# Cypress-Fairbanks Independent School District

# Dean Middle School

# 2023-2024

# Mission Statement

It's all about the D.E.A.N

**D**eveloping purposeful students to **E**ngage in academic excellence while **A**dvancing rigor, relevance and relationships for the **N**ew leaders of tomorrow's world.

# Vision

C.A.R.E. - Continuous Achievement Requires Excellence

Our vision is to foster excellence through establishing a common language, understanding and practice through alignment of behavior, philosophy of teaching, curriculum, and instructional strategies.

# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

### SCHOOL PROFILE

Dean Middle School  is a campus in Houston, Texas.  Dean Middle School opened its doors in 1955. Dean Middle School is projected to serve 1185 students in grades 6th, 7th, and 8th during the 2023-2024 school year, which is a decrease of 82 students from the previous year of 1267 students.

### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Dean Middle School's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- District and campus goals
- Campus/District improvement plan (current and prior years)
- Planning and decision making committee(s) meeting data
- Student Achievement, Student Progress, and Closing the Gaps Domain
- Targeted Support Identification Data
- Local Accountability Systems (LAS) Data
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Attendance data
- Discipline records
- School safety data
- Professional Learning Communities (PLC) Data
- Staff surveys and/or other feedback

- Parent engagement rate
- Organizational structure data
- Budgets, entitlements and expenditures data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 3, 2023 and again on September 27, 2023 to develop and finalize the CNA. The meetings were held in the library at 3:45 pm.

The problem statements and root causes are listed in each section of the needs assessment.

## MAY 3, 2023 CPOC MEETING

At the first meeting on May 3, 2023, principal Hoang Pham went over the agenda and facilitated the CPOC meeting.

The agenda was reviewed with the committee. Each member was provided a copy of the CIP Strategy and Review notes from November and February. Table groups were provided with local assessment data as well as an "expert" from the campus. Experts are teachers or staff members that are familiar with the content area or CIP strategies. Having an expert allowed them to provide anecdotal information to partner with the data relevant to the strategies being reviewed. For example, the group reviewing math strategies had a math teacher that could share what is going on in the classroom.

CIP Strategy Review - Groups were assigned specific sections of the CIP to review and determine a percentage of completion for May. A note taker was determined for each group to capture discussions and relevant information to be recorded in the CIP strategy review section in Plan4Learning. Table groups shared their findings with the whole group and submitted their notes.

CIP Summative Evaluation - Using local assessment data table groups selected one of five options for the performance objectives in the CIP. The five options to choose from were:

- Exceeded Performance Objective
- Met Performance Objective
- Significant progress made toward meeting Performance Objective
- Some progress made toward meeting Performance Objective
- No progress made toward meeting Performance Objective

Groups discussed their assigned objectives and the data relevant to their area. Each group determined one member to remain at the table and share with other groups as a gallery walk was completed. Designated members shared their discussions with the others as everyone rotated through each group. Notes were taken and submitted to be used in the Plan4Learning Platform.

<u>2023-2024 Need Assessment</u> - Having just reviewed the current strategies and performance objectives, members used local assessment data to determine strengths from 2022-2023 and needs for next year, 2023-2024.

Some strengths that were shared:

- ELAR 6 - Most subpops increased the percentage of students reaching approaches or higher between the DPM and Benchmark assessments.
- ELAR 7 - Most subpops showed growth from the first DPM assessment to the benchmark.
- Math 6/7 - Hispanic students are meeting or exceeding the All student group in the percentage approaching grade level on all assessments represented in the data.
- There is an increase in the number of teachers that are incorporating small group instruction in the classroom.
- Teachers have increased the use of sentence stems by discussing them in planning and incorporating them daily into the lesson.
- Parent engagement has increased at the various functions offered throughout the year.

Needs for 2023-2024: The discussions surfaced the items below as the largest areas of need.

- Increase the performance of African American students in mathematics.
- American Indian students are low performing in several grade levels for ELAR and Math.
- 8th grade science is still considerably lower than the identified goals in all subpopulations.
- Decrease the number of discipline incidents.
- Increase student attendance. It is at the lowest rate in the last 4 years.

