

Cypress-Fairbanks Independent School District

Watkins Middle School

2021-2022 Campus Improvement Plan



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

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Comprehensive Needs Assessment

Revised/Approved: August 19, 2021

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:

- Step 1: Teams participated in a data analysis of the STAAR 2021 results and other forms of local assessment data.
- Step 2: Teams identified the problem and created a problem statement.
- Step 3: Teams participated a root cause analysis to identify all the reasons that contributed to the problem.
- Step 4: Teams determined what things were in their control and eliminated the causes that were out of their sphere of control.
- Step 5: Teams identified the focus issue or the biggest reason that led to the problem.
- Step 6: Teams used a "5 Why" strategy to determine the true root cause.

In summary, the comprehensive needs assessment denotes the following: Teams were able to identify student achievement problem statements and root causes in the areas of Reading, Math, Writing, Science, and Social Studies. There were also problem statements and root causes noted for the learning gaps that have occurred due to COVID-19 as well as the overall learning gaps experienced in our high population of economically disadvantaged households. Lastly, data was analyzed in the areas of school culture and climate, staff attendance, and parent and community engagement.

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 apartment complexes that reside in the campus attendance zone.

Student Achievement

Student Achievement Summary

Due to COVID-19 in the 2020-21 school year, 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 areas: White (Academic Achievement Reading, Academic Achievement Math, Growth Reading, Student Success) and Two or More Races (Academic Achievement Reading, Growth Reading, Growth Math).

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

- With all grades combined, All, AA, H, W, Asian, ED, and SPED subgroups all met the Closing the Gap federal target goal on the Reading STAAR exam.
- With all grades combined, our students met or outperformed the average of all CFISD Cluster 3 schools on the Reading STAAR Exam.
- On the 7th and 8th grade Math STAAR exams, our students met or outperformed the average of all CFISD Cluster 3 schools.
- Our students performed 17% higher than the average of all CFISD Cluster 3 schools on the U.S. History STAAR exam.
- On the Science STAAR exam, our students performed 6% higher than the average of all CFISD Cluster 3 schools.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our students lacked opportunities to practice reading stamina and strategies. **Root Cause:** Reading: Due to COVID protocols, we could not meet

one on one as often with students to individually diagnosis their needs and small group with differentiated strategies.

Problem Statement 2: Writing: Our students lacked opportunities to practice essential writing strategies and grammar. **Root Cause:** Writing: Due to COVID protocols, we could not meet one on one as often with students to individually diagnosis their needs and small group with differentiated strategies.

Problem Statement 3: Math: Students had a lack of motivation due to learning gaps. **Root Cause:** Math: Multiple environmental factors and lack of equitable learning opportunities.

Problem Statement 4: Science: There was no growth made in meets and masters on the 2021 STAAR. **Root Cause:** Science: Missed opportunities to further grow learning because little instruction was student-led.

Problem Statement 5: Social Studies: We lacked scaffolding rigor into our class lessons. **Root Cause:** Social Studies: Previously, our focus was on moving students with a Do Not Meet score to the Approaches level as well as LEP monitored students which was a smaller scope.

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 did not meet the student achievement and academic growth targets for three consecutive years with our white and two or more race students. **Root Cause:** Targeted Support and Improvement Reading: We have not previously identified or had discussions about these student groups in previous years.

Problem Statement 9: Targeted Support and Improvement Math (data based on 2018-19 identification): The campus did not meet the student achievement target for three consecutive years with our White students, and we did not meet the targets for academic growth for two or more race students. **Root Cause:** Targeted Support and Improvement Math: We have not previously identified or had discussions about these student groups in previous years.

School Culture and Climate

School Culture and Climate Strengths

Student Attendance

- Student tardies remained low using the tardy system that was put in place and the establishment of one way hallways.

Restorative Discipline

- Teachers became more familiar with Educators handbook and were able to determine the difference between minor incidents and incidents with immediate referral needed.
- The BI and APs worked closely to implement restorative circles when appropriate.

Campus Safety

- Access points to the campus were limited and there were no security threats inside the campus in 2020-21.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: With COVID protocols, our overall student attendance was lower than any previous year. **Root Cause:** School Culture and Climate: We do not have a consistent system in place to monitor attendance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- After attending professional development opportunities in person over the summer, teachers, administrators, and instructional coaches were able to use what they learned and shared with others in planning meetings, and coaching opportunities.
- Community building with our Think Outside the Bowl Fish Teams increased communication across all departments.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance was inconsistent throughout the year and many staff members had to quarantine at various points in the year. **Root Cause:** Teacher/Paraprofessional Attendance: Due to COVID quarantine protocols, exposure and a lack of substitutes, staff were covering colleagues classes during conference periods causing them to wear down faster.

