and activities as "Quite well" as 26% of respondents reported "Extremely well."
- Parents would like to see parental involvement funds used for parent workshops and technology resources.
- Parents would like to have more information on how to get involved decision making and the academic achievement of their child.
- The majority of parents reports that school leadership foster an environment for all stakeholders to work to together in improve student achievement.
- The majority of parents found activities (Open House, Literacy Night, etc.) as "Extremely valuable."

The following methods are used to foster the school to home partnership:

- Curriculum Nights
- Title 1 Parent Meetings
- Home Access Center
- School Messenger
- Houston Food Bank Backpack Program
- Campus Facebook Page
- Campus Website
- Twitter
- Monthly School Newsletter
- CPOC Meetings
- Posting of school events through our televisions located on our campus and the marquee.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: There is low parent participation in school related activities. **Root Cause:** Parent and Community Engagement : The school needs to find other ways to communicate school information to parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices







Goals













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













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











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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: ELA and Reading teachers will plan for and implement strategies that support SPED and English Learners daily to include chunking lessons, conferring, using a closing each day (Lead Your School-Fundamental 5)</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Checkpoints. Improved EL performance on all four TELPAS domains. 100% of teachers will work in the Power Zone and use effective teaching strategies.</p> <p>Staff Responsible for Monitoring: ELAR/ESL teachers ELAR CCISs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: Read180 consumable books - Title I - \$3,000, Library books - Title I - \$5,000, Share session and staff development - Title I - \$6,000, Title 1 subs - Title I - \$3,000, Lead Your School - Title I - \$32,000, Student Scholarships - Title I - \$2,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading/ELA: ELA and Reading teachers will plan for and implement conferring strategies for all students. This includes Read 180 that serves as an intensive reading intervention.</p> <p>Strategy's Expected Result/Impact: Improved academic performance on STAAR, DPM, and Checkpoints. Improved reading levels.</p> <p>Staff Responsible for Monitoring: ELAR teachers ELAR CCISs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Language Arts teachers will teach and implement prewriting strategies to help students connect to the writing prompt.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on DPM and classroom assessments. Improved EL performance on TELPAS Writing.</p> <p>Staff Responsible for Monitoring: ELAR/ESL teachers ELAR CCISs</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Writing: Language Arts teachers will confer with all students multiple times a year to guide their discussions about the development of ideas and the ability to follow a common thread throughout the composition.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increased quality of student writing. Improved academic performance on DPM and class assessments. Improved EL performance on TELPAS writing.</p> <p>Staff Responsible for Monitoring: ELAR/ESL teachers ELAR CCISs</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math: Math and SPED teachers will plan for and implement strategies that support all students, with the focus on EL and SPED, daily.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Checkpoints. Increased use of supplemental aids and calculators.</p> <p>Staff Responsible for Monitoring: Math teachers SPED teachers Math CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Science: Science teachers will plan for and implement strategies that support EL as well as all student groups.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Checkpoints.</p> <p>Staff Responsible for Monitoring: Science teachers Science CCIS</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Social Studies: Social Studies will plan for and implement strategies that support EL as well as all student groups.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Checkpoints.</p> <p>Staff Responsible for Monitoring: Social Studies teachers Social Studies CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Dropout Prevention: Meeting the needs of all students that are at the risk of not graduating by utilizing the Behavioral Specialist, AASs, AP, Grade level Counselor, and Principal.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at 0%. Students will consistently meet academic and behavioral goals. Improved academic performance on STAAR, DPM, and Checkpoints. All students will increase their reading Lexiles by 100%+.</p> <p>Staff Responsible for Monitoring: Principal DI APs BI AAS Counselors Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Building Better Relationships (Social emotional lessons), PBIS lessons, UIL Athletics and Athletic Programs, UIL Fine Arts and programs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of Closing the Gap: targeted instruction each day that includes small group instruction in Language Arts, Math, Science, and Social Studies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal DI AAS CCISs Teachers</p>	Formative		
	Nov	Feb	May
			











Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Deepen understanding of and address specific academic needs of the English Learners and SPED student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Truitt expects to see improved academic performance on STAAR, DPM, and Checkpoints for each strategy below:</p> <ol style="list-style-type: none"> Snacks will be provided to students attending extended day after school tutorials. Reading Interventionist will help develop proficient reading skills and contribute to students' academic growth. Math Interventionist will provide instruction and support by providing targeted specific needs to students who are struggling academically in Math. Testing Coordinator/Math Interventionist will work with the school's administration and faculty in developing, understanding and communicating assessment protocols and schedules in order to generate effective responses to the school/students' needs and to ensure the best possible testing environment. Instructional supplies will be purchased for students and teachers to assist the campus in meeting the needs, goals and objectives in the CIP. Extended tutorials/extra duty pay will increase student performance and achievement by attending after school targeted tutorials. <p>Staff Responsible for Monitoring: Principal DI APs CCISs Teachers/Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Snacks - Title I - \$6,000, Reading Interventionist - Title I - \$62,000, Math Interventionist - Title I - \$48,000, Supplies and materials - Title I - \$51,810, Extra-duty pay - Title I - \$19,655</p>	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Class size reduction teachers: One Math and two Social Studies teachers to provide smaller classes to meet the individual student needs.</p> <p>Strategy's Expected Result/Impact: Improved academic performance on STAAR, DPM, and Checkpoints. Narrow the achievement gap.</p> <p>Staff Responsible for Monitoring: Principals DI AAS CCISs Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Four teachers - Title I - \$346,500</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Extended day tutoring: EDT will begin week of September 13th and continue through April, Tuesday-Thursday . We will begin with all students who had a failing yearly average in a core content for 20-21. Once we begin checkpoints and district assessments, we will begin inviting more students to attend.</p> <p>Strategy's Expected Result/Impact: 70% of students attending will get passing scores on assessments by the end of the first semester. We will reassess to make sure 80% are passing by the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, DI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: After school tutorials - Title I - \$8,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Class size reduction teacher: Create a 7th grade blocked ELAR/Workshop class. This class would be for students in need of intense targeted instruction, ESL, STAAR failures. It would be taught by one of my strongest ELAR teacher.</p> <p>Strategy's Expected Result/Impact: All students in this class will have a 70% passing rate on BM, Checkpoints, STAAR by May 2022.</p> <p>Staff Responsible for Monitoring: Principal, DI</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  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 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

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide targeted tutorials and supplies to students who were unsuccessful on STAAR tests for the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Increase passing rates on all STAAR tests</p> <p>Staff Responsible for Monitoring: DI CCIS AAS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: Supplies - Special Allotment: Compensatory Education - \$5,508</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 2021-2022 school year, 100% of the district's safety policies will be implemented.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Continued implementation of PBIS during staff trainings, monthly faculty meetings, monthly PBIS meetings, weekly student BBR lessons, and Student Code of Conduct.</p> <p>Strategy's Expected Result/Impact: 100% of staff and students engage in common language and expectations as outlined by PBIS matrix.</p> <p>Staff Responsible for Monitoring: Principal APs BI PBIS committee</p> <p>Funding Sources: PBIS Rewards - Title I - \$3,500</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 Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-2022 school year, student attendance will be at 1%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Excessive absences will be reviewed weekly. We will make parent contact to address the excessive absences.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96.2%.</p> <p>Staff Responsible for Monitoring: Registrar APs Teachers</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 2021-2022 school year, discipline referrals and exclusionary discipline actions will be decreased by 25%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Student behavior will be addressed using continuum. Teachers were trained in the use of PBIS strategies and on the continuum at the beginning of the school year. Teachers will make first parent contact and document prior to submitting an office referral.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 25%.</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: Through the utilization of restorative practices, individual student contracts and schoolwide PBIS, Truitt will decrease SPED DMC of African American students by 10%.</p> <p>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 APs BI</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Assistant Principals will use various restorative discipline practices to keep students on campus and will consider mitigating factors when suspend-able offenses occur. Suspensions will be used as a last resort. Our Behavior Interventionist will work with students needing additional support and provide professional development in the area of classroom management/relationships for teachers and staff members.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 30%.</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: Restorative practices will be used when working with African American students to resolve discipline and prevent DAEP placement.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 30%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Student Code of Conduct meeting takes place in the first month of school and reviewed in January, PBIS and initiatives, and staff will be in hallways during each passing period.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Principal APs BI</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-2022 school year, 100% of the students will have the opportunity to participate in coordinated school health activities and their evaluation.