We will conduct additional data analysis after the STAAR results are released. We will review and adjust the areas of need as we continue writing the CIP.

<u>Begin CIP Draft </u>- Groups discussed possible strategies to address the areas that surfaced in the needs assessment.

- Increased use of small group instruction to fill gaps and target student learning needs.
- Engagement strategies that include student discourse
- More frequent student centered labs in science
- Targeted attendance plan for students missing school regularly
- Training for teachers in instructional strategies and classroom management

<u>Title I and ESSER Preliminary Budget Planning</u> - A proposed draft plan of the use of Title and ESSER funds was shared. Table groups reviewed the needs assessment and strategies discussed to determine if the draft of funds was appropriate or in need of adjustment. The committee agreed the majority of money should be spent on people - additional teachers to reduce class size,

temporary workers to provide intervention support, temporary workers to coach new teachers to increase their growth with instructional strategies and classroom management. In addition, the campus will look to hire an additional behavior interventionist to work towards decreasing the number of DMC and suspensions. The committee discussed the community and their needs. It was agreed to continue using Title funds to provide school supplies for all students and classrooms.

## SEPTEMBER 27, 2023 CPOC MEETING

At the second meeting on September 27, 2023, the CPOC agenda included:

- CPOC roles and responsibilities
- Title I purpose, qualifications, and budget
- Review of the Home School Agreement and Parent Involvement Policy
- Review of the CNA that was started in May 2023
- Campus Improvement Plan strategies
- STAAR data review

CPOC Roles and Responsibilities - Introductions were made and a quick get to know you activity was completed. The roles and responsibilities of the committee were reviewed and questions answered.

Title I Purpose, Qualifications, and Budget - The intent of the law and Every Student Succeeds Act (ESSA) has been to raise academic achievement for low-income and otherwise disadvantaged students. Dean MS was at 87% economically disadvantaged in 2022-2023. The budget proposal was reviewed and explained. The majority of the money is spent on the addition of six teachers to reduce class size as well as temporary workers. They come in to provide small group intervention for students in the area of math and reading. In addition, we have two retired teachers/administrators that provide support to novice teachers weekly. The committee was in agreement with the proposed budget.

Home School Agreement and Parent Involvement Policy - Each table group reviewed both of these documents and provided suggestions. Tables shared their ideas with the group and submitted suggested edits in writing. The group suggested edits to address cell phone use as well as advisory lessons to teach students about their portion of the agreement.

Review of CNA from May 2023 - Each table group was provided with the CNA and strategies that were suggested / drafted for the CIP. They reviewed the material as a warm up activity to reviewing the STAAR data and suggested strategies.

Campus Improvement Plan Strategies & STAAR Data Review - Groups reviewed the drafted CIP strategies, asked questions, and made suggestions based on the STAAR data and the root cause analysis.

## SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically Reading. African American and Emergent Bilingual students performed lower on the STAAR than the All student group. Through the root cause analysis process, we identified that teachers are not consistently planning or providing differentiated learning opportunities based on students' needs.

Our second identified priority problem is in the area of student achievement, specifically Math. African American and Emergent Bilingual students performed significantly lower on the STAAR than the All student group.Through the root cause analysis process, we identified that teachers deliver the same lesson to all students without considering formative assessment data on their specific academic needs.

Our third identified priority problem is in the area of discipline, specifically in two areas that make up 48% of all referrals - refusal to adult directive/request and skipping. Through the root cause analysis process, we identified that there is a lack of systems and supports in place to effectively manage student behavior in and out of the classroom.

# Student Achievement

**Student Achievement Summary**

**2023-2024 Needs Assessment** - Having just reviewed the current strategies and performance objectives with the CPOC on May 3, 2023, members used local assessment data to determine strengths from 2022-2023 and needs for next year, 2023-2024.

Needs for 2023-2024: The discussions in May, 2023 surfaced the items below as the largest areas of need.