Parent and Community Engagement

Parent and Community Engagement Strengths

- We had more than 600 parents attend the informational zoom meeting at the beginning of the 2020-21 school year.
- Parents attending performances and games greatly increased from the beginning of the year to the end of the 2020-21 school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent meetings were held virtually, parent attendance was limited at games and performances, and the VIPS program was non-existent on our campus. **Root Cause:** Parent and Community Engagement : Due to COVID protocols, we did not allow parents or community members inside the building.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data







- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results










Goals







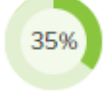


Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.











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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Using data, we will purposefully plan lessons with small groups to increase rigor and differentiation in our lessons. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: ELAR Teachers ELAR CCIS Reading Interventionists Appraiser</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Supplies - Title I - \$12,551</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: We will design, implement, and evaluate a formative assessment system using portfolios which will better help us to assess our students' academic writing needs. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: ELAR Teachers Writing Interventionist ELAR CCIS Appraiser</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Supplies - Title I - \$12,550</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: We will differentiate and level our writing small group instruction based off of frequent formative assessments.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELAR Teachers Writing Interventionist ELAR CCIS Appraiser</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: We will utilize data to drive purposeful small group instruction and promote student discourse.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Math Teachers Math Interventionist Math CCIS Appraiser</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Supplies - Title I - \$12,551</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: We will utilize collaborative planning and data analysis processes to design lessons that include inquiry-based activities and to create rigorous and relevant student products that will demonstrate mastery.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Science Teachers Science CCIS Appraiser</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Supplies - Title I - \$12,550</p>	Formative		
	Nov	Feb	May
			














Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Social Studies: We will purposefully plan to add differentiation into our lessons and assignments. We will differentiate for K, L and ICS students to meet them where they are at and continue to grow them.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Social Studies CCIS Appraiser</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Supplies - Title I - \$12,550</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Dropout Prevention: The assistant principals will work with the Registrar, Counseling office, and AAS office to make contact and create an action plan with parents.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal APs Counselors Registrar</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Thirty minute lessons that are targeted to re-teach students key concepts and skills that the students struggle with for each grade level. These lessons are taught every day, Monday through Friday, during a 7th period class. We will be using current unit test data and benchmarks to pull students out for more targeted small group interventions (meets to masters and approaches to meets) each day as well.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction AAS DIHT CCIS Core-Content Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Well-Rounded Education : The campus will provide the following enrichment programs, activities, and/or instructional materials in order to provide all students with a well-rounded education: AVID School-wide Program, iStation, Capturing Kids Hearts, Saturday Extended School Program, After-school Tutorials, PBIS programming, and additional books for the library.</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 AVID Elective Teachers Appraisers CCIS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Extra Duty Pay - Title I - \$34,900, Temporary Worker - Title I - 2100, Student Snacks - Title I - \$3,000, Library Books - Title I - \$6,748</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Deepen understanding of and address specific academic needs of the AA, Hispanic, White, Two or more, EL, and SPED student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Title 1 Funds will be used to:</p> <ul style="list-style-type: none"> * Hire five teachers to reduce the class sizes in math and reading. * Hire three instructional paraprofessionals to provide additional support to at-risk students in the classroom. * Send staff to educational conferences to acquire more professional development to address the needs of our students. * Provide professional development on our campus to address the needs of our students. <p>Staff Responsible for Monitoring: Principal DI AAS DIHT CCIS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Salaries & Benefits for Title 1 Staff - Title I - \$420,000, Substitute Pay for Title 1 Salaried Staff - Title I - \$8,000</p>	Formative		
	Nov	Feb	May
			
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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








Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will have targeted after-school tutorials focusing on Math and Reading strategies and concepts. Strategy's Expected Result/Impact: Our students who have failed STAAR will make progress on Math and Reading assessments and 85% will make approaches or higher on the 21-22 STAAR assessment. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Class size reduction teacher: We will hire and utilize a class size reduction teacher to focus on small group instruction with math eighth grade. Strategy's Expected Result/Impact: 85% of the eighth grade students who failed 20-21 Math STAAR will pass the 21-22 Math STAAR on their first attempt. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Welcome Back Sixth Grade Day (Bulldog Bash): This event will be held to help the sixth grade students transition to middle school. The day will focus on building relationships with other students, promote self-awareness, responsible decision making and increase connection to the campus. Strategy's Expected Result/Impact: Sixth grade class will have a 97% attendance rate for the school year. 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: For our students at-risk of dropping out and/or educationally disadvantaged, our campus will offer two opportunities for student engagement in the Spring semester: the Soccer Start program and the Dierker's Champs baseball program. We will also provide additional supplies to students such as backpacks, notebooks, pencils, etc.</p> <p>Strategy's Expected Result/Impact: Prevent any students from dropping out in the spring semester and meet or exceed the targets on the attached CIP target tables for our at-risk subpopulation.</p> <p>Staff Responsible for Monitoring: AAS DI Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Extra Duty Pay - Special Allotment: Compensatory Education - \$5,963</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 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%), Growth Reading (69%), Student Success (58%), Two or More Races (Academic Achievement Reading (56%), Growth Reading (68%), Growth Math (73%)

