# Cypress-Fairbanks Independent School District

# Campbell Middle School

# 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**
Academic Achievement in Science

# Mission Statement

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

# Vision

L.E.A.D.: Learn. Empower. Achieve. Dream.

# Gator Snap

Show Respect

Be Noble

Be Accountable

Be Punctual

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# Comprehensive Needs Assessment

**Revised/Approved: October 11, 2018**

## Student Achievement

**Student Achievement Summary**

The indicators included in the Closing the Gaps domain of the 2017-18 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2017-18 accountability system, the campus has been identified for additional targeted support in the following area (s): **Reading**- White & Asian **Math**- White, EL, & Special Ed

The Texas Education Agency has given the following guidance for campuses identified for additional targeted support:

- Campuses identified for Additional Targeted Support will engage in the continuous improvement process to address the Domain 3 indicator(s) that led to the identification. The intervention activities that are designed to address the indicator(s) should be included in the campus' TEC §11 improvement plan. Although no submissions or progress reporting are specified at this time, TEA may request the submission of the campus TEC §11 plan that contains these intervention activities. (https://tea.texas.gov/si/accountabilityinterventions/targetedsupport/)

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.

The team members included and date(s) teams met (note: A sign-in sheet and agenda are kept at the campus): **9/11** - 6th ELAR team: Vasquez, Castellanos, Binckley, Hays, Saravia, Jackson, Jones, Isaly, Breedlove, Tovarez 6th Math team: Hunt, Francios, & Whitley **9/21** - 7th ELAR: Sulick, Smith, Gilmore,

Humphrey, Jack, & Gilmore 8th ELAR: Bass, Walters, Winfree, Humphrey, McMannes, & Hypolite 8th Math: Hunt, Vivas, Nash, & Chu **9/22** - 8th Science: K. Combs, Chandler, Williams, David, Dass-Mall 8th US History: P. Combs, Arevalo, Laster, Howard

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**

Campbell Middle School recieved 1 out of 7 Distinction Designations for 17-18 and recieved a scaled score of 82. Distinction designations were earned for Science.

Using an integrated approach with input from all departments, campus level teams reviewed the system safeguard data tables along with other STAAR data and conducted the following process: data analysis, identifying the problem. identification of contributing factors, determination of sphere of control, identification of a focus issue, determination of the "5 Whys," and identification of a root cause. The problem statements and root causes are denoted in the "Promblem Statements Identifying Student Achievement Needs" section below.

Campbell MS recognized a need in strengthening our students' overall literacy skills. We implemented a schoolwide literacy initiative which involved students responding to reading articles connected to the lesson taught in the content at that time. Students were expected to write a paper in respose to a reading every week. The contents, electives included, were on a rotation which allowed them to assign the reading/writing response assignment three different times across the year. After one year of the implementation, the campus was able to solidify how to read with SNAP strategies and confidently write using a basic structure. The campus saw an increase in writing scores, with specific 10% increase in the MEETS category.

This year we will implement Phase II of the literacy initiative program with an expectation that literacy: reading, writing, speaking and reasoning will be woven into lessons every week. The campus will again continue the rotation of writing a response to a reading selection. The following changes will occur in each grade level increasing the rigor now that the structure is solidified in 7th and 8th graders:

6th grade will continue with teaching the basic structure, so all students will write in response to a reading selection in all three rounds.

7th grade students will write in response to a reading selection, however, the second round will be a persuasive writing and the third round will be writing to a prompt.

8th grade students will write argumentative responses to their reading selections in all three rounds.

**APPROACHES DATA:**

6th Reading - Significant increase in scores were noted for the following student groups: Asian=+7% and White= +18%

6th Math - Significant increase for the student group: Two or More races= +13%

7th Math - Overall increase of 8%. Significant increase in student groups: His= +12%, AA= +13%, LEP= +19%, Two or More Races= =28%, Sped= =18%

7th Reading - Overal increase of 3%. Significant increase in student groups: His= =7%, LEP M1= +15

7th Writing - Significant increase in scores were noted for the following student groups: AA= +8%, White= +17%, and Two or More races= +16%

8th Math - Significant increase in scores for LEP M2= +18

8th Algebra - All groups were 100%

8th Reading - Significant increase in the following student groups: SPED= +35%, Two or More races= =10%

8th Science - Significant increase in the following student groups: White= +14%, LEP= +8%, Two or More races= =10%

8th Social Studies - Overall increase of 5%. Significant increase in the following student groups: Asian= +11%, White= +12%, Two or More races= +30% & SPED= +22%

**MEETS DATA**:

Reading - 6th grade- Overall increase of 8% with a significant increase of 16% in LEP student group. 7th grade- Overall increase of 6% with significant increase in HIS group of 9%.

7 Writing- Overall increase of 10%. Significance increase in the following student groups: Asian= +21%, AA= +10%, Eco. Dis.= +11

Math - 6th grade- Significant increase in the student groups: White= 9%. 8th grade- Overall 8% increase. Significant increase in scores for the following group: Asian= +11%, White= +33%, Two or more races= +29%

8th Algebra - All groups at 100%.

8th Science - Overall increase of 9%. Significant increase in the following student groups: HIS= +9%, Asian= +15%, White= +14%, SPED= +15%

8th Social Studies - Overall increase of 9%. Significant increase in the following student groups: Asian= +20%, LEP M2= +21%

**MASTERS DATA:**

Math - 6th: Significant increases in the following student group: White= +13%. 8th: Significant increase in the Asian student group to 9%.

Reading - 6th: Overall increase of 6%. Significant increase in following student groups: Asian= +26%, White= +11%, LEP M2= +22%. 7th reading: Overall increase of 7%. Significant increase in student groups: Hisp= +9%, Asian= +19%, Two or More races= +20%

8th Social Studies - Overall increase of 4%. Significant increase in student groups: White= +7%, LEP M2= +29%

8th Science- Overall increase of 14%. Significant increase in student groups: Hisp= +17%, Asian= +22%, White= +13%, SPED= +4

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1**: Reading 6: Students, particularly White and Asian, have large gaps in reading and writing skills. (Additional Targeted Support) **Root Cause**: Reading 6: The need to have high expectations for student growth over time.

**Problem Statement 2**: Writing: Students fail to apply all levels of the writing process. **Root Cause**: Writing: The need for more consistent individual support.

**Problem Statement 3**: Math: Students,particularly White, EL and Ed, aren't able to independently work and solve problems without constant teacher assistance.(Additional Targeted Support) **Root Cause**: Math: The need for better teacher preparation and planning.

**Problem Statement 4**: Science: Students lack motivation and awareness of content relevancy to their lives. **Root Cause**: Science: The need for more relationship building.

**Problem Statement 5**: Social Studies: Lack of effective 1st time instructional strategies to move all students to Quad. D of the Rigor and Relevance Matrix. **Root Cause**: Social Studies: The need for better teacher preparation and planning and to have a visual model of the lessons before they are taught.

**Problem Statement 6**: The campus did not meet all campus performance objective targets in 2017-18. **Root Cause**: The need to deepen understanding of and address specific academic needs of all student groups.

**Problem Statement 7**: Reading 7: Students, particularly White and Asian, lack fluency, stamina, depth and complexity while reading for comprehension. (Additional Targeted Support) **Root Cause**: Reading 7: The need for more consistent individualized support.

**Problem Statement 8**: Reading 8: Students, particularly White and Asian, lack the ability think with complexity and depth. (Additional Target Support) **Root Cause**: Reading 8: The need for more opportunities to think with complexity and depth during classroom instruction.

# School Culture and Climate

**School Culture and Climate Summary**

The following are the needs of the campus in regard to School Culture and Climate: (Summarize the campus needs in regard to student attendance, restorative discipline, and campus safety based on 2017-18 data.)

**Student Attendance**:

Teachers will increase the accuracy of student attendance submissions. The attendance office will continue to inform and follow up with teachers about their attendance submissions and corrections. Assistant principals will monitor students with truancy issues w/10 or more absences.

**Restorative Discipline**:

Teachers will continue to use the restorative discipline procedures in the classroom. Teachers will use the restorative discipline procedures to concentrate on classroom incidents which will in turn reduce the amount of office discipline referrals. The Behavior Interventionist will implement a classroom discipline system to support teachers with behavior and classroom discipline needs. Restorative and relational practices will help reduce discipline incidents and create a positive culture. Behavior management consultant, Cynthia Davis, will help support teacher and students in need of behavior support. Campus staff have to continually to create a community for our transient population. Students will receive additional opportunities to participate in extra curricular activities, i.e. National Junior Honor Society, Boys/Girls etiquette classes, etc.

**Safety**:

Safety continues to be our number one priority. All students and adults must wear an ID at all times when in the building. A hightened awareness of the layers of safety have been incorporated into the campus culture such as students carrying clear backpacks, students and staff wearing badges at all times, reduction of entry/exit points to the building, and reduction and awareness of visitors in the building through the vestibule at the front of the school. Complete successful participation of trainings and drills.

**School Culture and Climate Strengths**

The following are the strengths of the campus in regard to School Culture and Climate: (Summarize the campus strengths in regard to student attendance, restorative discipline, and campus safety based on 2017-18 data.)

Campbell continues to build a positive campus culture by incorporating strategies to make students feel more welcome and safe at school. The main strategies we have woven into our school culture to promote a safe and welcoming climate are PBIS lessons along with social skills and Project Safety lessons taught in advisory and used building-wide with incentive activities, the No Place For Hate program, continued implementation of peer mediation to

help students solve immediate issues, support from consultant Cynthia Davis with our top 5% discipline generators with an emphasis on building a strong connection between our families and school, and a continued focus on teachers building strong relationships with all of our students.

In an effort to continually teach our students' social skills through small group sessions with counselors, social skills taught through Care180 in school and after school. Bigger projects help to involve positive role models and broaden the world the students experience through Girls N Pearls and Guys N Ties.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1**: Students have a lack of social and emotional skills to successfully navigate situations appropriately. **Root Cause**: Students have a need for the ability to control/express emotions and have a lack of trust for adults.

# Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

The following are the needs of the campus in regard to Staff Quality, Recruitment and Retention: (Summarize the campus needs in regard to Teacher/Paraprofessional attendance and anything else you wish to add based on 2017-18 data.)

The New Teacher Induction Program is constantly being updated to adddress the needs of new teachers through the mentor program and support provided by campus lead mentors.

The goal for staff is to decrease the number of absences by 1%. We will recognize and reward each department and staff members that have no absences for each month at the faculty meetings.

Utilizing the 2017-2018 Perception Survey data, following area was identified as the lowest scored area with 80%, which is a drop from 90% on the previous year's survey:

1. various forms of feedback are given to me to help me improve my performance.

To improve in this area, each teacher has a QR code placed outside their door so that immediate posititive and constructive feedback can be given each visit to the classroom.

### Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus in regard to Staff Quality, Recruitment and Retention: (Summarize the campus strengths in regard to Teacher/Paraprofessional attendance and anything else you wish to add.)

The new teacher mentor program meets monthly to help support immediate concerns of our new staff members. Also, Diana Lewis, district consultant, meets weekly with our new teachers for added support and guidance.

The 2017-2018 Employee Perception Survey showed that

1. 97% believed that procedures have been implemented to keep me safe at work and decisions are data driven.

2. 95% believed they were clear about their job responsibilites and information related to their job is accessible.

3. 94% believed that staff recognition was built into the school culture.

Campbell MS spent Title I funds to add 5 teaching positions to our staff for 18-19 to help reduce the class size in Math and ELAR. We also used Title One funds to add a counselor as a testing coordinator with a focus on special populations to allow our counselors more time to better address specific emotional and academic needs of our scholars.

This school year, a high percentage of new CMS staff members have teaching experience, and 5 teachers are new to education. The Behavior Interventionist will give support to teachers needing additional help with classroom management.

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1**: Teaching at a Title I campus requires experienced teachers with passion and a strong committment to students high achievement.
**Root Cause**: The stress and needs of a high mobility rate campus with a lack of community support, make it a difficult environment to teach in.

# Parent and Community Engagement

### Parent and Community Engagement Strengths

The following are the strengths of the campus in regard to Parent and Family Engagement: (Summarize the strengths/needs in regard to parent survey data, records of parent attendance at meetings/trainings, and/or other related data from 2017-18.)

We continue to have high parent participation in Gator Express, Open House, athletic events and our Parent Involvement days. In the fall and spring we had at least 100 participants. Fine Arts performances such as band and choir, have large numbers of parents and community support for the performers. Volunteers run the school store for students to spend PBIS Campbell Cash they have earned from exhibiting positive behaviors during the school day to purchase school spirit items, school supplies, snacks and other items. Communication with parents and community is routinely used through our campus webpage, School Messenger, Twitter, Instagram and Facebook page.

Needs:

Continue to keep open lines of communication between parents and school.

Continue partnership with Cynthia Davis and her organization, Life Change Family Services and Counseling, to provide parenting assistance for the parents of our scholars.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1**: Parent and Family Engagement: Lack of supervision during drop off and pick up times. **Root Cause**: Parent and Family Engagement: Parents transitionaning from 5th to 6th grade need more communication on how to successfully transition to middle school.

# Priority Problem Statements

**Problem Statement 1**: Reading 6: Students, particularly White and Asian, have large gaps in reading and writing skills. (Additional Targeted Support)

**Root Cause 1**: Reading 6: The need to have high expectations for student growth over time.

**Problem Statement 1 Areas**: Student Achievement

**Problem Statement 2**: Math: Students,particularly White, EL and Ed, aren't able to independently work and solve problems without constant teacher assistance.(Additional Targeted Support)

**Root Cause 2**: Math: The need for better teacher preparation and planning.

**Problem Statement 2 Areas**: Student Achievement

**Problem Statement 3**: Science: Students lack motivation and awareness of content relevancy to their lives.

**Root Cause 3**: Science: The need for more relationship building.

**Problem Statement 3 Areas**: Student Achievement

**Problem Statement 4**: Writing: Students fail to apply all levels of the writing process.

**Root Cause 4**: Writing: The need for more consistent individual support.

**Problem Statement 4 Areas**: Student Achievement

**Problem Statement 5**: The campus did not meet all campus performance objective targets in 2017-18.

**Root Cause 5**: The need to deepen understanding of and address specific academic needs of all student groups.

**Problem Statement 5 Areas**: Student Achievement

**Problem Statement 6**: Parent and Family Engagement: Lack of supervision during drop off and pick up times.

**Root Cause 6**: Parent and Family Engagement: Parents transitionaning from 5th to 6th grade need more communication on how to successfully transition to middle school.

**Problem Statement 6 Areas**: Parent and Community Engagement

**Problem Statement 7**: Social Studies: Lack of effective 1st time instructional strategies to move all students to Quad. D of the Rigor and Relevance Matrix.

**Root Cause 7**: Social Studies: The need for better teacher preparation and planning and to have a visual model of the lessons before they are taught.

**Problem Statement 7 Areas**: Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations

**Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

**Student Data: Student Groups**

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

**Employee Data**

- Equity 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

**Support Systems and Other Data**

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

# Goals

**Revised/Approved: October 11, 2018**

## 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 May 2019, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Source(s) 1:** STAAR Writing, Reading, Math, and Science results

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue to track data on specific underperforming subpops and target groups needing additional assistance.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| **Additional Targeted Support Strategy**<br>1) Reading/ELA:<br>6th- Teachers will use individualized data to target specific instructional needs. Plans will include various activities geared towards both increasing rigor for advanced learners and scaffolding to support White, Asian, SPED and ELL learners.<br>7th/8th- Teachers will include higher order questioning and the use of analogies to promote depth and complexity in thinking. | 2.4, 2.5, 2.6 | CCIS, ELAR teachers, AAS, Director of Instruction, Appraisers | Increased rigor and individualized instruction in each lesson.<br><br>Higher student engagement and higher order thinking where students perform mainly in Quadrant D.<br><br>Meet or exceed the targets on the attached CIP target table.<br><br>2 ELAR full time teaching positions. | 65% | 90% | 95% |
| | **Problem Statements**: Student Achievement 1<br>**Funding Sources**: 211 - Title 1 - 130023.26 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 2) Writing: Teachers will give individualized support through consistent writing conferences. Teachers will model how to write with more depth and complexity. | 2.4, 2.5, 2.6 | ELAR teachers, CCIS, Director of Instruction, Appraisers | Consistent student improvement in levels of writing on the rubric.<br><br>Increased student achievement on assessments, DPMs, and STAAR.<br><br>Meet or exceed the targets on the attached CIP target table. | 55% | 85% | 90% |
| | **Problem Statements**: Student Achievement 2 | | | | | |
| 3) Writing: Campbell Middle School will implement the literacy initiative promoting reading, writing, speaking and reasoning into all content classes. Students in each content will write a response to a reading selection weekly based on the rotation. All literacy skills are expected to be woven into content lesson plans weekly. | 2.4, 2.5, 2.6 | Content teachers, CCIS, AAS, Director of Instruction, Appraisers | Students will grow in literacy skills in all contents.<br><br>Increased student achievement on assessments, DPMs, and STAAR.<br><br>Meet or exceed the targets on the attached CIP target table. | 100% | 100% | 100% |
| | **Problem Statements**: Student Achievement 2 | | | | | |
| **Additional Targeted Support Strategy**<br>4) Math: Teachers will better plan and prepare for more individualized student instruction. Teachers will scaffold learning leading White, EL and Special Ed students to more independence. | 2.4, 2.5, 2.6 | Math Teachers, CCIS, AAS, Director of Instruction, Appraisers | Students will gain more independence and struggle without giving up.<br><br>Increase in assessments, DPMs, and STAAR results.<br><br>Meet or exceed the targets on the attached CIP target table. | 45% | 75% | 80% |
| | **Problem Statements**: Student Achievement 3<br>**Funding Sources**: 211 - Title 1 - 65615.30 | | | | | |
| 5) Science: Through more targeted planning, teachers will implement more relevant applications into lessons. Teachers will work to increase relationships through more individualized questioning. | 2.4, 2.5, 2.6 | Science teachers, CCIS, AAS, Director of Instruction, Appraisers | Students will make more meaningful connections to learning.<br><br>Increase the performance on assessments, DPMs, and STAAR.<br><br>Meet or exceed the targets on the attached CIP target table.<br><br>1 Additional science teacher | 64% | 80% | 90% |
| | **Problem Statements**: Student Achievement 4<br>**Funding Sources**: 211 - Title 1 - 63664.20 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 6) Social Studies: Teachers will better prepare and plan to increase effectiveness of first time instruction. There will be an emphasis on mastery and meets categories. | 2.4, 2.5, 2.6 | Social Studies teachers, CCIS, AAS, Director of Instruction, Appraisers | Increased performance on assessments, DPMs, and STAAR results.<br><br>Meet or exceed the targets on the attached CIP target table.<br><br>1 additional social studies teacher | 66% | 75% | 80% |
| | **Problem Statements**: Student Achievement 5<br>**Funding Sources**: 211 - Title 1 - 64330.02 | | | | | |
| 7) Deepen understanding of and address specific academic needs of all student groups in an effort to provide opportunities for all children, including each of the subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners,) along with at-risk students to meet the challenging State academic standards. | 2.4, 2.5, 2.6 | Teachers, CCIS, DIHT, Director of Instruction, Appraisers | Meet or exceed the targets on the attached CIP target table.<br><br>Title I Campuses: For each item listed under "funding source" denoted the expected result/impact.<br><br>Teachers will provide instructional supplies in the classrooms for the use of all students.<br><br>Provide one additional counselor to run testing and focus on special populations. | 50% | 75% | 75% |
| | **Problem Statements**: Student Achievement 6<br>**Funding Sources**: 211 - Title 1 - 80605.17 | | | | | |
| 8) Coordinated School Health Strategies: Students will participate in Fitnessgram. | | Physical Education Teachers | Students will make healthy choices and meet Fitnessgram goals. | 63% | 75% | 80% |

100% = Accomplished 0% = No Progress = Discontinue

## Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| **Problem Statement 1**: Reading 6: Students, particularly White and Asian, have large gaps in reading and writing skills. (Additional Targeted Support) **Root Cause 1**: Reading 6: The need to have high expectations for student growth over time. |
| **Problem Statement 2**: Writing: Students fail to apply all levels of the writing process. **Root Cause 2**: Writing: The need for more consistent individual support. |

| Student Achievement |
| --- |
| **Problem Statement 3**: Math: Students,particularly White, EL and Ed, aren't able to independently work and solve problems without constant teacher assistance.(Additional Targeted Support) **Root Cause 3**: Math: The need for better teacher preparation and planning. |
| **Problem Statement 4**: Science: Students lack motivation and awareness of content relevancy to their lives. **Root Cause 4**: Science: The need for more relationship building. |
| **Problem Statement 5**: Social Studies: Lack of effective 1st time instructional strategies to move all students to Quad. D of the Rigor and Relevance Matrix. **Root Cause 5**: Social Studies: The need for better teacher preparation and planning and to have a visual model of the lessons before they are taught. |
| **Problem Statement 6**: The campus did not meet all campus performance objective targets in 2017-18. **Root Cause 6**: The need to deepen understanding of and address specific academic needs of all student groups. |

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

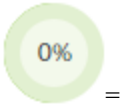
**Performance Objective 1:** Student Safety: By the end of the 2018-19 school year, 100% of the district's safety policies will be implemented.