Evaluation Data Sources: Lesson plans

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Coordinated School Health Strategies: Students will participate in Fitnessgram. Strategy's Expected Result/Impact: Students will make healthier choices and meet Fitnessgram goals. Staff Responsible for Monitoring: Physical Education Coaches	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 1: Teacher/Paraprofessional Attendance: By the end of the 2021-2022 school year, teacher/paraprofessional attendance will increase to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for perfect attendance monthly.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%.</p> <p>Staff Responsible for Monitoring: Principal DI, APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher/Paraprofessional feedback, collaboration, and recognition: Staff will receive feedback and teacher appreciation throughout the year.</p> <p>Strategy's Expected Result/Impact: Feedback, recognition, and collaboration with teachers and paraprofessionals will increase to 98%.</p> <p>Staff Responsible for Monitoring: Principal DI, APs</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Ensure that Teachers are receiving High-Quality Professional Development: By the end of the 2021-2022 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Lead Your School, ESL Strategies, Dyslexia Training, Schoology, DI/CCIS Coaching, How to Read an IEP and Data Collection and Know your Roll.</p> <p>Strategy's Expected Result/Impact: Small group instruction implementation How data correlates to student growth 1st time instruction Meeting the needs of Subpops Meeting the needs of Connect students Getting to know your students Creating anchor charts</p> <p>Staff Responsible for Monitoring: Principal DI/DIHT AAS CCISs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Long Term Subs - Title I - \$1,500</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 2021-2022 school year, parent and family engagement will increase by 50%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: A monthly newsletter will be sent out to include a message from the principal, various departments, upcoming events and important dates. Campus social media (Facebook, Twitter, etc.) will also be used to showcase events as well as all important information and updates.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%.</p> <p>Staff Responsible for Monitoring: Principal Media Specialist Campus secretary</p> <p>Funding Sources: Smores Newsletter - Title I - \$149, Tardy Calculator - Title I - \$5,600</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Truitt Facebook and Twitter.</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 DI</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. Title 1 Meetings: September 9, 6-8:30 pm, Meet the Teacher Curriculum Night: September 9, 2021, CPOC Meetings: October 7, 2021, November 30th, 2022, February 28th, 2022 and May 3, 2022. Family Art night (TBA, Band, Choir, Orchestra, and Theater Arts performances).</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 30% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal DI</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Truitt Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Truitt Middle School

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Interventionist	Reading	.5
Staff	Interventionist	Math	.5

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Read180 consumable books		\$3,000.00
1	1	1	Student Scholarships		\$2,000.00
1	1	1	Lead Your School		\$32,000.00
1	1	1	Title 1 subs		\$3,000.00
1	1	1	Library books		\$5,000.00
1	1	1	Share session and staff development		\$6,000.00
1	1	11	Supplies and materials		\$51,810.00
1	1	11	Extra-duty pay		\$19,655.00
1	1	11	Reading Interventionist		\$62,000.00
1	1	11	Math Interventionist		\$48,000.00
1	1	11	Snacks		\$6,000.00
1	1	12	Four teachers		\$346,500.00
1	2	1	After school tutorials		\$8,000.00
2	1	1	PBIS Rewards		\$3,500.00
3	2	1	Long Term Subs		\$1,500.00
4	1	1	Smores Newsletter		\$149.00
4	1	1	Tardy Calculator		\$5,600.00
Sub-Total					\$603,714.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$5,508.00
Sub-Total					\$5,508.00