Targeted or ESF High Priority











Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted Support and Improvement Reading: Using data, we will purposefully plan lessons with small groups to increase rigor and differentiation in our lessons.</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 DI AAS ELAR CCIS ELAR Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted Support and Improvement Math: We will utilize data to drive purposeful small group instruction and promote student discourse.</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 DI AAS Math CCIS Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</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 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

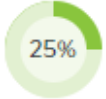






Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Hallway monitors will have temporary badges on hand to provide any student without a badge something to wear for the day, entry point for visitors will be the front vestibule, and staff will use a QR code when exiting or re-entering the building to provide data immediately to the Principal's secretary.</p> <p>Strategy's Expected Result/Impact: No unwarranted visitors, and all students are recognizable.</p> <p>Staff Responsible for Monitoring: APs Principal Secretary</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 APs</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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










Evaluation Data Sources: Student attendance records





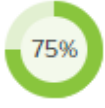





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Assistant principals will use the Registrar's reports to identify students who are repeatedly missing class. They will work with the Counseling office and AAS office to develop action plans to determine a student's need to keep him/her on campus and evaluate any needs that may need to be met at home.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: APs Counselors Registrar AAS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</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 2%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The assistant principals will work with the Counseling office and Behavior Interventionist to support students in responding to adult re-direction. The team will also focus on proactive mediation/restorative conferences between students to prevent any further incidents. We will combine these efforts with our novice PBIS initiative in setting campus wide expectations for students.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 3%.</p> <p>Staff Responsible for Monitoring: APs Counselors Behavior Interventionist PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: The assistant principals will use restorative practices and community building activities in place of in-school discipline when appropriate.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 3%.</p> <p>Staff Responsible for Monitoring: APs Behavior Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: The assistant principals will meet weekly to discuss disciplinary actions taken, and confer with each other to develop re-entry plans that focus on the student identifying incorrect behavior and restoring relationships.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: APs Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: A discretionary placement team will be formed to determine whether a student should be placed at DAEP.</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 APs</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: The assistant principals will work with the Counseling office and the Campus Resource Office to develop lessons to be presented during Advisory.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: APs Counselors</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 2021-22 school year, 100% of the students will have the opportunity to participate in coordinated school health activities and their evaluation.

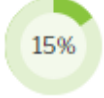






Evaluation Data Sources: Lesson plans

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> <p>Staff Responsible for Monitoring: Principal APs PE Coaches</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 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 2%.

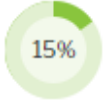






Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: A campus incentive-based system has been implemented to promote staff attendance and decrease absenteeism.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal Principal Secretary Substitute Clerk</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 75% 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: Staff will receive professional development from educational entities such as the International Center for Leadership in Education, TASSP, ASCD, Region IV, etc.</p> <p>Strategy's Expected Result/Impact: Increase percentage of teacher retention and meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Staff Conference Registrations - Title I - 5000, Travel Reimbursement for Conferences - Title I - \$15,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will increase communication with the community, provide volunteers with more specific information about events so that they have more choice within each event, and partner with our extra-curricular sponsors to provide a more cohesive system of tracking volunteer hours.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal Parent Liaisons</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Funding Sources: PAFE Supplies - Title I - \$10,376</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): at the campus' front desk, the campus' website, Green Meadows apartments, and the Villages of Loch Katrine apartments.</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 Parent Liaisons</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p> <p>Funding Sources: PAFE Supplies - Title I - \$1,000</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. Meeting dates, times, and locations are as follows: August 16th-18th at 6pm via Zoom; August 18th from 4:30-7pm at Watkins; September 16th from 5:30-7:30pm at Watkins; September 23rd from 5:30-7:30pm at Watkins.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal Parent Liaisons</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: Parent and Family Engagement Supplies - Title I - \$6,248, Parent and Family Engagement Snacks - Title I - \$1,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Watkins Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Watkins Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Behavior Interventionist	1
2 position	AAS	1
5 positions	Teacher	1
5 positions	Content Curriculum Instr Specialist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	In-Class Support Paraprofessional	Push-in	1
Staff	In-Class Support Paraprofessional	Push-in	1
Staff	In-Class Support Paraprofessional	Push-in	1
Staff	Math Teacher	Reduce Class Sizes	1
Staff	Math Teacher	Reduce Class Sizes	1
Staff	Math Teacher	Reduce Class Size	1
Staff	ELAR Teacher	Reduce Class Size	1
Staff	ELAR Teacher	Reduce Class Size	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies		\$12,551.00
1	1	2	Instructional Supplies		\$12,550.00
1	1	4	Instructional Supplies		\$12,551.00
1	1	5	Instructional Supplies		\$12,550.00
1	1	6	Instructional Supplies		\$12,550.00
1	1	9	Student Snacks		\$3,000.00
1	1	9	Library Books		\$6,748.00
1	1	9	Extra Duty Pay		\$34,900.00
1	1	9	Temporary Worker	2100	\$0.00
1	1	10	Substitute Pay for Title 1 Salaried Staff		\$8,000.00
1	1	10	Salaries & Benefits for Title 1 Staff		\$420,000.00
3	2	1	Staff Conference Registrations	5000	\$0.00
3	2	1	Travel Reimbursement for Conferences		\$15,000.00
4	1	1	PAFE Supplies		\$10,376.00
4	1	2	PAFE Supplies		\$1,000.00
4	1	3	Parent and Family Engagement Supplies		\$6,248.00
4	1	3	Parent and Family Engagement Snacks		\$1,000.00
Sub-Total					\$569,024.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Extra Duty Pay		\$5,963.00
Sub-Total					\$5,963.00