**Evaluation Data Source(s) 1:** Record of safety drills and other required safety actions

**Summative Evaluation 1:** Exceeded Performance Objective

**Next Year's Recommendation 1:** Continue to uphold district safety policies.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on the school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. | | All staff, Crisis Management Team | Campus will be proactive and prepared to address a variety of emergency situations.<br><br>Any person who is an intruder on campus will be easily identified. | 100% | 100% | 100% |
| 2) Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year. | | APs, Appraisers, All Staff | 100% of the students will know their expectations for an actual emergency/crisis. | 100% | 100% | 100% |

= Accomplished


= No Progress

= 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 2018-19 school year, student attendance will be at 98%.

**Evaluation Data Source(s) 2:** Student Attendance Records.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Make sure new attendance secretary is adequately trained in the record keeping.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) Student Attendance: Increase teacher accuracy into attendance submissions.<br><br>Monitor and conference with students with truancy issues having 10 or more absences. | | Attendance clerk, Director of Instruction, Assistant Principals | Accurate recording keeping.<br><br>Student awareness of days missed and higher attendance rate. | | | |
| 2) Identify homeless students and provide the necessary services to support student success. | | Registrar, EASE Counselor | 100% of homeless students will be identified and will receive available services. | | | |

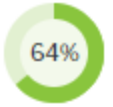
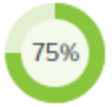
= Accomplished = No Progress = Discontinue

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

**Performance Objective 3:** Restorative Discipline: By the end of the 2018-19 school year, discipline referrals will be decreased by 20%.

**Evaluation Data Source(s) 3:** Discipline reports

**Summative Evaluation 3:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) Restorative Discipline:<br>Teachers will use the restorative discipline process to address and monitor classroom incidents.<br>The Behavior Interventionist will implement a classroom behavior plan to develop and support teachers with behavior and classroom management issues.<br>Students and staff will participate in restorative conferences to foster and enhance positive relationships between students and staff and reduce the occurrence of classroom disruptions.<br>Staff members will increase positive timely communication with parents.<br><br>Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it.<br>Code of Conduct talks held within first 2 weeks of school and in spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.<br><br>The consultant Cynthia Davis will continue to work with the top 5% of our population that have repeat offences. | | Prinicipal, Assistant Principals, Project Safety Coordinator, Counselors | Reduction in the amount of office referrals.<br><br>Relational practices will help to reduce disruptive incidents and create a safer school environment.<br><br>Reduction in repeat offenders to the office. |  |  | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 2) Out of School Suspensions: The assistant principals and behavior interventionist will coach and support teachers in classroom behavior management and procedures.<br><br>Students will be taught behavior restorative/relational practices and social skills by the by the grade level AP/Counselor, behavior interventionist and the school contracted behavior interventionist. | | Assistant Principal, counselor, behavior interventionist | Choose One of the Following:<br><br>Out of school suspensions will be reduced by 10%. | 75% | 75% | 80% |
| 3) DAEP Placements: The assistant principals and behavior interventionist will coach and support teachers in classroom behavior management and procedures.<br><br>Students will be taught behavior restorative/relational practices and social skills by the by the grade level AP/Counselor, behavior interventionist and the school contracted behavior interventionist. | | Assistant Principal, counselor, behavior interventionist | Choose One of the Following:<br><br>DAEP placements of African American students will be reduced by 10%. | 63% | 70% | 75% |

100% = Accomplished 0% = No Progress = Discontinue

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the 2018-19 school year, teacher/paraprofessional attendance will increase by 5%.

**Evaluation Data Source(s) 1:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) Teacher/Paraprofessional Attendance: Acknowledge and reward departments and staff members that have 100% attendance each month at the staff meetings | | Director of instruction | Staff absenteeism will be reduced. | 100% | 100% | 90% |
| 2) The district will provide an attendance incentive for full-time classroom teachers and campus paraprofessionals. | | | One teacher or paraprofessional (with +/- 2 absences in semester) will receive $1,600 in the fall semester and the spring semester. | 100% | 100% | 100% |

= Accomplished

= No Progress

= Discontinue

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

**Performance Objective 1:** By the end of the 2018-19 school year, parent and family engagement will increase by 5%.

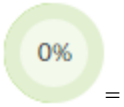
**Evaluation Data Source(s) 1:** Parent Survey
Activity sign-in sheets/records

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Continue to use Cynthia Davis to build relationships between school and parents.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) Parent and Family Engagement: Campbell will partner with Life Change Family Services and Counseling LLC to help parents and students with strategies to overcome obstacles. | | Assistant Principals, Behavior Interventionist | Increased communication between parents and school.<br><br>Consultant Cynthia Davis will work with students and their families to improve relations and positive behaviors. | 100% | 100% | 100% |
| | **Problem Statements**: Parent and Community Engagement 1<br>**Funding Sources**: 211 - Title 1 - 8000.00 | | | | | |
| 2) The campus improvement plan was made available to parents on the campus and district websites and in the front office of the school.<br><br>The campus improvement plan is understandable and in a uniform format. It is written in English and translated into Spanish or Vietnamese upon request.<br><br>A Parent and Family Engagement Policy was created and made available in English and Spanish.<br><br>Campuses offer a flexible number of parent and family engagement meetings.<br><br>Documentation of these can be found in the Title I online crates. | | | 100% of parents have access to the campus improvement plan and the Parent and Family Engagement Policy.<br><br>These documents are provided in a language that that the parent can understand (to the extent practicable).<br><br>100% of parents have the opportunity attend a meeting at a time that best suits their needs. | 100% | 100% | 100% |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |

= Accomplished 

= No Progress = Discontinue

**Performance Objective 1 Problem Statements:**

| Parent and Community Engagement |
|---|
| **Problem Statement 1**: Parent and Family Engagement: Lack of supervision during drop off and pick up times. **Root Cause 1**: Parent and Family Engagement: Parents transitionaning from 5th to 6th grade need more communication on how to successfully transition to middle school. |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Leave this blank | Teacher | ELAR | 1 |
| Leave this blank | Teacher | ELAR | 1 |
| Leave this blank | Teacher | Math | 1 |
| Leave This Blank | Teacher | Math | 1 |
| Leave this blank | Counselor | Testing Coordinator | 1 |

# 2018-2019 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Laura Perry | Principal |
| Administrator | Angie Yurch | Director of Instruction |
| Administrator | Krystal williams | Counselor |
| Administrator | Kathleen Brown | Assistant Principal |
| Non-classroom Professional | Aileecia Ceaser | CCIS ELAR 7/8 |
| Non-classroom Professional | Bridget Vasquez | CCIs ELAR 6th |
| Non-classroom Professional | Julia Hunt | CCIS Math |
| Non-classroom Professional | Katie Combs | Academic Achievement Specialist |
| Non-classroom Professional | Paul Combs | CCIS History |
| Non-classroom Professional | Gary Cleaves | CCIS Special Education |
| Classroom Teacher | Dan King | Teacher- World Cultures |
| Classroom Teacher | John Adanosky | Teacher- Texas History |
| Classroom Teacher | Trae Pollock | Teacher- Science |
| Classroom Teacher | Leslie Jack | Teacher- ELAR 7 |
| Classroom Teacher | Sonya Smith | Teacher- ELAR 7 |
| Classroom Teacher | Vanessa Winfree | Teacher- ELAR 8 |
| Classroom Teacher | Joycelyn Greene | Teacher- Electives |
| Classroom Teacher | Jack Chandler | Teacher- Science |
| Classroom Teacher | Je Quila Broussard-Wardell | Teacher- Science |
| Paraprofessional | Amanda Alaniz | Secretary to the Director of Instruction |
| Paraprofessional | Tujuanna Wilkes | Discipline Management Class Teacher |
| Paraprofessional | Christina Kirkland | Secretary to counselors |

| Committee Role | Name | Position |
|---|---|---|
| District-level Professional | Lana Mock | Director of Curr. & Instr. Middle School |
| Parent | Leanne Lauck | 8th grade |
| Parent | Jennifer Garcia | 6th grade |
| Business Representative | Ashley Boone | Smoothie King Manager |
| Business Representative | Debbie Cain | Hobby Lobby Manager |
| Business Representative | Michael Redmond | Superior Subaru Manager |
| Business Representative | Kelley Redmond | Superior Subaru |
| Community Representative | Sandra Torres | Resident |
| Paraprofessional | Karen Barney | Paraprofessional |
| Parent | Jorge Gonzalez | 6th |
| Parent | Angela Gonzalez | 6th |

# Campus Funding Summary

| 211 - Title 1 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | 2 ELAR full time teachers | 6100 | $130,023.26 |
| 1 | 1 | 4 | 1 fulltime math teacher | 6100 | $65,615.30 |
| 1 | 1 | 5 | 1 additional science teacher | 6100 | $63,664.20 |
| 1 | 1 | 6 | 1 fulltime social studies teacher | 6100 | $64,330.02 |
| 1 | 1 | 7 | Instructional Materials | 11-6399 | $1,827.48 |
| 1 | 1 | 7 | 1 fulltime counselor | 6100 | $78,777.69 |
| 4 | 1 | 1 | Life Change Family Services and Counseling | | $8,000.00 |
| | | | | **Sub-Total** | $412,237.95 |
| | | | | **Grand Total** | $412,237.95 |

# Addendums

# 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 iXplore, the curriculum management system. iXplore 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) 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 iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), 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.

Updated July 2016 / MFJ

# 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, 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.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

**English Language Arts/Reading (Grade 7 & 8)**

- Model the writing process with and for students.
- Conduct writing conferences with students (individual, small group, and/or large group).
- Model revision and editing of writing with students.
- Have students read independently and allow choice in their reading selections.
- Make reading assignments that are aligned with the TEKS, active (dialectical journals, annotation, summarization, reader response, text-evidenced), connected, and purposeful.
- Facilitate academic discussions and provide collaborative opportunities for students to think, write, and respond to their reading.
- Provide organizational structures for students to collect resources, writing pieces, graded work, reading notes by using a portfolio, interactive binder, Reader/Writer notebook, etc.
- Maintain a digital writing portfolio.
- Provide opportunities for students to use technology to engage with digital texts and resources, create, collaborate, and think critically.

Note: All students should have a Google folder for their English classroom.

**Mathematics**

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- 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.
- Use and encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- On a regular basis, an average of three times per week, integrate the eight classroom laptops into the learning environment. Use the laptops so that students can create, collaborate, and share their thinking.

**Science**

- Teachers will develop science literate students by collaboratively planning instructional units that support students' development of "science expert" knowledge structures, skills and strategies by
    - spiraling content and skills from prior units of study, courses and/or disciplines;
    - making explicit connections between concepts in different units, courses and/or disciplines;
    - using learning strategies supported by neuroscience (e.g. chunk formation, recall); and
    - incorporating the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students.
- Teachers will develop science literate students by creating and providing learning opportunities in each instructional unit that require students to
    - design and conduct experiments (real and virtual) for a minimum of 40% of the instructional time;
    - collect, analyze, and represent data (spreadsheets, graphs, diagrams, pictures, equations, and tables);
    - create physical and cognitive models and identify the strengths and limitations of those models;
    - communicate results orally or in writing; and
    - reason and think critically to make informed decisions individually and as a group within and outside the classroom.