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	Truitt	All	444	282	64%	64%	0%	437	260	59%
Math	6	Truitt	Hispanic	284	179	63%	63%	0%	282	152	54%
Math	6	Truitt	Am. Indian	8	5	63%	63%	0%	7	4	57%
Math	6	Truitt	Asian	40	34	85%	85%	0%	32	31	97%
Math	6	Truitt	African Am.	69	32	46%	46%	0%	74	40	54%
Math	6	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Truitt	White	34	26	76%	76%	0%	33	24	73%
Math	6	Truitt	Two or More	9	6	67%	67%	0%	8	8	100%
Math	6	Truitt	Eco. Dis.	331	195	59%	59%	0%	349	194	56%
Math	6	Truitt	LEP Current	117	41	35%	35%	0%	146	57	39%
Math	6	Truitt	At-Risk	345	197	57%	57%	0%	351	186	53%
Math	6	Truitt	SPED	56	22	39%	39%	0%	54	17	31%
Math	7	Truitt	All	400	228	57%	57%	0%	504	287	57%
Math	7	Truitt	Hispanic	246	128	52%	52%	0%	327	178	54%
Math	7	Truitt	Am. Indian	7	5	71%	71%	0%	7	1	14%
Math	7	Truitt	Asian	37	34	92%	92%	0%	40	36	90%
Math	7	Truitt	African Am.	67	30	45%	45%	0%	79	38	48%
Math	7	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Truitt	White	36	27	75%	75%	0%	38	27	71%
Math	7	Truitt	Two or More	7	4	57%	57%	0%	13	7	54%
Math	7	Truitt	Eco. Dis.	299	160	54%	54%	0%	386	204	53%
Math	7	Truitt	LEP Current	84	27	32%	32%	0%	131	35	27%
Math	7	Truitt	At-Risk	234	104	44%	44%	0%	378	191	51%
Math	7	Truitt	SPED	40	12	30%	30%	0%	64	24	38%
Math	8	Truitt	All	321	193	60%	60%	0%	306	188	61%
Math	8	Truitt	Hispanic	222	129	58%	58%	0%	202	127	63%
Math	8	Truitt	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Truitt	Asian	17	14	82%	82%	0%	13	12	92%
Math	8	Truitt	African Am.	60	34	57%	57%	0%	66	33	50%
Math	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Truitt	White	15	11	73%	73%	0%	18	11	61%
Math	8	Truitt	Two or More	7	5	71%	71%	0%	6	4	67%
Math	8	Truitt	Eco. Dis.	257	150	58%	58%	0%	257	158	61%
Math	8	Truitt	LEP Current	81	31	38%	38%	0%	97	48	49%
Math	8	Truitt	At-Risk	237	125	53%	53%	0%	254	154	61%
Math	8	Truitt	SPED	37	18	49%	49%	0%	52	20	38%
Reading	6	Truitt	All	443	258	58%	58%	0%	438	284	65%
Reading	6	Truitt	Hispanic	283	161	57%	57%	0%	282	171	61%
Reading	6	Truitt	Am. Indian	8	6	75%	75%	0%	7	5	71%
Reading	6	Truitt	Asian	40	32	80%	80%	0%	32	29	91%
Reading	6	Truitt	African Am.	69	32	46%	46%	0%	74	45	61%
Reading	6	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Truitt	White	34	21	62%	62%	0%	34	26	76%
Reading	6	Truitt	Two or More	9	6	67%	67%	0%	8	7	88%
Reading	6	Truitt	Eco. Dis.	331	171	52%	52%	0%	349	214	61%
Reading	6	Truitt	LEP Current	117	31	26%	26%	0%	146	62	42%
Reading	6	Truitt	At-Risk	345	176	51%	51%	0%	351	203	58%
Reading	6	Truitt	SPED	56	8	14%	14%	0%	54	13	24%
Reading	7	Truitt	All	406	292	72%	72%	0%	502	396	79%
Reading	7	Truitt	Hispanic	248	168	68%	68%	0%	326	252	77%
Reading	7	Truitt	Am. Indian	7	6	86%	86%	0%	7	6	86%
Reading	7	Truitt	Asian	39	38	97%	97%	0%	40	34	85%