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	Watkins	All	441	286	65%	69%	4%	481	297	62%
Math	6	Watkins	Hispanic	267	171	64%	68%	4%	291	181	62%
Math	6	Watkins	Am. Indian	*	*	*	*	*	6	4	67%
Math	6	Watkins	Asian	27	23	85%	86%	1%	22	18	82%
Math	6	Watkins	African Am.	91	56	62%	66%	4%	109	59	54%
Math	6	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Watkins	White	41	30	73%	75%	2%	40	26	65%
Math	6	Watkins	Two or More	11	4	36%	40%	4%	13	9	69%
Math	6	Watkins	Eco. Dis.	321	200	62%	66%	4%	369	220	60%
Math	6	Watkins	LEP Current	74	27	36%	40%	4%	108	46	43%
Math	6	Watkins	At-Risk	316	185	59%	63%	4%	363	199	55%
Math	6	Watkins	SPED	44	13	30%	32%	2%	64	20	31%
Math	7	Watkins	All	457	257	56%	60%	4%	505	254	50%
Math	7	Watkins	Hispanic	271	144	53%	57%	4%	278	136	49%
Math	7	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Watkins	Asian	37	35	95%	96%	1%	32	27	84%
Math	7	Watkins	African Am.	98	44	45%	49%	4%	132	56	42%
Math	7	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Watkins	White	42	29	69%	63%	-6%	43	23	53%
Math	7	Watkins	Two or More	7	4	57%	61%	4%	15	11	73%
Math	7	Watkins	Eco. Dis.	323	169	52%	56%	4%	385	179	46%
Math	7	Watkins	LEP Current	41	11	27%	30%	3%	94	32	34%
Math	7	Watkins	At-Risk	238	105	44%	48%	4%	358	154	43%
Math	7	Watkins	SPED	27	7	26%	28%	2%	46	8	17%
Math	8	Watkins	All	319	182	57%	61%	4%	369	238	64%
Math	8	Watkins	Hispanic	192	106	55%	59%	4%	224	151	67%
Math	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Watkins	Asian	9	6	67%	71%	4%	9	7	78%
Math	8	Watkins	African Am.	90	50	56%	60%	4%	105	58	55%
Math	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Watkins	White	14	10	71%	75%	4%	22	18	82%
Math	8	Watkins	Two or More	10	8	80%	82%	2%	7	2	29%
Math	8	Watkins	Eco. Dis.	261	146	56%	60%	4%	287	181	63%
Math	8	Watkins	LEP Current	54	19	35%	39%	4%	60	33	55%
Math	8	Watkins	At-Risk	232	116	50%	54%	4%	287	178	62%
Math	8	Watkins	SPED	39	12	31%	33%	2%	38	11	29%
Reading	6	Watkins	All	441	292	66%	68%	2%	480	322	67%
Reading	6	Watkins	Hispanic	267	172	64%	66%	2%	291	199	68%
Reading	6	Watkins	Am. Indian	*	*	*	*	*	6	4	67%
Reading	6	Watkins	Asian	27	23	85%	87%	2%	22	18	82%
Reading	6	Watkins	African Am.	91	58	64%	66%	2%	108	63	58%
Reading	6	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Watkins	White	41	31	76%	80%	4%	40	27	68%
Reading	6	Watkins	Two or More	11	6	55%	60%	5%	13	11	85%
Reading	6	Watkins	Eco. Dis.	321	204	64%	66%	2%	368	242	66%
Reading	6	Watkins	LEP Current	73	21	29%	33%	4%	108	52	48%
Reading	6	Watkins	At-Risk	316	184	58%	60%	2%	362	222	61%
Reading	6	Watkins	SPED	44	14	32%	34%	2%	63	15	24%
Reading	7	Watkins	All	455	342	75%	77%	2%	506	414	82%
Reading	7	Watkins	Hispanic	269	197	73%	75%	2%	279	227	81%
Reading	7	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Watkins	Asian	37	33	89%	90%	1%	32	30	94%