**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 presentation 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.
- Incorporate the use of technology for student learning.

**LOTE**

- Speak the target language more than English in all levels.
- Limit English translation by using visual clues to enhance student comprehension.
- Use activities that move students beyond “word-level” performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- 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 expectations.

# Secondary ELAR Curriculum Department, 7 – 12

# 2018-19 District Writing Plan

**PURPOSE: The goal of the Secondary ELAR Department seeks to promote the interconnectedness between reading and writing via the use of imitation and mentor texts. To specifically enable the development of writing skills, we have identified the following overarching goals for 2018-19:**

- To identify and strategically target trends and areas of weakness in student writing, and in writing instruction
- Provide specific and actionable writing instructional plans for campuses based on their data
- Conduct follow-up visits to assist teachers with implementation of their campus-specific instructional writing plan

**MIDDLE SCHOOL ACTION PLAN:**

**I. Increased Campus Visits for Monitored Campuses**

A. Purpose of visits will be to ensure purposeful planning and thoughtful decision making regarding writing best practices.

B. Writing across Content Areas -- students will write 2x per week in Math, Science, Social Studies, and Language Arts classes to increase student writing fluency. (Monitor Campuses only)

**II. Establish Creation and Use of Online Writing Portfolios**

A. Assist all campuses in the creation of online writing portfolios in Google Classroom

B. Assist teachers in the best ways to use the portfolio instructionally

**III. Components of an Essay Training for Monitored and Limited-Monitored Campuses:** Training provides teaching staff with a school-specific analysis of their STAAR Writing data and images, and then provides teachers with a targeted action plan and instructional strategies for remedying negative trends revealed by the data.

A. Deep dive data analysis

B. Analyze writing images by score point

C. Address writing trends

D. Diagnose student weaknesses

E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses

**IV. Essay Calibration Training for Monitored and Limited-Monitored Campuses:** Guided essay calibration with teachers will ensure they are assessing students' essays correctly, which will affect the feedback and strategies they choose to plan future instruction.

A. Guided essay reading and calibration

B. Check-in on Action Plan from Components of an Essay training

**V. Essay Calibration Training:** Coaches will conduct writing portfolio share sessions where teachers will work through calibration strategies that encourage team discussion related to assessing student work and providing feedback that forwards progress in student writing.

**VI. Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening Share Session)

A. Data dig

B. Share resources
C. Targeted planning

**VII. Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:

A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for Middle School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
B. Grammar Mini-Lessons
C. Student Essay Revision Activities

**MIDDLE SCHOOL DATA COLLECTION POINTS: 7th & 8th Grade Online Writing Portfolios**

1. **Collection Point 1:**
    a. Students set up a digital portfolio.
    b. Include personal narrative or reflective essay in the portfolio.
2. **Collection Point 2:**
    a. Write about the explicit and implicit meaning of text. This could include: summary; explanation of theme or controlling idea; or, description of overarching purpose of the piece.
    b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.).
3. **Collection Point 3:**
    a. Processed Writing: Campuses will make copies; expected to take several days in class taking the piece through the writing process with teacher and student feedback.
        i. Flexibility in prompt selection with choice between: never giving up (STAAR), or one event can change a person's life (CFISD).
    b. Persuasive Writing Option TBD.
4. **Collection Point 4:** Teachers may choose one or more from the following:
    a. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
    b. Write about the explicit and implicit meaning of text. This could include summary or explanation of theme.
    c. Write about specific literary elements such as: explanation of how character interactions forward the plot; description of setting and its impact on plot; or analysis of how authors use language to create mood.
5. **Collection Point 5:** Expository Writing
    a. Timed Write taken through the revision process—flexibility in prompt selection between two released STAAR prompts TBD; campuses will make copies; rough draft must be completed during this time frame; revision and editing may take place throughout the unit.
6. **Collection Point 6:** Teachers may choose one or more from the following:
    a. Write responses that compare sources within and across genres
    b. Describe a personal connection to text (i.e. plot events, conflicts, characters, etc.)
    c. ALL students should complete a Portfolio Review.

**HIGH SCHOOL ACTION PLAN:**

I. **Components of an Essay Training**
   A. Deep dive data analysis
   B. Analyze writing images by score point
   C. Address writing trends
   D. Diagnose student weaknesses
   E. Provide an Action Plan containing writing strategies based on diagnosed student weaknesses

II. **Essay Calibration Training for targeted campuses**
   A. Cypress Lakes, Cypress Ridge, Cypress Park, Cypress Falls, Cypress Creek, Jersey Village & Langham Creek
   B. Guided essay reading and calibration
   C. Check-in on Action Plan from Components of an Essay training
   D. Provide strategies to address writing weaknesses discovered in essay calibration

III. **Eco Dis Roundtable – Invitation Only:** Teachers who have high reading and writing success rates, as supported by data, with economically disadvantaged students will be invited to a round table where they will share successful strategies and resources. (Evening share session)
   A. Data dig
   B. Share resources
   C. Targeted planning

IV. **If/Then Writing Training and Support:** Training teachers to provide differentiated writing feedback through individual and small group writing conferences.
   A. Additional support will come in the form of hyperlinks to activity explanations, instructional videos, and student sample essays.
   B. Face-to-face after school training and instructional support will also be offered.

V. **DPM Re-design:** Data tracking for English I and II has been revised to include multiple choice items for the revising and editing sections of the STAAR assessment.

VI. **Revising and Editing Resources for STAAR Writing:** Provide training and resources that address most commonly tested grammar and revision concepts on STAAR Writing for teachers to embed in instruction throughout the year, such as:
   A. Imitation Grammar -- An instructional method based on the works of Jeff Anderson's *Everyday Editing*, Don Killgallon's *Grammar for High School: A Sentence Composing Approach*, and Harry Noden's *Image Grammar*
   B. Grammar Mini-Lessons
   C. Student Essay Revision Activities

VII. **STAAR Bootcamp Resources**
   A. Provide packets of highly effective resources for use during "STAAR Bootcamp" -- the last two to three weeks prior to the STAAR test in April.

**ENGLISH I & II DATA COLLECTION POINTS:**

| GRADE LEVEL | ENGLISH I | ENGLISH II |
|---|---|---|
| **Collection Point 1** | Evidence & Support Unit Writing Portfolio Piece | Evidence & Support Unit Writing Portfolio Piece |
| **Collection Point 2** | Expository Structure Writing Portfolio Piece | Persuasive Structure Writing Portfolio Piece |
| **Collection Point 3** | Connections Writing Portfolio Piece | Connections Writing Portfolio Piece |

Campbell CIP Translations to Spanish 2018-19

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.

Meta 1: Desempeño Académico: El distrito garantizará niveles de desempeño y logros académicos que reflejen la excelencia en el aprendizaje y la consecución de altas expectativas y altos estándares para todos los estudiantes. La traducción de estrategias adicionales estará disponible por pedido.

Performance Objective 1: Curriculum and Instruction & Accountability: By May 2018, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Objetivo de Rendimiento 1: Currículo e Instrucción y Responsabilidad Escolar: Para mayo de 2018, los estudiantes cumplirán y superarán los objetivos de rendimiento según listados en la tabla de datos CIP adjunta.

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

Meta 2: Entorno de Aprendizaje Seguro y Saludable: El distrito proporcionará un entorno seguro, disciplinado, saludable y propicio para el aprendizaje de los estudiantes. La traducción de estrategias adicionales estará disponible por pedido.

Performance Objective 1: Student Safety: By the end of the 2018-19 school year, 100% of the district's safety policies will be implemented.

Objetivo de Rendimiento 1: Seguridad Estudiantil: Para fines del año escolar 2018-19, se habrá implementado todas las normas de seguridad del distrito.

Performance Objective 2: Student Attendance: By the end of the 2018-19 school year, student attendance will be at 98%.

Objetivo de Rendimiento 2: Asistencia Estudiantil: Para fines del año escolar 2018-19, la asistencia estudinatil estará a un 98%.

Performance Objective 3: Restorative Discipline: By the end of the 2018-19 school year, discipline referrals will be decreased by 20%.

Objetivo de Rendimiento 3: Disciplina restaurativa: Para fines del año escolar 2018-19, se disminuirá en un 20% la cantidad de informes disciplinarios.

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

Meta 3: Capital Humano: El distrito contratará, desarrollará y retendrá personal altamente cualificado y eficiente que refleje nuestra demografía estudiantil. La traducción de estrategias adicionales estará disponible por pedido.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2018-19 school year, teacher/paraprofessional attendance will increase by 5%.

Objetivo de Rendimiento 1: Asistencia de maestros/personal de apoyo: Para fines del año escolar 2018-19, la asistencia de maestros/personal de apoyo aumentará un 5%:

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

Meta: Participación Activa de la Familia y la Comunidad: Aumentar la participación activa de los padres en el plantel y los métodos de comunicación utilizados para animar la participación de los padres en actividades escolares. La traducción de estrategias adicionales estará disponible por pedido.

Performance Objective 1: By the end of the 2018-19 school year, parent and family engagement will increase by 5%.

Objetivo de Rendimiento 1: Para fines del año escolar 2018-19, la participación activa de padres y familias aumentará en un 5%.

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 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.

STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

| Content | Grade | Campus | Student Group | Tested 2018 | 2018 Approaches | | 2019 Approaches Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Approaches | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Reading | 6 | Campbell | All | 434 | 291 | 67% | 70% | 3% | 471 | 302 | 64% |
| Reading | 6 | Campbell | Hispanic | 217 | 141 | 65% | 68% | 3% | 207 | 130 | 63% |
| Reading | 6 | Campbell | Am. Indian | 9 | 8 | 89% | 90% | 1% | * | * | * |
| Reading | 6 | Campbell | Asian | 36 | 32 | 89% | 90% | 1% | 30 | 29 | 97% |
| Reading | 6 | Campbell | African Am. | 121 | 70 | 58% | 61% | 3% | 170 | 100 | 59% |
| Reading | 6 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 6 | Campbell | White | 41 | 32 | 78% | 81% | 3% | 48 | 32 | 67% |
| Reading | 6 | Campbell | Two or More | 8 | 6 | 75% | 78% | 3% | 12 | 9 | 75% |
| Reading | 6 | Campbell | Eco. Dis. | 347 | 220 | 63% | 66% | 3% | 385 | 234 | 61% |
| Reading | 6 | Campbell | LEP Current | 44 | 11 | 25% | 28% | 3% | 58 | 15 | 26% |
| Reading | 6 | Campbell | LEP M1 | 31 | 20 | 65% | 68% | 3% | 15 | 12 | 80% |
| Reading | 6 | Campbell | LEP M2 | 22 | 19 | 86% | 88% | 2% | 10 | 8 | 80% |
| Reading | 6 | Campbell | SPED | 29 | 3 | 10% | 13% | 3% | 36 | 9 | 25% |
| Reading | 7 | Campbell | All | 424 | 296 | 70% | 73% | 3% | 433 | 328 | 76% |
| Reading | 7 | Campbell | Hispanic | 182 | 132 | 73% | 76% | 3% | 223 | 169 | 76% |
| Reading | 7 | Campbell | Am. Indian | * | * | * | * | * | 6 | 5 | 83% |
| Reading | 7 | Campbell | Asian | 30 | 27 | 90% | 91% | 1% | 37 | 34 | 92% |
| Reading | 7 | Campbell | African Am. | 159 | 100 | 63% | 66% | 3% | 116 | 82 | 71% |
| Reading | 7 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 7 | Campbell | White | 39 | 25 | 64% | 78% | 14% | 40 | 31 | 78% |
| Reading | 7 | Campbell | Two or More | 11 | 10 | 91% | 92% | 1% | 8 | 5 | 63% |
| Reading | 7 | Campbell | Eco. Dis. | 331 | 213 | 64% | 67% | 3% | 343 | 254 | 74% |
| Reading | 7 | Campbell | LEP Current | 41 | 10 | 24% | 27% | 3% | 49 | 17 | 35% |
| Reading | 7 | Campbell | LEP M1 | 7 | 6 | 86% | 89% | 3% | 7 | 7 | 100% |
| Reading | 7 | Campbell | LEP M2 | 27 | 18 | 67% | 70% | 3% | 30 | 25 | 83% |
| Reading | 7 | Campbell | SPED | 29 | 8 | 28% | 31% | 3% | 34 | 8 | 24% |
| Read Cumulative | 8 | Campbell | All | 398 | 329 | 83% | 86% | 3% | 424 | 368 | 87% |
| Read Cumulative | 8 | Campbell | Hispanic | 182 | 145 | 80% | 83% | 3% | 192 | 168 | 88% |
| Read Cumulative | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Read Cumulative | 8 | Campbell | Asian | 52 | 51 | 98% | 99% | 1% | 26 | 25 | 96% |
| Read Cumulative | 8 | Campbell | African Am. | 120 | 91 | 76% | 79% | 3% | 159 | 131 | 82% |
| Read Cumulative | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Read Cumulative | 8 | Campbell | White | 35 | 33 | 94% | 97% | 3% | 35 | 32 | 91% |
| Read Cumulative | 8 | Campbell | Two or More | 6 | 6 | 100% | 100% | 0% | 8 | 8 | 100% |
| Read Cumulative | 8 | Campbell | Eco. Dis. | 301 | 243 | 81% | 84% | 3% | 322 | 272 | 84% |
| Read Cumulative | 8 | Campbell | LEP Current | 47 | 22 | 47% | 50% | 3% | 42 | 28 | 67% |
| Read Cumulative | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Read Cumulative | 8 | Campbell | LEP M2 | 7 | 6 | 86% | 89% | 3% | 6 | 6 | 100% |
| Read Cumulative | 8 | Campbell | SPED | 26 | 16 | 62% | 65% | 3% | 29 | 10 | 34% |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 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.

STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

| Content | Grade | Campus | Student Group | Tested 2018 | 2018 Approaches | | 2019 Approaches Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Approaches | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Math | 6 | Campbell | All | 434 | 295 | 68% | 71% | 3% | 471 | 319 | 68% |
| Math | 6 | Campbell | Hispanic | 217 | 136 | 63% | 66% | 3% | 207 | 142 | 69% |
| Math | 6 | Campbell | Am. Indian | 9 | 8 | 89% | 90% | 1% | * | * | * |
| Math | 6 | Campbell | Asian | 36 | 35 | 97% | 98% | 1% | 30 | 28 | 93% |
| Math | 6 | Campbell | African Am. | 121 | 75 | 62% | 65% | 3% | 170 | 101 | 59% |
| Math | 6 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 6 | Campbell | White | 41 | 32 | 78% | 81% | 3% | 48 | 39 | 81% |
| Math | 6 | Campbell | Two or More | 8 | 7 | 88% | 89% | 1% | 12 | 7 | 58% |
| Math | 6 | Campbell | Eco. Dis. | 347 | 224 | 65% | 68% | 3% | 385 | 250 | 65% |
| Math | 6 | Campbell | LEP Current | 44 | 15 | 34% | 40% | 6% | 58 | 25 | 43% |
| Math | 6 | Campbell | LEP M1 | 31 | 20 | 65% | 68% | 3% | 15 | 8 | 53% |
| Math | 6 | Campbell | LEP M2 | 22 | 16 | 73% | 76% | 3% | 10 | 8 | 80% |
| Math | 6 | Campbell | SPED | 29 | 4 | 14% | 20% | 6% | 36 | 15 | 42% |
| Math | 7 | Campbell | All | 424 | 298 | 70% | 73% | 3% | 432 | 308 | 71% |
| Math | 7 | Campbell | Hispanic | 182 | 133 | 73% | 76% | 3% | 222 | 155 | 70% |
| Math | 7 | Campbell | Am. Indian | * | * | * | * | * | 6 | 6 | 100% |
| Math | 7 | Campbell | Asian | 30 | 30 | 100% | 100% | 0% | 37 | 36 | 97% |
| Math | 7 | Campbell | African Am. | 159 | 94 | 59% | 65% | 6% | 116 | 74 | 64% |
| Math | 7 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 7 | Campbell | White | 39 | 29 | 74% | 80% | 6% | 40 | 30 | 75% |
| Math | 7 | Campbell | Two or More | 11 | 10 | 91% | 92% | 1% | 8 | 5 | 63% |
| Math | 7 | Campbell | Eco. Dis. | 331 | 226 | 68% | 71% | 3% | 342 | 237 | 69% |
| Math | 7 | Campbell | LEP Current | 41 | 25 | 61% | 64% | 3% | 48 | 17 | 35% |
| Math | 7 | Campbell | LEP M1 | 7 | 4 | 57% | 60% | 3% | 7 | 7 | 100% |
| Math | 7 | Campbell | LEP M2 | 27 | 17 | 63% | 66% | 3% | 30 | 22 | 73% |
| Math | 7 | Campbell | SPED | 29 | 10 | 34% | 37% | 3% | 34 | 4 | 12% |
| Math Cumulative | 8 | Campbell | All | 296 | 228 | 77% | 80% | 3% | 306 | 254 | 83% |
| Math Cumulative | 8 | Campbell | Hispanic | 139 | 107 | 77% | 80% | 3% | 136 | 114 | 84% |
| Math Cumulative | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Math Cumulative | 8 | Campbell | Asian | 21 | 21 | 100% | 100% | 0% | 6 | 6 | 100% |
| Math Cumulative | 8 | Campbell | African Am. | 103 | 73 | 71% | 74% | 3% | 133 | 107 | 80% |
| Math Cumulative | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Math Cumulative | 8 | Campbell | White | 25 | 22 | 88% | 91% | 3% | 23 | 19 | 83% |
| Math Cumulative | 8 | Campbell | Two or More | 5 | 3 | 60% | 63% | 3% | 6 | 6 | 100% |
| Math Cumulative | 8 | Campbell | Eco. Dis. | 240 | 181 | 75% | 78% | 3% | 248 | 205 | 83% |
| Math Cumulative | 8 | Campbell | LEP Current | 44 | 30 | 68% | 71% | 3% | 38 | 30 | 79% |
| Math Cumulative | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Math Cumulative | 8 | Campbell | LEP M2 | 6 | 6 | 100% | 100% | 0% | 5 | 5 | 100% |
| Math Cumulative | 8 | Campbell | SPED | 26 | 9 | 35% | 40% | 5% | 28 | 9 | 32% |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 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.

STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

| Content | Grade | Campus | Student Group | Tested 2018 | 2018 Approaches | | 2019 Approaches Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Approaches | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Writing | 7 | Campbell | All | 426 | 268 | 63% | 66% | 3% | 431 | 291 | 68% |
| Writing | 7 | Campbell | Hispanic | 183 | 112 | 61% | 64% | 3% | 223 | 147 | 66% |
| Writing | 7 | Campbell | Am. Indian | * | * | * | * | * | 6 | 5 | 83% |
| Writing | 7 | Campbell | Asian | 30 | 25 | 83% | 86% | 3% | 37 | 33 | 89% |
| Writing | 7 | Campbell | African Am. | 160 | 93 | 58% | 61% | 3% | 115 | 72 | 63% |
| Writing | 7 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Writing | 7 | Campbell | White | 39 | 26 | 67% | 70% | 3% | 40 | 27 | 68% |
| Writing | 7 | Campbell | Two or More | 11 | 10 | 91% | 92% | 1% | 8 | 5 | 63% |
| Writing | 7 | Campbell | Eco. Dis. | 333 | 195 | 59% | 62% | 3% | 342 | 221 | 65% |
| Writing | 7 | Campbell | LEP Current | 42 | 7 | 17% | 20% | 3% | 48 | 13 | 27% |
| Writing | 7 | Campbell | LEP M1 | 7 | 4 | 57% | 60% | 3% | 7 | 5 | 71% |
| Writing | 7 | Campbell | LEP M2 | 27 | 14 | 52% | 55% | 3% | 30 | 22 | 73% |
| Writing | 7 | Campbell | SPED | 29 | 4 | 14% | 17% | 3% | 34 | 5 | 15% |
| Science | 8 | Campbell | All | 395 | 289 | 73% | 76% | 3% | 423 | 345 | 82% |
| Science | 8 | Campbell | Hispanic | 181 | 127 | 70% | 74% | 4% | 191 | 158 | 83% |
| Science | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 8 | Campbell | Asian | 52 | 52 | 100% | 100% | 0% | 25 | 25 | 100% |
| Science | 8 | Campbell | African Am. | 117 | 71 | 61% | 64% | 3% | 159 | 120 | 75% |
| Science | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 8 | Campbell | White | 35 | 32 | 91% | 92% | 1% | 36 | 31 | 86% |
| Science | 8 | Campbell | Two or More | 6 | 5 | 83% | 86% | 3% | 8 | 8 | 100% |
| Science | 8 | Campbell | Eco. Dis. | 304 | 211 | 69% | 72% | 3% | 322 | 251 | 78% |
| Science | 8 | Campbell | LEP Current | 49 | 22 | 45% | 48% | 3% | 42 | 23 | 55% |
| Science | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Science | 8 | Campbell | LEP M2 | 7 | 5 | 71% | 74% | 3% | 6 | 6 | 100% |
| Science | 8 | Campbell | SPED | 26 | 10 | 38% | 40% | 2% | 28 | 11 | 39% |
| Social Studies | 8 | Campbell | All | 392 | 229 | 58% | 64% | 6% | 421 | 266 | 63% |
| Social Studies | 8 | Campbell | Hispanic | 180 | 94 | 52% | 58% | 6% | 191 | 123 | 64% |
| Social Studies | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Campbell | Asian | 52 | 49 | 94% | 95% | 1% | 25 | 25 | 100% |
| Social Studies | 8 | Campbell | African Am. | 115 | 54 | 47% | 53% | 6% | 157 | 81 | 52% |
| Social Studies | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Campbell | White | 35 | 27 | 77% | 81% | 4% | 36 | 26 | 72% |
| Social Studies | 8 | Campbell | Two or More | 6 | 5 | 83% | 85% | 2% | 8 | 8 | 100% |
| Social Studies | 8 | Campbell | Eco. Dis. | 301 | 167 | 55% | 61% | 6% | 320 | 181 | 57% |
| Social Studies | 8 | Campbell | LEP Current | 49 | 12 | 24% | 30% | 6% | 42 | 13 | 31% |
| Social Studies | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Campbell | LEP M2 | 7 | 5 | 71% | 74% | 3% | 6 | 4 | 67% |
| Social Studies | 8 | Campbell | SPED | 26 | 7 | 27% | 33% | 6% | 28 | 6 | 21% |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 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.

STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

| Content | Grade | Campus | Student Group | Tested 2018 | 2018 Meets | | 2019 Meets Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Meets | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Reading | 6 | Campbell | All | 434 | 163 | 38% | 41% | 3% | 471 | 148 | 31% |
| Reading | 6 | Campbell | Hispanic | 217 | 71 | 33% | 36% | 3% | 207 | 59 | 29% |
| Reading | 6 | Campbell | Am. Indian | 9 | 5 | 56% | 59% | 3% | * | * | * |
| Reading | 6 | Campbell | Asian | 36 | 25 | 69% | 72% | 3% | 30 | 19 | 63% |
| Reading | 6 | Campbell | African Am. | 121 | 37 | 31% | 34% | 3% | 170 | 44 | 26% |
| Reading | 6 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 6 | Campbell | White | 41 | 19 | 46% | 49% | 3% | 48 | 20 | 42% |
| Reading | 6 | Campbell | Two or More | 8 | 5 | 63% | 66% | 3% | 12 | 5 | 42% |
| Reading | 6 | Campbell | Eco. Dis. | 347 | 110 | 32% | 35% | 3% | 385 | 103 | 27% |
| Reading | 6 | Campbell | LEP Current | 44 | 8 | 18% | 21% | 3% | 58 | 1 | 2% |
| Reading | 6 | Campbell | LEP M1 | 31 | 5 | 16% | 19% | 3% | 15 | 7 | 47% |
| Reading | 6 | Campbell | LEP M2 | 22 | 10 | 45% | 48% | 3% | 10 | 3 | 30% |
| Reading | 6 | Campbell | SPED | 29 | 1 | 3% | 6% | 3% | 36 | 2 | 6% |
| Reading | 7 | Campbell | All | 424 | 172 | 41% | 44% | 3% | 433 | 200 | 46% |
| Reading | 7 | Campbell | Hispanic | 182 | 77 | 42% | 45% | 3% | 223 | 99 | 44% |
| Reading | 7 | Campbell | Am. Indian | * | * | * | * | * | 6 | 4 | 67% |
| Reading | 7 | Campbell | Asian | 30 | 22 | 73% | 76% | 3% | 37 | 23 | 62% |
| Reading | 7 | Campbell | African Am. | 159 | 49 | 31% | 34% | 3% | 116 | 45 | 39% |
| Reading | 7 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 7 | Campbell | White | 39 | 14 | 36% | 39% | 3% | 40 | 24 | 60% |
| Reading | 7 | Campbell | Two or More | 11 | 8 | 73% | 76% | 3% | 8 | 4 | 50% |
| Reading | 7 | Campbell | Eco. Dis. | 331 | 124 | 37% | 40% | 3% | 343 | 147 | 43% |
| Reading | 7 | Campbell | LEP Current | 41 | 3 | 7% | 10% | 3% | 49 | 3 | 6% |
| Reading | 7 | Campbell | LEP M1 | 7 | 2 | 29% | 31% | 2% | 7 | 5 | 71% |
| Reading | 7 | Campbell | LEP M2 | 27 | 8 | 30% | 33% | 3% | 30 | 9 | 30% |
| Reading | 7 | Campbell | SPED | 29 | 1 | 3% | 6% | 3% | 34 | 3 | 9% |
| Read Cumulative | 8 | Campbell | All | 398 | 170 | 43% | 46% | 3% | 424 | 212 | 50% |
| Read Cumulative | 8 | Campbell | Hispanic | 182 | 73 | 40% | 43% | 3% | 192 | 95 | 49% |
| Read Cumulative | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Read Cumulative | 8 | Campbell | Asian | 52 | 33 | 63% | 66% | 3% | 26 | 24 | 92% |
| Read Cumulative | 8 | Campbell | African Am. | 120 | 42 | 35% | 38% | 3% | 159 | 60 | 38% |
| Read Cumulative | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Read Cumulative | 8 | Campbell | White | 35 | 19 | 54% | 57% | 3% | 35 | 23 | 66% |
| Read Cumulative | 8 | Campbell | Two or More | 6 | 3 | 50% | 53% | 3% | 8 | 8 | 100% |
| Read Cumulative | 8 | Campbell | Eco. Dis. | 301 | 116 | 39% | 42% | 3% | 322 | 143 | 44% |
| Read Cumulative | 8 | Campbell | LEP Current | 47 | 0 | 0% | 3% | 3% | 42 | 8 | 19% |
| Read Cumulative | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Read Cumulative | 8 | Campbell | LEP M2 | 7 | 4 | 57% | 60% | 3% | 6 | 2 | 33% |
| Read Cumulative | 8 | Campbell | SPED | 26 | 2 | 8% | 11% | 3% | 29 | 2 | 7% |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 Meets CIP Targets

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STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

| Content | Grade | Campus | Student Group | Tested 2018 | 2018 Meets | | 2019 Meets Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Meets | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Math | 6 | Campbell | All | 434 | 149 | 34% | 37% | 3% | 471 | 147 | 31% |
| Math | 6 | Campbell | Hispanic | 217 | 59 | 27% | 30% | 3% | 207 | 61 | 29% |
| Math | 6 | Campbell | Am. Indian | 9 | 4 | 44% | 47% | 3% | * | * | * |
| Math | 6 | Campbell | Asian | 36 | 26 | 72% | 75% | 3% | 30 | 25 | 83% |
| Math | 6 | Campbell | African Am. | 121 | 33 | 27% | 30% | 3% | 170 | 35 | 21% |
| Math | 6 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 6 | Campbell | White | 41 | 20 | 49% | 52% | 3% | 48 | 21 | 44% |
| Math | 6 | Campbell | Two or More | 8 | 5 | 63% | 66% | 3% | 12 | 3 | 25% |
| Math | 6 | Campbell | Eco. Dis. | 347 | 101 | 29% | 32% | 3% | 385 | 109 | 28% |
| Math | 6 | Campbell | LEP Current | 44 | 6 | 14% | 17% | 3% | 58 | 2 | 3% |
| Math | 6 | Campbell | LEP M1 | 31 | 8 | 26% | 29% | 3% | 15 | 3 | 20% |
| Math | 6 | Campbell | LEP M2 | 22 | 5 | 23% | 26% | 3% | 10 | 4 | 40% |
| Math | 6 | Campbell | SPED | 29 | 1 | 3% | 6% | 3% | 36 | 2 | 6% |
| Math | 7 | Campbell | All | 424 | 147 | 35% | 38% | 3% | 432 | 164 | 38% |
| Math | 7 | Campbell | Hispanic | 182 | 67 | 37% | 40% | 3% | 222 | 77 | 35% |
| Math | 7 | Campbell | Am. Indian | * | * | * | * | * | 6 | 4 | 67% |
| Math | 7 | Campbell | Asian | 30 | 22 | 73% | 76% | 3% | 37 | 25 | 68% |
| Math | 7 | Campbell | African Am. | 159 | 36 | 23% | 30% | 7% | 116 | 31 | 27% |
| Math | 7 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 7 | Campbell | White | 39 | 15 | 38% | 49% | 11% | 40 | 21 | 53% |
| Math | 7 | Campbell | Two or More | 11 | 5 | 45% | 48% | 3% | 8 | 4 | 50% |
| Math | 7 | Campbell | Eco. Dis. | 331 | 101 | 31% | 34% | 3% | 342 | 115 | 34% |
| Math | 7 | Campbell | LEP Current | 41 | 4 | 10% | 13% | 3% | 48 | 6 | 13% |
| Math | 7 | Campbell | LEP M1 | 7 | 1 | 14% | 17% | 3% | 7 | 4 | 57% |
| Math | 7 | Campbell | LEP M2 | 27 | 10 | 37% | 40% | 3% | 30 | 8 | 27% |
| Math | 7 | Campbell | SPED | 29 | 1 | 3% | 6% | 3% | 34 | 1 | 3% |
| Math Cumulative | 8 | Campbell | All | 296 | 116 | 39% | 42% | 3% | 306 | 135 | 44% |
| Math Cumulative | 8 | Campbell | Hispanic | 139 | 52 | 37% | 40% | 3% | 136 | 66 | 49% |
| Math Cumulative | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Math Cumulative | 8 | Campbell | Asian | 21 | 16 | 76% | 79% | 3% | 6 | 5 | 83% |
| Math Cumulative | 8 | Campbell | African Am. | 103 | 28 | 27% | 30% | 3% | 133 | 50 | 38% |
| Math Cumulative | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Math Cumulative | 8 | Campbell | White | 25 | 16 | 64% | 67% | 3% | 23 | 11 | 48% |
| Math Cumulative | 8 | Campbell | Two or More | 5 | 3 | 60% | 63% | 3% | 6 | 3 | 50% |
| Math Cumulative | 8 | Campbell | Eco. Dis. | 240 | 91 | 38% | 41% | 3% | 248 | 107 | 43% |
| Math Cumulative | 8 | Campbell | LEP Current | 44 | 12 | 27% | 30% | 3% | 38 | 17 | 45% |
| Math Cumulative | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Math Cumulative | 8 | Campbell | LEP M2 | 6 | 3 | 50% | 53% | 3% | 5 | 3 | 60% |
| Math Cumulative | 8 | Campbell | SPED | 26 | 1 | 4% | 7% | 3% | 28 | 3 | 11% |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 Meets CIP Targets