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	Truitt	African Am.	69	45	65%	65%	0%	79	59	75%
Reading	7	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Truitt	White	36	31	86%	86%	0%	37	34	92%
Reading	7	Truitt	Two or More	7	4	57%	57%	0%	13	11	85%
Reading	7	Truitt	Eco. Dis.	303	210	69%	69%	0%	385	294	76%
Reading	7	Truitt	LEP Current	87	31	36%	36%	0%	131	74	56%
Reading	7	Truitt	At-Risk	236	136	58%	58%	0%	377	287	76%
Reading	7	Truitt	SPED	40	12	30%	30%	0%	64	26	41%
Reading	8	Truitt	All	449	351	78%	78%	0%	468	394	84%
Reading	8	Truitt	Hispanic	296	222	75%	75%	0%	285	236	83%
Reading	8	Truitt	Am. Indian	*	*	*	*	*	6	6	100%
Reading	8	Truitt	Asian	42	41	98%	98%	0%	42	40	95%
Reading	8	Truitt	African Am.	72	53	74%	74%	0%	87	72	83%
Reading	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Truitt	White	30	26	87%	87%	0%	37	30	81%
Reading	8	Truitt	Two or More	9	9	100%	100%	0%	11	10	91%
Reading	8	Truitt	Eco. Dis.	346	262	76%	76%	0%	358	295	82%
Reading	8	Truitt	LEP Current	85	37	44%	44%	0%	104	63	61%
Reading	8	Truitt	At-Risk	277	186	67%	67%	0%	325	258	79%
Reading	8	Truitt	SPED	39	19	49%	49%	0%	53	29	55%
Science	8	Truitt	All	445	304	68%	68%	0%	470	337	72%
Science	8	Truitt	Hispanic	292	187	64%	64%	0%	286	197	69%
Science	8	Truitt	Am. Indian	*	*	*	*	*	6	5	83%
Science	8	Truitt	Asian	41	38	93%	93%	0%	42	38	90%
Science	8	Truitt	African Am.	73	45	62%	62%	0%	87	57	66%
Science	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Truitt	White	30	28	93%	93%	0%	38	33	87%
Science	8	Truitt	Two or More	9	6	67%	67%	0%	11	7	64%
Science	8	Truitt	Eco. Dis.	344	222	65%	65%	0%	360	247	69%
Science	8	Truitt	LEP Current	82	23	28%	28%	0%	104	47	45%
Science	8	Truitt	At-Risk	275	153	56%	56%	0%	327	212	65%
Science	8	Truitt	SPED	39	15	38%	38%	0%	55	19	35%
Social Studies	8	Truitt	All	442	267	60%	60%	0%	469	305	65%
Social Studies	8	Truitt	Hispanic	291	163	56%	56%	0%	285	167	59%
Social Studies	8	Truitt	Am. Indian	*	*	*	*	*	6	6	100%
Social Studies	8	Truitt	Asian	41	36	88%	88%	0%	42	39	93%
Social Studies	8	Truitt	African Am.	73	40	55%	55%	0%	87	54	62%
Social Studies	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	White	28	22	79%	79%	0%	38	31	82%
Social Studies	8	Truitt	Two or More	9	6	67%	67%	0%	11	8	73%
Social Studies	8	Truitt	Eco. Dis.	343	193	56%	56%	0%	359	216	60%
Social Studies	8	Truitt	LEP Current	82	20	24%	24%	0%	104	33	32%
Social Studies	8	Truitt	At-Risk	274	128	47%	47%	0%	326	184	56%
Social Studies	8	Truitt	SPED	39	12	31%	31%	0%	55	22	40%

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

2021-22 Meets CIP Targets

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Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	6	Truitt	All	444	131	30%	30%	0%	437	121	28%
Math	6	Truitt	Hispanic	284	72	25%	25%	0%	282	56	20%
Math	6	Truitt	Am. Indian	8	1	13%	13%	0%	7	1	14%
Math	6	Truitt	Asian	40	26	65%	65%	0%	32	23	72%
Math	6	Truitt	African Am.	69	15	22%	22%	0%	74	16	22%
Math	6	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Truitt	White	34	15	44%	44%	0%	33	19	58%
Math	6	Truitt	Two or More	9	2	22%	22%	0%	8	5	63%
Math	6	Truitt	Eco. Dis.	331	79	24%	24%	0%	349	81	23%
Math	6	Truitt	LEP Current	117	6	5%	5%	0%	146	13	9%
Math	6	Truitt	At-Risk	345	81	23%	23%	0%	351	70	20%
Math	6	Truitt	SPED	56	5	9%	9%	0%	54	5	9%
Math	7	Truitt	All	400	98	25%	25%	0%	504	154	31%
Math	7	Truitt	Hispanic	246	43	17%	17%	0%	327	90	28%
Math	7	Truitt	Am. Indian	7	3	43%	43%	0%	7	1	14%
Math	7	Truitt	Asian	37	27	73%	73%	0%	40	26	65%
Math	7	Truitt	African Am.	67	8	12%	12%	0%	79	16	20%
Math	7	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Truitt	White	36	14	39%	39%	0%	38	17	45%
Math	7	Truitt	Two or More	7	3	43%	43%	0%	13	4	31%
Math	7	Truitt	Eco. Dis.	299	58	19%	19%	0%	386	100	26%
Math	7	Truitt	LEP Current	84	5	6%	6%	0%	131	8	6%
Math	7	Truitt	At-Risk	234	29	12%	12%	0%	378	89	24%
Math	7	Truitt	SPED	40	2	5%	5%	0%	64	6	9%
Math	8	Truitt	All	321	86	27%	27%	0%	306	70	23%
Math	8	Truitt	Hispanic	222	55	25%	25%	0%	202	46	23%
Math	8	Truitt	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Truitt	Asian	17	10	59%	59%	0%	13	8	62%
Math	8	Truitt	African Am.	60	15	25%	25%	0%	66	12	18%
Math	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Truitt	White	15	3	20%	20%	0%	18	4	22%
Math	8	Truitt	Two or More	7	3	43%	43%	0%	6	0	0%
Math	8	Truitt	Eco. Dis.	257	62	24%	24%	0%	257	57	22%
Math	8	Truitt	LEP Current	81	9	11%	11%	0%	97	16	16%
Math	8	Truitt	At-Risk	237	45	19%	19%	0%	254	53	21%
Math	8	Truitt	SPED	37	5	14%	14%	0%	52	3	6%