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

2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	7	Watkins	African Am.	98	70	71%	73%	2%	132	104	79%
Reading	7	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Watkins	White	42	36	86%	88%	2%	43	37	86%
Reading	7	Watkins	Two or More	7	4	57%	60%	3%	15	12	80%
Reading	7	Watkins	Eco. Dis.	321	234	73%	75%	2%	385	312	81%
Reading	7	Watkins	LEP Current	40	7	18%	25%	7%	94	57	61%
Reading	7	Watkins	At-Risk	236	145	61%	63%	2%	358	276	77%
Reading	7	Watkins	SPED	27	9	33%	35%	2%	46	24	52%
Reading	8	Watkins	All	468	370	79%	81%	2%	523	436	83%
Reading	8	Watkins	Hispanic	278	216	78%	80%	2%	310	258	83%
Reading	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Watkins	Asian	35	35	100%	100%	0%	34	33	97%
Reading	8	Watkins	African Am.	106	77	73%	75%	2%	122	94	77%
Reading	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Watkins	White	31	29	94%	95%	1%	45	41	91%
Reading	8	Watkins	Two or More	14	10	71%	73%	2%	10	8	80%
Reading	8	Watkins	Eco. Dis.	363	281	77%	79%	2%	387	318	82%
Reading	8	Watkins	LEP Current	56	21	38%	43%	5%	63	29	46%
Reading	8	Watkins	At-Risk	280	191	68%	70%	2%	360	282	78%
Reading	8	Watkins	SPED	42	17	40%	42%	2%	41	16	39%
Science	8	Watkins	All	465	357	77%	80%	3%	524	400	76%
Science	8	Watkins	Hispanic	276	211	76%	79%	3%	311	239	77%
Science	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Watkins	Asian	35	35	100%	100%	0%	34	32	94%
Science	8	Watkins	African Am.	104	70	67%	70%	3%	122	84	69%
Science	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Watkins	White	32	28	88%	91%	3%	45	38	84%
Science	8	Watkins	Two or More	14	10	71%	74%	3%	10	6	60%
Science	8	Watkins	Eco. Dis.	360	269	75%	79%	4%	387	289	75%
Science	8	Watkins	LEP Current	55	18	33%	36%	3%	64	24	38%
Science	8	Watkins	At-Risk	279	177	63%	66%	3%	361	254	70%
Science	8	Watkins	SPED	40	13	33%	35%	2%	41	12	29%
Social Studies	8	Watkins	All	460	293	64%	67%	3%	523	318	61%
Social Studies	8	Watkins	Hispanic	273	167	61%	64%	3%	310	179	58%
Social Studies	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	Asian	35	33	94%	95%	1%	34	31	91%
Social Studies	8	Watkins	African Am.	104	57	55%	59%	4%	122	68	56%
Social Studies	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	White	31	26	84%	87%	3%	45	35	78%
Social Studies	8	Watkins	Two or More	13	8	62%	65%	3%	10	4	40%
Social Studies	8	Watkins	Eco. Dis.	355	220	62%	65%	3%	386	225	58%
Social Studies	8	Watkins	LEP Current	55	16	29%	30%	1%	64	17	27%
Social Studies	8	Watkins	At-Risk	276	133	48%	51%	3%	360	181	50%
Social Studies	8	Watkins	SPED	39	14	36%	37%	1%	42	8	19%