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| Content | Grade | Campus | Student Group | Tested 2018 | 2018 Meets | | 2019 Meets Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Meets | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Writing | 7 | Campbell | All | 426 | 155 | 36% | 39% | 3% | 431 | 134 | 31% |
| Writing | 7 | Campbell | Hispanic | 183 | 65 | 36% | 39% | 3% | 223 | 59 | 26% |
| Writing | 7 | Campbell | Am. Indian | * | * | * | * | * | 6 | 3 | 50% |
| Writing | 7 | Campbell | Asian | 30 | 21 | 70% | 73% | 3% | 37 | 23 | 62% |
| Writing | 7 | Campbell | African Am. | 160 | 46 | 29% | 32% | 3% | 115 | 28 | 24% |
| Writing | 7 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Writing | 7 | Campbell | White | 39 | 15 | 38% | 41% | 3% | 40 | 17 | 43% |
| Writing | 7 | Campbell | Two or More | 11 | 7 | 64% | 67% | 3% | 8 | 3 | 38% |
| Writing | 7 | Campbell | Eco. Dis. | 333 | 108 | 32% | 35% | 3% | 342 | 97 | 28% |
| Writing | 7 | Campbell | LEP Current | 42 | 2 | 5% | 8% | 3% | 48 | 3 | 6% |
| Writing | 7 | Campbell | LEP M1 | 7 | 2 | 29% | 32% | 3% | 7 | 1 | 14% |
| Writing | 7 | Campbell | LEP M2 | 27 | 4 | 15% | 18% | 3% | 30 | 7 | 23% |
| Writing | 7 | Campbell | SPED | 29 | 2 | 7% | 10% | 3% | 34 | 2 | 6% |
| Science | 8 | Campbell | All | 395 | 194 | 49% | 52% | 3% | 423 | 196 | 46% |
| Science | 8 | Campbell | Hispanic | 181 | 84 | 46% | 50% | 4% | 191 | 91 | 48% |
| Science | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 8 | Campbell | Asian | 52 | 44 | 85% | 88% | 3% | 25 | 25 | 100% |
| Science | 8 | Campbell | African Am. | 117 | 39 | 33% | 36% | 3% | 159 | 53 | 33% |
| Science | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 8 | Campbell | White | 35 | 23 | 66% | 70% | 4% | 36 | 19 | 53% |
| Science | 8 | Campbell | Two or More | 6 | 4 | 67% | 70% | 3% | 8 | 6 | 75% |
| Science | 8 | Campbell | Eco. Dis. | 304 | 137 | 45% | 48% | 3% | 322 | 131 | 41% |
| Science | 8 | Campbell | LEP Current | 49 | 7 | 14% | 17% | 3% | 42 | 8 | 19% |
| Science | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Science | 8 | Campbell | LEP M2 | 7 | 3 | 43% | 46% | 3% | 6 | 2 | 33% |
| Science | 8 | Campbell | SPED | 26 | 4 | 15% | 18% | 3% | 28 | 4 | 14% |
| Social Studies | 8 | Campbell | All | 392 | 112 | 29% | 35% | 6% | 421 | 102 | 24% |
| Social Studies | 8 | Campbell | Hispanic | 180 | 43 | 24% | 30% | 6% | 191 | 47 | 25% |
| Social Studies | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Campbell | Asian | 52 | 32 | 62% | 65% | 3% | 25 | 17 | 68% |
| Social Studies | 8 | Campbell | African Am. | 115 | 21 | 18% | 24% | 6% | 157 | 21 | 13% |
| Social Studies | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Campbell | White | 35 | 13 | 37% | 43% | 6% | 36 | 12 | 33% |
| Social Studies | 8 | Campbell | Two or More | 6 | 3 | 50% | 53% | 3% | 8 | 4 | 50% |
| Social Studies | 8 | Campbell | Eco. Dis. | 301 | 75 | 25% | 31% | 6% | 320 | 66 | 21% |
| Social Studies | 8 | Campbell | LEP Current | 49 | 3 | 6% | 12% | 6% | 42 | 4 | 10% |
| Social Studies | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Campbell | LEP M2 | 7 | 2 | 29% | 32% | 3% | 6 | 0 | 0% |
| Social Studies | 8 | Campbell | SPED | 26 | 1 | 4% | 10% | 6% | 28 | 1 | 4% |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 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.

STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

| Content | Grade | Campus | Student Group | Tested 2018 | 2018 Masters | | 2019 Masters Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Reading | 6 | Campbell | All | 434 | 80 | 18% | 21% | 3% | 471 | 57 | 12% |
| Reading | 6 | Campbell | Hispanic | 217 | 31 | 14% | 17% | 3% | 207 | 23 | 11% |
| Reading | 6 | Campbell | Am. Indian | 9 | 3 | 33% | 36% | 3% | * | * | * |
| Reading | 6 | Campbell | Asian | 36 | 20 | 56% | 59% | 3% | 30 | 12 | 40% |
| Reading | 6 | Campbell | African Am. | 121 | 13 | 11% | 14% | 3% | 170 | 12 | 7% |
| Reading | 6 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 6 | Campbell | White | 41 | 8 | 20% | 23% | 3% | 48 | 8 | 17% |
| Reading | 6 | Campbell | Two or More | 8 | 4 | 50% | 53% | 3% | 12 | 2 | 17% |
| Reading | 6 | Campbell | Eco. Dis. | 347 | 50 | 14% | 17% | 3% | 385 | 34 | 9% |
| Reading | 6 | Campbell | LEP Current | 44 | 2 | 5% | 8% | 3% | 58 | 0 | 0% |
| Reading | 6 | Campbell | LEP M1 | 31 | 2 | 6% | 9% | 3% | 15 | 2 | 13% |
| Reading | 6 | Campbell | LEP M2 | 22 | 6 | 27% | 30% | 3% | 10 | 3 | 30% |
| Reading | 6 | Campbell | SPED | 29 | 0 | 0% | 3% | 3% | 36 | 0 | 0% |
| Reading | 7 | Campbell | All | 424 | 98 | 23% | 25% | 2% | 433 | 108 | 25% |
| Reading | 7 | Campbell | Hispanic | 182 | 45 | 25% | 28% | 3% | 223 | 48 | 22% |
| Reading | 7 | Campbell | Am. Indian | * | * | * | * | * | 6 | 2 | 33% |
| Reading | 7 | Campbell | Asian | 30 | 15 | 50% | 53% | 3% | 37 | 18 | 49% |
| Reading | 7 | Campbell | African Am. | 159 | 23 | 14% | 17% | 3% | 116 | 21 | 18% |
| Reading | 7 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 7 | Campbell | White | 39 | 9 | 23% | 26% | 3% | 40 | 14 | 35% |
| Reading | 7 | Campbell | Two or More | 11 | 5 | 45% | 48% | 3% | 8 | 4 | 50% |
| Reading | 7 | Campbell | Eco. Dis. | 331 | 64 | 19% | 22% | 3% | 343 | 74 | 22% |
| Reading | 7 | Campbell | LEP Current | 41 | 0 | 0% | 3% | 3% | 49 | 1 | 2% |
| Reading | 7 | Campbell | LEP M1 | 7 | 1 | 14% | 17% | 3% | 7 | 2 | 29% |
| Reading | 7 | Campbell | LEP M2 | 27 | 1 | 4% | 7% | 3% | 30 | 2 | 7% |
| Reading | 7 | Campbell | SPED | 29 | 1 | 3% | 6% | 3% | 34 | 1 | 3% |
| Read Cumulative | 8 | Campbell | All | 398 | 85 | 21% | 24% | 3% | 424 | 98 | 23% |
| Read Cumulative | 8 | Campbell | Hispanic | 182 | 40 | 22% | 25% | 3% | 192 | 39 | 20% |
| Read Cumulative | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Read Cumulative | 8 | Campbell | Asian | 52 | 17 | 33% | 36% | 3% | 26 | 15 | 58% |
| Read Cumulative | 8 | Campbell | African Am. | 120 | 18 | 15% | 18% | 3% | 159 | 29 | 18% |
| Read Cumulative | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Read Cumulative | 8 | Campbell | White | 35 | 10 | 29% | 32% | 3% | 35 | 12 | 34% |
| Read Cumulative | 8 | Campbell | Two or More | 6 | 0 | 0% | 3% | 3% | 8 | 3 | 38% |
| Read Cumulative | 8 | Campbell | Eco. Dis. | 301 | 55 | 18% | 21% | 3% | 322 | 63 | 20% |
| Read Cumulative | 8 | Campbell | LEP Current | 47 | 0 | 0% | 3% | 3% | 42 | 3 | 7% |
| Read Cumulative | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Read Cumulative | 8 | Campbell | LEP M2 | 7 | 2 | 29% | 32% | 3% | 6 | 2 | 33% |
| Read Cumulative | 8 | Campbell | SPED | 26 | 0 | 0% | 3% | 3% | 29 | 1 | 3% |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 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.

STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

| Content | Grade | Campus | Student Group | Tested 2018 | 2018 Masters | | 2019 Masters Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Math | 6 | Campbell | All | 434 | 60 | 14% | 17% | 3% | 471 | 52 | 11% |
| Math | 6 | Campbell | Hispanic | 217 | 21 | 10% | 13% | 3% | 207 | 22 | 11% |
| Math | 6 | Campbell | Am. Indian | 9 | 2 | 22% | 25% | 3% | * | * | * |
| Math | 6 | Campbell | Asian | 36 | 18 | 50% | 53% | 3% | 30 | 14 | 47% |
| Math | 6 | Campbell | African Am. | 121 | 7 | 6% | 9% | 3% | 170 | 5 | 3% |
| Math | 6 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 6 | Campbell | White | 41 | 9 | 22% | 25% | 3% | 48 | 9 | 19% |
| Math | 6 | Campbell | Two or More | 8 | 2 | 25% | 28% | 3% | 12 | 2 | 17% |
| Math | 6 | Campbell | Eco. Dis. | 347 | 39 | 11% | 14% | 3% | 385 | 35 | 9% |
| Math | 6 | Campbell | LEP Current | 44 | 1 | 2% | 5% | 3% | 58 | 1 | 2% |
| Math | 6 | Campbell | LEP M1 | 31 | 1 | 3% | 6% | 3% | 15 | 1 | 7% |
| Math | 6 | Campbell | LEP M2 | 22 | 3 | 14% | 17% | 3% | 10 | 2 | 20% |
| Math | 6 | Campbell | SPED | 29 | 0 | 0% | 3% | 3% | 36 | 1 | 3% |
| Math | 7 | Campbell | All | 424 | 66 | 16% | 19% | 3% | 432 | 60 | 14% |
| Math | 7 | Campbell | Hispanic | 182 | 29 | 16% | 19% | 3% | 222 | 25 | 11% |
| Math | 7 | Campbell | Am. Indian | * | * | * | * | * | 6 | 2 | 33% |
| Math | 7 | Campbell | Asian | 30 | 16 | 53% | 56% | 3% | 37 | 19 | 51% |
| Math | 7 | Campbell | African Am. | 159 | 9 | 6% | 9% | 3% | 116 | 3 | 3% |
| Math | 7 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 7 | Campbell | White | 39 | 7 | 18% | 21% | 3% | 40 | 8 | 20% |
| Math | 7 | Campbell | Two or More | 11 | 4 | 36% | 39% | 3% | 8 | 2 | 25% |
| Math | 7 | Campbell | Eco. Dis. | 331 | 43 | 13% | 16% | 3% | 342 | 41 | 12% |
| Math | 7 | Campbell | LEP Current | 41 | 2 | 5% | 8% | 3% | 48 | 0 | 0% |
| Math | 7 | Campbell | LEP M1 | 7 | 0 | 0% | 3% | 3% | 7 | 0 | 0% |
| Math | 7 | Campbell | LEP M2 | 27 | 1 | 4% | 7% | 3% | 30 | 0 | 0% |
| Math | 7 | Campbell | SPED | 29 | 1 | 3% | 6% | 3% | 34 | 1 | 3% |
| Math Cumulative | 8 | Campbell | All | 296 | 23 | 8% | 11% | 3% | 306 | 19 | 6% |
| Math Cumulative | 8 | Campbell | Hispanic | 139 | 10 | 7% | 10% | 3% | 136 | 8 | 6% |
| Math Cumulative | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Math Cumulative | 8 | Campbell | Asian | 21 | 5 | 24% | 27% | 3% | 6 | 1 | 17% |
| Math Cumulative | 8 | Campbell | African Am. | 103 | 5 | 5% | 8% | 3% | 133 | 7 | 5% |
| Math Cumulative | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Math Cumulative | 8 | Campbell | White | 25 | 3 | 12% | 15% | 3% | 23 | 1 | 4% |
| Math Cumulative | 8 | Campbell | Two or More | 5 | 0 | 0% | 3% | 3% | 6 | 2 | 33% |
| Math Cumulative | 8 | Campbell | Eco. Dis. | 240 | 20 | 8% | 11% | 3% | 248 | 14 | 6% |
| Math Cumulative | 8 | Campbell | LEP Current | 44 | 2 | 5% | 8% | 3% | 38 | 1 | 3% |
| Math Cumulative | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Math Cumulative | 8 | Campbell | LEP M2 | 6 | 2 | 33% | 36% | 3% | 5 | 0 | 0% |
| Math Cumulative | 8 | Campbell | SPED | 26 | 0 | 0% | 3% | 3% | 28 | 0 | 0% |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 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.

STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

| Content | Grade | Campus | Student Group | Tested 2018 | 2018 Masters | | 2019 Masters Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Writing | 7 | Campbell | All | 426 | 52 | 12% | 15% | 3% | 431 | 42 | 10% |
| Writing | 7 | Campbell | Hispanic | 183 | 21 | 11% | 14% | 3% | 223 | 14 | 6% |
| Writing | 7 | Campbell | Am. Indian | * | * | * | * | * | 6 | 0 | 0% |
| Writing | 7 | Campbell | Asian | 30 | 12 | 40% | 43% | 3% | 37 | 12 | 32% |
| Writing | 7 | Campbell | African Am. | 160 | 10 | 6% | 9% | 3% | 115 | 6 | 5% |
| Writing | 7 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Writing | 7 | Campbell | White | 39 | 5 | 13% | 16% | 3% | 40 | 6 | 15% |
| Writing | 7 | Campbell | Two or More | 11 | 4 | 36% | 39% | 3% | 8 | 3 | 38% |
| Writing | 7 | Campbell | Eco. Dis. | 333 | 31 | 9% | 12% | 3% | 342 | 27 | 8% |
| Writing | 7 | Campbell | LEP Current | 42 | 0 | 0% | 3% | 3% | 48 | 0 | 0% |
| Writing | 7 | Campbell | LEP M1 | 7 | 0 | 0% | 3% | 3% | 7 | 0 | 0% |
| Writing | 7 | Campbell | LEP M2 | 27 | 1 | 4% | 7% | 3% | 30 | 0 | 0% |
| Writing | 7 | Campbell | SPED | 29 | 1 | 3% | 3% | 0% | 34 | 0 | 0% |
| Science | 8 | Campbell | All | 395 | 105 | 27% | 30% | 3% | 423 | 85 | 20% |
| Science | 8 | Campbell | Hispanic | 181 | 43 | 24% | 27% | 3% | 191 | 40 | 21% |
| Science | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 8 | Campbell | Asian | 52 | 32 | 62% | 65% | 3% | 25 | 16 | 64% |
| Science | 8 | Campbell | African Am. | 117 | 15 | 13% | 16% | 3% | 159 | 14 | 9% |
| Science | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 8 | Campbell | White | 35 | 13 | 37% | 40% | 3% | 36 | 12 | 33% |
| Science | 8 | Campbell | Two or More | 6 | 2 | 33% | 36% | 3% | 8 | 3 | 38% |
| Science | 8 | Campbell | Eco. Dis. | 304 | 68 | 22% | 25% | 3% | 322 | 49 | 15% |
| Science | 8 | Campbell | LEP Current | 49 | 3 | 6% | 9% | 3% | 42 | 2 | 5% |
| Science | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Science | 8 | Campbell | LEP M2 | 7 | 2 | 29% | 32% | 3% | 6 | 1 | 17% |
| Science | 8 | Campbell | SPED | 26 | 1 | 4% | 7% | 3% | 28 | 2 | 7% |
| Social Studies | 8 | Campbell | All | 392 | 52 | 13% | 17% | 4% | 421 | 51 | 12% |
| Social Studies | 8 | Campbell | Hispanic | 180 | 19 | 11% | 15% | 4% | 191 | 21 | 11% |
| Social Studies | 8 | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Campbell | Asian | 52 | 16 | 31% | 36% | 5% | 25 | 11 | 44% |
| Social Studies | 8 | Campbell | African Am. | 115 | 9 | 8% | 12% | 4% | 157 | 8 | 5% |
| Social Studies | 8 | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Campbell | White | 35 | 6 | 17% | 27% | 10% | 36 | 8 | 22% |
| Social Studies | 8 | Campbell | Two or More | 6 | 2 | 33% | 37% | 4% | 8 | 2 | 25% |
| Social Studies | 8 | Campbell | Eco. Dis. | 301 | 33 | 11% | 15% | 4% | 320 | 31 | 10% |
| Social Studies | 8 | Campbell | LEP Current | 49 | 2 | 4% | 10% | 6% | 42 | 1 | 2% |
| Social Studies | 8 | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Campbell | LEP M2 | 7 | 2 | 29% | 32% | 3% | 6 | 0 | 0% |
| Social Studies | 8 | Campbell | SPED | 26 | 0 | 0% | 5% | 5% | 28 | 1 | 4% |

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

# 2018-19 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.

STAAR Results: 2019 Spring EOC (ETS file 5-22-19) and 2018 Spring EOC (ETS file 6-1-18).

| EOC | Tester Group | Campus | Student Group | Tested 2018 | 2018 Approaches at Student's Standard | | 2019 Approaches Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Approaches at Student's Standard | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Algebra I | All Testers | Campbell | All | 99 | 99 | 100% | 100% | 0% | 116 | 116 | 100% |
| Algebra I | All Testers | Campbell | Hispanic | 42 | 42 | 100% | 100% | 0% | 55 | 55 | 100% |
| Algebra I | All Testers | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | Asian | 31 | 31 | 100% | 100% | 0% | 20 | 20 | 100% |
| Algebra I | All Testers | Campbell | African Am. | 15 | 15 | 100% | 100% | 0% | 25 | 25 | 100% |
| Algebra I | All Testers | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | White | 10 | 10 | 100% | 100% | 0% | 12 | 12 | 100% |
| Algebra I | All Testers | Campbell | Two or More | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | Eco. Dis. | 60 | 60 | 100% | 100% | 0% | 73 | 73 | 100% |
| Algebra I | All Testers | Campbell | LEP Current | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | LEP M2 | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | SPED | * | * | * | * | * | * | * | * |

Cypress-Fairbanks Independent School District

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# 2018-19 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.

STAAR Results: 2019 Spring EOC (ETS file 5-22-19) and 2018 Spring EOC (ETS file 6-1-18).

| EOC | Tester Group | Campus | Student Group | Tested 2018 | 2018 Meets | | 2019 Meets Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Meets | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Algebra I | All Testers | Campbell | All | 99 | 98 | 99% | 100% | 1% | 116 | 115 | 99% |
| Algebra I | All Testers | Campbell | Hispanic | 42 | 41 | 98% | 99% | 1% | 55 | 55 | 100% |
| Algebra I | All Testers | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | Asian | 31 | 31 | 100% | 100% | 0% | 20 | 20 | 100% |
| Algebra I | All Testers | Campbell | African Am. | 15 | 15 | 100% | 100% | 0% | 25 | 24 | 96% |
| Algebra I | All Testers | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | White | 10 | 10 | 100% | 100% | 0% | 12 | 12 | 100% |
| Algebra I | All Testers | Campbell | Two or More | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | Eco. Dis. | 60 | 60 | 100% | 100% | 0% | 73 | 72 | 99% |
| Algebra I | All Testers | Campbell | LEP Current | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | LEP M2 | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | SPED | * | * | * | * | * | * | * | * |

Cypress-Fairbanks Independent School District

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# 2018-19 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.

STAAR Results: 2019 Spring EOC (ETS file 5-22-19) and 2018 Spring EOC (ETS file 6-1-18).

| EOC | Tester Group | Campus | Student Group | Tested 2018 | 2018 Masters | | 2019 Masters Incremental Growth Target | % Growth Needed | Tested 2019 | 2019 Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | % | | | | # | % |
| Algebra I | All Testers | Campbell | All | 99 | 92 | 93% | 94% | 1% | 116 | 111 | 96% |
| Algebra I | All Testers | Campbell | Hispanic | 42 | 37 | 88% | 89% | 1% | 55 | 55 | 100% |
| Algebra I | All Testers | Campbell | Am. Indian | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | Asian | 31 | 31 | 100% | 100% | 0% | 20 | 20 | 100% |
| Algebra I | All Testers | Campbell | African Am. | 15 | 13 | 87% | 88% | 1% | 25 | 20 | 80% |
| Algebra I | All Testers | Campbell | Pac. Islander | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | White | 10 | 10 | 100% | 100% | 0% | 12 | 12 | 100% |
| Algebra I | All Testers | Campbell | Two or More | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | Eco. Dis. | 60 | 55 | 92% | 93% | 1% | 73 | 68 | 93% |
| Algebra I | All Testers | Campbell | LEP Current | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | LEP M1 | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | LEP M2 | * | * | * | * | * | * | * | * |
| Algebra I | All Testers | Campbell | SPED | * | * | * | * | * | * | * | * |