- Increase the performance of African American students in mathematics.
- American Indian students are low performing in several grade levels for ELAR and Math.
- 8th grade science is still considerably lower than the identified goals in all subpopulations.
- Decrease the number of discipline incidents.
- Increase student attendance. It is at the lowest rate in the last 4 years.

We will conduct additional data analysis after the STAAR results are released. We will review and adjust the areas of need as we continue writing the CIP.

**Student Achievement Strengths**

**2023-2024 Needs Assessment** - Having just reviewed the current strategies and performance objectives with the CPOC on May 3, 2023, members used local assessment data to determine strengths from 2022-2023 and needs for next year, 2023-2024.

Strengths from 2022-2023:

- ELAR 6 - Most subpops increased the percentage of students reaching approaches or higher between the DPM and Benchmark assessments.
- ELAR 7 - Most subpops showed growth from the first DPM assessment to the benchmark.
- Math 6/7 - Hispanic students are meeting or exceeding the All student group in the percentage approaching grade level on all assessments represented in the data.
- There is an increase in the number of teachers that are incorporating small group instruction in the classroom.
- Teachers have increased the use of sentence stems by discussing them in planning and incorporating them daily into the lesson.
- Parent engagement has increased at the various functions offered throughout the year.

After STAAR data was received for 2022-2023, campus staff and the Campus Performance Objectives Council (CPOC) completed our comprehensive needs assessment that was started on May 3, 2023. The strengths noted from the 2022-2023 STAAR data are as follows:

Math - 6th Grade

- Approaches - Met or exceeded campus targets in all areas except Hispanic. Outperformed the cluster group in all areas except African American.

- Meets - Met the campus target for Economically Disadvantaged students. Outperformed the cluster in the All, Hispanic, Economically Disadvantaged, Emergent Bilingual, At-Risk, and Special Education student groups.
- Masters - Met or exceeded the performance of the cluster group in the All, Hispanic, White, Economically Disadvantaged,and At-risk student groups.

## Math - 7th Grade

- Approaches - Exceeded the cluster in all student groups except White.
- Meets - Exceeded the campus target by 5% in the All student group. Also met or exceeded the cluster in all student groups except for African American.
- Masters - Outperformed the cluster by 3%-7% in the All, Hispanic, White, Economically Disadvantaged, and At-risk student groups.

## Math - 8th Grade

- Approaches - Met or exceeded the campus goal in all student groups except for Hispanic. Met or exceeded the cluster in the All, AA, At-Risk, and Special Education student groups.
- Meets - Exceeded campus targets in all student groups. Met or exceeded the cluster in the All, African American, Economically Disadvantaged, Emergent Bilingual, At-risk, and Special Education student groups.
- Masters - Exceeded the campus target in all student groups except African American. Met or exceeded the cluster in all student groups.

## Algebra

- Approaches - Met campus target of 100% passing in all areas.
- Meets - Met or exceeded the cluster group in all areas.

## Reading - 6th Grade

- Approaches - Exceeded the campus target for Emergent Bilinguals. Most student groups performed within 7% of the All student group.
- Meets - Met or exceeded the campus targets in the Hispanic, Economically Disadvantaged, Emergent Bilingual, and At-risk student groups.
- Masters - Met the cluster's performance in the White, Emergent Bilingual, and At-risk student groups.

## Reading - 7th Grade

- Approaches - All student groups are within 5% of the All student group expect Emergent Bilinguals and Special Education.
- Meets - Met or exceeded the cluster in African American, White, and At-risk student groups.
- Masters - Met or exceeded the cluster in the All, White, and At-risk student groups.

## Reading - 8th Grade

- Approaches - Exceeded the campus target for the Emergent Bilingual student group.

- Meets - Met or exceeded the cluster in the White, Emergent Bilingual, and Special Education student groups.
- Masters - Met or exceeded the cluster in the Economically Disadvantaged, Emergent Bilingual, At-risk, and Special Education student groups.