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	Watkins	All	441	125	28%	32%	4%	481	125	26%
Math	6	Watkins	Hispanic	267	66	25%	29%	4%	291	69	24%
Math	6	Watkins	Am. Indian	*	*	*	*	*	6	1	17%
Math	6	Watkins	Asian	27	21	78%	80%	2%	22	15	68%
Math	6	Watkins	African Am.	91	19	21%	25%	4%	109	19	17%
Math	6	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Watkins	White	41	15	37%	41%	4%	40	16	40%
Math	6	Watkins	Two or More	11	3	27%	31%	4%	13	5	38%
Math	6	Watkins	Eco. Dis.	321	70	22%	26%	4%	369	84	23%
Math	6	Watkins	LEP Current	74	5	7%	9%	2%	108	13	12%
Math	6	Watkins	At-Risk	316	72	23%	27%	4%	363	67	18%
Math	6	Watkins	SPED	44	3	7%	9%	2%	64	5	8%
Math	7	Watkins	All	457	122	27%	31%	4%	505	105	21%
Math	7	Watkins	Hispanic	271	60	22%	26%	4%	278	45	16%
Math	7	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Watkins	Asian	37	27	73%	76%	3%	32	21	66%
Math	7	Watkins	African Am.	98	16	16%	20%	4%	132	16	12%
Math	7	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Watkins	White	42	18	43%	47%	4%	43	15	35%
Math	7	Watkins	Two or More	7	1	14%	18%	4%	15	8	53%
Math	7	Watkins	Eco. Dis.	323	74	23%	27%	4%	385	66	17%
Math	7	Watkins	LEP Current	41	2	5%	7%	2%	94	6	6%
Math	7	Watkins	At-Risk	238	37	16%	20%	4%	358	48	13%
Math	7	Watkins	SPED	27	0	0%	1%	1%	46	3	7%
Math	8	Watkins	All	319	67	21%	24%	3%	369	67	18%
Math	8	Watkins	Hispanic	192	38	20%	23%	3%	224	44	20%
Math	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Watkins	Asian	9	5	56%	59%	3%	9	5	56%
Math	8	Watkins	African Am.	90	21	23%	26%	3%	105	14	13%
Math	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Watkins	White	14	2	14%	17%	3%	22	4	18%
Math	8	Watkins	Two or More	10	1	10%	13%	3%	7	0	0%
Math	8	Watkins	Eco. Dis.	261	49	19%	22%	3%	287	58	20%
Math	8	Watkins	LEP Current	54	7	13%	14%	1%	60	7	12%
Math	8	Watkins	At-Risk	232	37	16%	20%	4%	287	37	13%
Math	8	Watkins	SPED	39	1	3%	4%	1%	38	2	5%

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

2021-22 Meets CIP Targets

The targets listed below meet minimum expectations.
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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	Watkins	All	441	124	28%	29%	1%	480	181	38%
Reading	6	Watkins	Hispanic	267	66	25%	29%	4%	291	119	41%
Reading	6	Watkins	Am. Indian	*	*	*	*	*	6	3	50%
Reading	6	Watkins	Asian	27	16	59%	61%	2%	22	12	55%
Reading	6	Watkins	African Am.	91	20	22%	24%	2%	108	24	22%
Reading	6	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Watkins	White	41	18	44%	46%	2%	40	18	45%
Reading	6	Watkins	Two or More	11	3	27%	29%	2%	13	5	38%
Reading	6	Watkins	Eco. Dis.	321	74	23%	25%	2%	368	132	36%
Reading	6	Watkins	LEP Current	73	5	7%	8%	1%	108	18	17%
Reading	6	Watkins	At-Risk	316	66	21%	23%	2%	362	111	31%
Reading	6	Watkins	SPED	44	2	5%	10%	5%	63	5	8%
Reading	7	Watkins	All	455	229	50%	52%	2%	506	281	56%
Reading	7	Watkins	Hispanic	269	126	47%	49%	2%	279	150	54%
Reading	7	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Watkins	Asian	37	31	84%	85%	1%	32	26	81%
Reading	7	Watkins	African Am.	98	41	42%	44%	2%	132	66	50%
Reading	7	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Watkins	White	42	27	64%	66%	2%	43	28	65%
Reading	7	Watkins	Two or More	7	3	43%	45%	2%	15	9	60%
Reading	7	Watkins	Eco. Dis.	321	149	46%	48%	2%	385	204	53%
Reading	7	Watkins	LEP Current	40	3	8%	9%	1%	94	20	21%
Reading	7	Watkins	At-Risk	236	75	32%	35%	3%	358	173	48%
Reading	7	Watkins	SPED	27	5	19%	20%	1%	46	9	20%
Reading	8	Watkins	All	468	230	49%	51%	2%	523	301	58%
Reading	8	Watkins	Hispanic	278	131	47%	49%	2%	310	175	56%
Reading	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Watkins	Asian	35	25	71%	72%	1%	34	27	79%
Reading	8	Watkins	African Am.	106	42	40%	42%	2%	122	59	48%
Reading	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Watkins	White	31	24	77%	78%	1%	45	34	76%
Reading	8	Watkins	Two or More	14	8	57%	59%	2%	10	4	40%
Reading	8	Watkins	Eco. Dis.	363	169	47%	49%	2%	387	214	55%
Reading	8	Watkins	LEP Current	56	5	9%	10%	1%	63	10	16%
Reading	8	Watkins	At-Risk	280	82	29%	31%	2%	360	169	47%
Reading	8	Watkins	SPED	42	8	19%	20%	1%	41	8	20%