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Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Truitt	All	443	123	28%	28%	0%	438	163	37%
Reading	6	Truitt	Hispanic	283	67	24%	24%	0%	282	91	32%
Reading	6	Truitt	Am. Indian	8	3	38%	38%	0%	7	2	29%
Reading	6	Truitt	Asian	40	23	58%	58%	0%	32	23	72%
Reading	6	Truitt	African Am.	69	16	23%	23%	0%	74	21	28%
Reading	6	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Truitt	White	34	12	35%	35%	0%	34	20	59%
Reading	6	Truitt	Two or More	9	2	22%	22%	0%	8	5	63%
Reading	6	Truitt	Eco. Dis.	331	73	22%	22%	0%	349	110	32%
Reading	6	Truitt	LEP Current	117	5	4%	4%	0%	146	21	14%
Reading	6	Truitt	At-Risk	345	72	21%	21%	0%	351	103	29%
Reading	6	Truitt	SPED	56	1	2%	2%	0%	54	5	9%
Reading	7	Truitt	All	406	193	48%	48%	0%	502	274	55%
Reading	7	Truitt	Hispanic	248	102	41%	41%	0%	326	172	53%
Reading	7	Truitt	Am. Indian	7	5	71%	71%	0%	7	5	71%
Reading	7	Truitt	Asian	39	32	82%	82%	0%	40	29	73%
Reading	7	Truitt	African Am.	69	27	39%	39%	0%	79	36	46%
Reading	7	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Truitt	White	36	24	67%	67%	0%	37	24	65%
Reading	7	Truitt	Two or More	7	3	43%	43%	0%	13	8	62%
Reading	7	Truitt	Eco. Dis.	303	132	44%	44%	0%	385	190	49%
Reading	7	Truitt	LEP Current	87	8	9%	9%	0%	131	37	28%
Reading	7	Truitt	At-Risk	236	64	27%	27%	0%	377	188	50%
Reading	7	Truitt	SPED	40	5	13%	13%	0%	64	15	23%
Reading	8	Truitt	All	449	215	48%	48%	0%	468	263	56%
Reading	8	Truitt	Hispanic	296	135	46%	46%	0%	285	147	52%
Reading	8	Truitt	Am. Indian	*	*	*	*	*	6	6	100%
Reading	8	Truitt	Asian	42	31	74%	74%	0%	42	34	81%
Reading	8	Truitt	African Am.	72	23	32%	32%	0%	87	46	53%
Reading	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Truitt	White	30	22	73%	73%	0%	37	26	70%
Reading	8	Truitt	Two or More	9	4	44%	44%	0%	11	4	36%
Reading	8	Truitt	Eco. Dis.	346	153	44%	44%	0%	358	182	51%
Reading	8	Truitt	LEP Current	85	9	11%	11%	0%	104	23	22%
Reading	8	Truitt	At-Risk	277	78	28%	28%	0%	325	146	45%
Reading	8	Truitt	SPED	39	6	15%	15%	0%	53	15	28%