Science - 8th Grade

- Approaches - Exceeded the campus target for the Emergent Bilingual student group and exceeded the cluster in the African American student group.
- Meets - Met or exceeded the campus targets for the White, Emergent Bilingual, Ar-risk, and Special Education student groups.
- Masters - Met or exceeded the cluster in all student groups except Emergent Bilingual.

Social Studies - 8th Grade

- Approaches - Exceeded the campus target in the Emergent Bilingual student group.
- Meets - Met the campus target in the At-risk student group. Met the cluster in the Economically Disadvantaged and Emergent Bilingual student groups.
- Masters - Met or exceeded the campus targets in the White, Emergent Bilingual, and At-risk student groups. Met or exceeded the cluster in the All, Economically Disadvantaged, At-risk, and Special Education student groups.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** RLA: African American and Emergent Bilingual students performed lower on the STAAR than the All student group.   **Root Cause:** RLA: Teachers are not consistently planning or providing differentiated learning opportunities based on students' needs.

**Problem Statement 2:** Math: African American and Emergent Bilingual students performed considerably lower on the STAAR than the All student group.   **Root Cause:** Math: Teachers deliver the same lesson to all students without considering the formative assessment data on their specific academic needs.

**Problem Statement 3:** Science: Emergent Bilingual students performed considerably lower on the STAAR than the All student group.   **Root Cause:** Science: Teachers are planning lessons that are for the whole group instead of designing learning opportunities based on individual student needs.

**Problem Statement 4:** Social Studies: African American and Emergent Bilingual students performed considerably lower on the STAAR than the All student group.   **Root Cause:** Social Studies: Teachers struggle to collaborate and discuss instructional strategies that are engaging and require students to process their learning.

**Problem Statement 5:** Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

**Problem Statement 6:** Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.   **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

**Problem Statement 7:** Targeted Support Math: The campus did not meet the math target for three consecutive years in the African American and Emergent Bilingual student groups.   **Root Cause:** Teachers are not routinely utilizing research based instructional strategies to engage students in their learning.

# School Culture and Climate

**School Culture and Climate Strengths**

The following are strengths of the campus in regard to the school culture and climate:

- In each grade level, 60-80 students are placed on Small Learning Communities where they have common core content teachers that collaborate weekly to focus on their success.
- Free breakfast and lunch were provided for all students. Free dinner was provided for students that stayed for after school activities.
- A new community-wide tradition, Family Game Night, brought in about 300 people in the fall semester. The Spring Stampede showed an increase in participant attendance.
- All students were provided with free school supplies as well as a clear backpacks.

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

**Problem Statement 1:** School Culture and Climate: Two areas comprised 48% of all referrals for 2022-2023: Refusal to adult directive/request and Skipping. **Root Cause:** School Culture and Climate: There is a lack of systems and supports in place to effectively manage student behavior in and out of the classroom.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Strengths**

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

The Employee Perception Survey indicated the areas below as the top four strengths for the campus:

- 94% reported they were clear about their work responsibilities
- 94% reported that quality work is expected of them
- 92% reported that information related to their job is accessible
- 92% reported that opportunities exist for them to think for themselves

Professional growth and coaching was aligned to the campus instructional goals.  Teachers attended off-campus workshops and conferences including Region 4, the Digital Learning Conference, Capturing Kids Hearts and the Model Schools Conference.  Small Learning Community teams received ongoing professional development sessions on how to use self-reflection to reach their instructional goals.

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

**Problem Statement 1:** Teacher/Paraprofessional Retention: The staff attendance rate has decreased.   **Root Cause:** Teacher/Paraprofessional Retention: Teachers and staff experience increased levels of stress and fatigue as they handle the extra challenges that come with working at a Title I campus - student learning gaps, student behaviors, and lack of parent engagement.

# Parent and Community Engagement

**Parent and Community Engagement Strengths**

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

Approximately 60% of incoming 6th grade families attended Mustang Round Up. The event gave students an opportunity to become familiar with the campus, meet teachers and administrators, walk their schedule, and reduce anxiety prior to the first day of school.

Approximately 30% of families were in attendance at Open House. Allowing families to bring all siblings has shown to increase the turnout.