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	Watkins	All	465	226	49%	52%	3%	524	239	46%
Science	8	Watkins	Hispanic	276	131	47%	50%	3%	311	137	44%
Science	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Watkins	Asian	35	31	89%	91%	2%	34	30	88%
Science	8	Watkins	African Am.	104	33	32%	35%	3%	122	40	33%
Science	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Watkins	White	32	25	78%	80%	2%	45	27	60%
Science	8	Watkins	Two or More	14	6	43%	46%	3%	10	4	40%
Science	8	Watkins	Eco. Dis.	360	158	44%	47%	3%	387	166	43%
Science	8	Watkins	LEP Current	55	7	13%	16%	3%	64	12	19%
Science	8	Watkins	At-Risk	279	92	33%	36%	3%	361	121	34%
Science	8	Watkins	SPED	40	8	20%	22%	2%	41	6	15%
Social Studies	8	Watkins	All	460	105	23%	26%	3%	523	136	26%
Social Studies	8	Watkins	Hispanic	273	53	19%	22%	3%	310	72	23%
Social Studies	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	Asian	35	14	40%	43%	3%	34	20	59%
Social Studies	8	Watkins	African Am.	104	19	18%	21%	3%	122	26	21%
Social Studies	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	White	31	14	45%	48%	3%	45	16	36%
Social Studies	8	Watkins	Two or More	13	5	38%	41%	3%	10	2	20%
Social Studies	8	Watkins	Eco. Dis.	355	69	19%	22%	3%	386	85	22%
Social Studies	8	Watkins	LEP Current	55	2	4%	6%	2%	64	7	11%
Social Studies	8	Watkins	At-Risk	276	33	12%	15%	3%	360	58	16%
Social Studies	8	Watkins	SPED	39	4	10%	12%	2%	42	2	5%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	6	Watkins	All	441	43	10%	12%	2%	481	38	8%
Math	6	Watkins	Hispanic	267	21	8%	10%	2%	291	19	7%
Math	6	Watkins	Am. Indian	*	*	*	*	*	6	0	0%
Math	6	Watkins	Asian	27	12	44%	46%	2%	22	6	27%
Math	6	Watkins	African Am.	91	3	3%	5%	2%	109	4	4%
Math	6	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Watkins	White	41	7	17%	19%	2%	40	8	20%
Math	6	Watkins	Two or More	11	0	0%	2%	2%	13	1	8%
Math	6	Watkins	Eco. Dis.	321	20	6%	8%	2%	369	21	6%
Math	6	Watkins	LEP Current	74	1	1%	2%	1%	108	3	3%
Math	6	Watkins	At-Risk	316	26	8%	10%	2%	363	20	6%
Math	6	Watkins	SPED	44	2	5%	6%	1%	64	2	3%
Math	7	Watkins	All	457	43	9%	11%	2%	505	40	8%
Math	7	Watkins	Hispanic	271	17	6%	8%	2%	278	15	5%
Math	7	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Watkins	Asian	37	14	38%	40%	2%	32	13	41%
Math	7	Watkins	African Am.	98	4	4%	6%	2%	132	5	4%
Math	7	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Watkins	White	42	7	17%	19%	2%	43	4	9%
Math	7	Watkins	Two or More	7	1	14%	16%	2%	15	3	20%
Math	7	Watkins	Eco. Dis.	323	27	8%	10%	2%	385	26	7%
Math	7	Watkins	LEP Current	41	1	2%	3%	1%	94	1	1%
Math	7	Watkins	At-Risk	238	13	5%	7%	2%	358	19	5%
Math	7	Watkins	SPED	27	0	0%	1%	1%	46	1	2%
Math	8	Watkins	All	319	5	2%	4%	2%	369	7	2%
Math	8	Watkins	Hispanic	192	2	1%	3%	2%	224	4	2%
Math	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Watkins	Asian	9	2	22%	24%	2%	9	2	22%
Math	8	Watkins	African Am.	90	0	0%	2%	2%	105	0	0%
Math	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Watkins	White	14	1	7%	9%	2%	22	1	5%
Math	8	Watkins	Two or More	10	0	0%	1%	1%	7	0	0%
Math	8	Watkins	Eco. Dis.	261	4	2%	4%	2%	287	5	2%
Math	8	Watkins	LEP Current	54	2	4%	5%	1%	60	1	2%
Math	8	Watkins	At-Risk	232	2	1%	3%	2%	287	3	1%
Math	8	Watkins	SPED	39	0	0%	1%	1%	38	0	0%