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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	Truitt	All	445	192	43%	43%	0%	470	191	41%
Science	8	Truitt	Hispanic	292	111	38%	38%	0%	286	99	35%
Science	8	Truitt	Am. Indian	*	*	*	*	*	6	4	67%
Science	8	Truitt	Asian	41	32	78%	78%	0%	42	36	86%
Science	8	Truitt	African Am.	73	20	27%	27%	0%	87	28	32%
Science	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Truitt	White	30	24	80%	80%	0%	38	19	50%
Science	8	Truitt	Two or More	9	5	56%	56%	0%	11	5	45%
Science	8	Truitt	Eco. Dis.	344	130	38%	38%	0%	360	129	36%
Science	8	Truitt	LEP Current	82	6	7%	7%	0%	104	13	13%
Science	8	Truitt	At-Risk	275	71	26%	26%	0%	327	92	28%
Science	8	Truitt	SPED	39	4	10%	10%	0%	55	5	9%
Social Studies	8	Truitt	All	442	110	25%	25%	0%	469	152	32%
Social Studies	8	Truitt	Hispanic	291	58	20%	20%	0%	285	77	27%
Social Studies	8	Truitt	Am. Indian	*	*	*	*	*	6	3	50%
Social Studies	8	Truitt	Asian	41	25	61%	61%	0%	42	28	67%
Social Studies	8	Truitt	African Am.	73	12	16%	16%	0%	87	24	28%
Social Studies	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	White	28	13	46%	46%	0%	38	17	45%
Social Studies	8	Truitt	Two or More	9	2	22%	22%	0%	11	3	27%
Social Studies	8	Truitt	Eco. Dis.	343	65	19%	19%	0%	359	94	26%
Social Studies	8	Truitt	LEP Current	82	0	0%	0%	0%	104	5	5%
Social Studies	8	Truitt	At-Risk	274	32	12%	12%	0%	326	71	22%
Social Studies	8	Truitt	SPED	39	4	10%	10%	0%	55	6	11%

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	Truitt	All	444	62	14%	14%	0%	437	43	10%
Math	6	Truitt	Hispanic	284	32	11%	11%	0%	282	19	7%
Math	6	Truitt	Am. Indian	8	0	0%	0%	0%	7	0	0%
Math	6	Truitt	Asian	40	18	45%	45%	0%	32	10	31%
Math	6	Truitt	African Am.	69	6	9%	9%	0%	74	4	5%
Math	6	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Truitt	White	34	6	18%	18%	0%	33	9	27%
Math	6	Truitt	Two or More	9	0	0%	0%	0%	8	1	13%
Math	6	Truitt	Eco. Dis.	331	35	11%	11%	0%	349	28	8%
Math	6	Truitt	LEP Current	117	1	1%	1%	0%	146	4	3%
Math	6	Truitt	At-Risk	345	39	11%	11%	0%	351	25	7%
Math	6	Truitt	SPED	56	2	4%	4%	0%	54	0	0%
Math	7	Truitt	All	400	53	13%	13%	0%	504	84	17%
Math	7	Truitt	Hispanic	246	17	7%	7%	0%	327	47	14%
Math	7	Truitt	Am. Indian	7	2	29%	29%	0%	7	0	0%
Math	7	Truitt	Asian	37	17	46%	46%	0%	40	21	53%
Math	7	Truitt	African Am.	67	5	7%	7%	0%	79	7	9%
Math	7	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Truitt	White	36	10	28%	28%	0%	38	7	18%
Math	7	Truitt	Two or More	7	2	29%	29%	0%	13	2	15%
Math	7	Truitt	Eco. Dis.	299	26	9%	9%	0%	386	50	13%
Math	7	Truitt	LEP Current	84	1	1%	1%	0%	131	1	1%
Math	7	Truitt	At-Risk	234	12	5%	5%	0%	378	45	12%
Math	7	Truitt	SPED	40	0	0%	0%	0%	64	1	2%
Math	8	Truitt	All	321	14	4%	4%	0%	306	15	5%
Math	8	Truitt	Hispanic	222	6	3%	3%	0%	202	8	4%
Math	8	Truitt	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Truitt	Asian	17	6	35%	35%	0%	13	5	38%
Math	8	Truitt	African Am.	60	0	0%	0%	0%	66	2	3%
Math	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Truitt	White	15	1	7%	7%	0%	18	0	0%
Math	8	Truitt	Two or More	7	1	14%	14%	0%	6	0	0%
Math	8	Truitt	Eco. Dis.	257	8	3%	3%	0%	257	13	5%
Math	8	Truitt	LEP Current	81	2	2%	2%	0%	97	3	3%
Math	8	Truitt	At-Risk	237	6	3%	3%	0%	254	8	3%
Math	8	Truitt	SPED	37	0	0%	0%	0%	52	0	0%