Cypress-Fairbanks Independent School District
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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	Watkins	All	441	55	12%	14%	2%	480	78	16%
Reading	6	Watkins	Hispanic	267	25	9%	12%	3%	291	47	16%
Reading	6	Watkins	Am. Indian	*	*	*	*	*	6	2	33%
Reading	6	Watkins	Asian	27	10	37%	38%	1%	22	6	27%
Reading	6	Watkins	African Am.	91	10	11%	13%	2%	108	11	10%
Reading	6	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Watkins	White	41	9	22%	25%	3%	40	10	25%
Reading	6	Watkins	Two or More	11	0	0%	1%	1%	13	2	15%
Reading	6	Watkins	Eco. Dis.	321	28	9%	11%	2%	368	55	15%
Reading	6	Watkins	LEP Current	73	1	1%	2%	1%	108	4	4%
Reading	6	Watkins	At-Risk	316	27	9%	10%	1%	362	38	10%
Reading	6	Watkins	SPED	44	1	2%	4%	2%	63	3	5%
Reading	7	Watkins	All	455	122	27%	29%	2%	506	188	37%
Reading	7	Watkins	Hispanic	269	57	21%	23%	2%	279	101	36%
Reading	7	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Watkins	Asian	37	22	59%	61%	2%	32	22	69%
Reading	7	Watkins	African Am.	98	23	23%	25%	2%	132	35	27%
Reading	7	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Watkins	White	42	16	38%	40%	2%	43	21	49%
Reading	7	Watkins	Two or More	7	3	43%	44%	1%	15	7	47%
Reading	7	Watkins	Eco. Dis.	321	72	22%	24%	2%	385	126	33%
Reading	7	Watkins	LEP Current	40	2	5%	6%	1%	94	13	14%
Reading	7	Watkins	At-Risk	236	29	12%	13%	1%	358	102	28%
Reading	7	Watkins	SPED	27	2	7%	8%	1%	46	4	9%
Reading	8	Watkins	All	468	75	16%	18%	2%	523	192	37%
Reading	8	Watkins	Hispanic	278	40	14%	16%	2%	310	109	35%
Reading	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Watkins	Asian	35	16	46%	47%	1%	34	22	65%
Reading	8	Watkins	African Am.	106	7	7%	9%	2%	122	33	27%
Reading	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Watkins	White	31	8	26%	27%	1%	45	24	53%
Reading	8	Watkins	Two or More	14	4	29%	30%	1%	10	3	30%
Reading	8	Watkins	Eco. Dis.	363	50	14%	16%	2%	387	128	33%
Reading	8	Watkins	LEP Current	56	2	4%	5%	1%	63	7	11%
Reading	8	Watkins	At-Risk	280	22	8%	9%	1%	360	89	25%
Reading	8	Watkins	SPED	42	1	2%	3%	1%	41	3	7%

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	Watkins	All	465	117	25%	27%	2%	524	121	23%
Science	8	Watkins	Hispanic	276	61	22%	24%	2%	311	65	21%
Science	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Watkins	Asian	35	19	54%	56%	2%	34	22	65%
Science	8	Watkins	African Am.	104	13	13%	15%	2%	122	11	9%
Science	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Watkins	White	32	19	59%	61%	2%	45	20	44%
Science	8	Watkins	Two or More	14	5	36%	38%	2%	10	3	30%
Science	8	Watkins	Eco. Dis.	360	80	22%	24%	2%	387	73	19%
Science	8	Watkins	LEP Current	55	4	7%	9%	2%	64	3	5%
Science	8	Watkins	At-Risk	279	34	12%	14%	2%	361	45	12%
Science	8	Watkins	SPED	40	3	8%	9%	1%	41	2	5%
Social Studies	8	Watkins	All	460	37	8%	10%	2%	523	59	11%
Social Studies	8	Watkins	Hispanic	273	16	6%	8%	2%	310	27	9%
Social Studies	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	Asian	35	7	20%	22%	2%	34	14	41%
Social Studies	8	Watkins	African Am.	104	5	5%	7%	2%	122	8	7%
Social Studies	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	White	31	6	19%	21%	2%	45	8	18%
Social Studies	8	Watkins	Two or More	13	3	23%	25%	2%	10	2	20%
Social Studies	8	Watkins	Eco. Dis.	355	22	6%	8%	2%	386	32	8%
Social Studies	8	Watkins	LEP Current	55	1	2%	3%	1%	64	1	2%
Social Studies	8	Watkins	At-Risk	276	8	3%	5%	2%	360	19	5%
Social Studies	8	Watkins	SPED	39	1	3%	4%	1%	42	1	2%

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.