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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	6	Truitt	All	443	53	12%	12%	0%	438	89	20%
Reading	6	Truitt	Hispanic	283	30	11%	11%	0%	282	41	15%
Reading	6	Truitt	Am. Indian	8	1	13%	13%	0%	7	1	14%
Reading	6	Truitt	Asian	40	10	25%	25%	0%	32	18	56%
Reading	6	Truitt	African Am.	69	6	9%	9%	0%	74	9	12%
Reading	6	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Truitt	White	34	4	12%	12%	0%	34	16	47%
Reading	6	Truitt	Two or More	9	2	22%	22%	0%	8	4	50%
Reading	6	Truitt	Eco. Dis.	331	31	9%	9%	0%	349	56	16%
Reading	6	Truitt	LEP Current	117	1	1%	1%	0%	146	6	4%
Reading	6	Truitt	At-Risk	345	30	9%	9%	0%	351	49	14%
Reading	6	Truitt	SPED	56	1	2%	2%	0%	54	3	6%
Reading	7	Truitt	All	406	113	28%	28%	0%	502	177	35%
Reading	7	Truitt	Hispanic	248	57	23%	23%	0%	326	108	33%
Reading	7	Truitt	Am. Indian	7	1	14%	14%	0%	7	1	14%
Reading	7	Truitt	Asian	39	23	59%	59%	0%	40	24	60%
Reading	7	Truitt	African Am.	69	17	25%	25%	0%	79	19	24%
Reading	7	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Truitt	White	36	13	36%	36%	0%	37	20	54%
Reading	7	Truitt	Two or More	7	2	29%	29%	0%	13	5	38%
Reading	7	Truitt	Eco. Dis.	303	69	23%	23%	0%	385	119	31%
Reading	7	Truitt	LEP Current	87	3	3%	3%	0%	131	16	12%
Reading	7	Truitt	At-Risk	236	31	13%	13%	0%	377	106	28%
Reading	7	Truitt	SPED	40	3	8%	8%	0%	64	5	8%
Reading	8	Truitt	All	449	95	21%	21%	0%	468	164	35%
Reading	8	Truitt	Hispanic	296	49	17%	17%	0%	285	86	30%
Reading	8	Truitt	Am. Indian	*	*	*	*	*	6	4	67%
Reading	8	Truitt	Asian	42	23	55%	55%	0%	42	25	60%
Reading	8	Truitt	African Am.	72	9	13%	13%	0%	87	29	33%
Reading	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Truitt	White	30	13	43%	43%	0%	37	17	46%
Reading	8	Truitt	Two or More	9	1	11%	11%	0%	11	3	27%
Reading	8	Truitt	Eco. Dis.	346	58	17%	17%	0%	358	109	30%
Reading	8	Truitt	LEP Current	85	2	2%	2%	0%	104	7	7%
Reading	8	Truitt	At-Risk	277	20	7%	7%	0%	325	77	24%
Reading	8	Truitt	SPED	39	0	0%	0%	0%	53	4	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	
					#	%				#	%
Science	8	Truitt	All	445	98	22%	22%	0%	470	97	21%
Science	8	Truitt	Hispanic	292	50	17%	17%	0%	286	43	15%
Science	8	Truitt	Am. Indian	*	*	*	*	*	6	2	33%
Science	8	Truitt	Asian	41	25	61%	61%	0%	42	23	55%
Science	8	Truitt	African Am.	73	9	12%	12%	0%	87	13	15%
Science	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Truitt	White	30	12	40%	40%	0%	38	13	34%
Science	8	Truitt	Two or More	9	2	22%	22%	0%	11	3	27%
Science	8	Truitt	Eco. Dis.	344	58	17%	17%	0%	360	55	15%
Science	8	Truitt	LEP Current	82	0	0%	0%	0%	104	4	4%
Science	8	Truitt	At-Risk	275	23	8%	8%	0%	327	35	11%
Science	8	Truitt	SPED	39	2	5%	5%	0%	55	1	2%
Social Studies	8	Truitt	All	442	40	9%	9%	0%	469	92	20%
Social Studies	8	Truitt	Hispanic	291	17	6%	6%	0%	285	38	13%
Social Studies	8	Truitt	Am. Indian	*	*	*	*	*	6	2	33%
Social Studies	8	Truitt	Asian	41	13	32%	32%	0%	42	21	50%
Social Studies	8	Truitt	African Am.	73	3	4%	4%	0%	87	15	17%
Social Studies	8	Truitt	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	White	28	6	21%	21%	0%	38	13	34%
Social Studies	8	Truitt	Two or More	9	1	11%	11%	0%	11	3	27%
Social Studies	8	Truitt	Eco. Dis.	343	20	6%	6%	0%	359	52	14%
Social Studies	8	Truitt	LEP Current	82	0	0%	0%	0%	104	3	3%
Social Studies	8	Truitt	At-Risk	274	6	2%	2%	0%	326	35	11%
Social Studies	8	Truitt	SPED	39	2	5%	5%	0%	55	2	4%

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.