We hosted a event for parent and family engagement - Family Game Night. We had 300 people in attendance. Families enjoyed free food, board games, Loteria, and the book fair.

Our second year of the Spring Stampede was a success with an increase in families in attendance. This community event will now be a tradition for Dean MS.

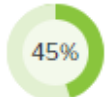**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent and Community Engagement: Parent participation in school events has improved, but is still lower than desired and is inconsistent. **Root Cause:** Parent and Community Engagement: Campus staff needs to improve communication and increase the opportunities of events that are relevant and of interest to parents.

# Goals

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

**Performance Objective 1:** Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR RLA, Math, Science, and Social Studies

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** RLA: Teachers will analyze formative/summative data and incorporate small group instruction to address learning gaps and differentiate lessons for student growth. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS | **Nov** | **Feb** | **May** |
| | 45% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Math: Teachers will incorporate data driven small group instruction to target students' needs. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS | **Nov** | **Feb** | **May** |
| | 10% | 40% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Science: Teachers will incorporate student-centered labs that allow students to collect and analyze data, as well as targeted small group instruction to increase engagement and retention of TEKS. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables.<br>**Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS | **Nov** | **Feb** | **May** |
| | 30% | 45% | |

| **Strategy 4 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 4:** Social Studies: Teachers will incorporate active engagement strategies with a focus on processing activities to develop critical thinking, reading, and problem solving skills.<br><br>   **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables.<br>   **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 30% | 55% | |

| **Strategy 5 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 5:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br><br>   **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>   **Staff Responsible for Monitoring:** Principal | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 40% | 70% | |

| **Strategy 6 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 6:** Dropout Prevention: Campus administrators will work collaboratively with the registrar to design and implement procedures to find and locate students that withdraw from campus.<br><br>   **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.<br>   **Staff Responsible for Monitoring:** Principal, Assistant Principals | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 80% | 85% | |

| **Strategy 7 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 7:** Eliminate the Learning Gap and Increase the Amount of Quality Learning Time:   Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.<br><br>   **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables.<br>   **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 50% | 60% | |

| **Strategy 8 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 8:** Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Such as - Social Emotional Lessons, Career Speakers, Student Council, Veterans Day Celebration, Soccer Start and after school clubs (STEM, Hola, FCA, Robotics).<br><br>   **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables.<br>   **Staff Responsible for Monitoring:** Principal, Assistant Principals, AAS | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 40% | 60% | |

| **Strategy 9 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 9:** At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables. Title I: Salaries - Additional teachers will be hired to reduce class size and provide intervention classes for identified students. Title I: Extra Duty - Teachers will provide additional learning opportunities and experiences for students and the community to assist with meeting the goals and objectives in the CIP. Title I: Temporary Worker - Temporary workers will provide additional support for students and teachers during the school day to assist in meeting or exceeding targets on the attached CIP target table. Title I: Professional Development - The leadership team and/or teaching staff will attend professional development both locally and/or out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building to assist in meeting the goals identified in the CIP. Title I: Supplies - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms. In addition, materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP. Title I: Snacks - The campus will provide snacks for parent, students, and the community for events held during and after the school day in order to increase participation and assist in meeting the goals and targets in the CIP. Title I: Library - We will increase the choice and circulation of library books in order to develop stronger readers to assist in meeting the goals and targets in the CIP. Title I: Substitutes - Substitutes will be hired for a variety of reasons to support student achievement - pullouts, push ins, planning days, small groups, and Title I teacher absences **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS, CCIS | 60% | 75% | |

0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue

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

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

    **Evaluation Data Sources:** STAAR and Locally Developed Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Before/After School Program: We will develop a targeted after-school tutorial intervention to close the gap on critical skills in the core content areas. AAS will identify students for each intervention period based on past and current data, including STAAR, benchmarks, DPM, and campus assessments. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** By the end of the current school year, 75% of students in targeted tutorials will show growth and/ or reach approaches or higher on the spring benchmark in the specified subject area.<br>**Staff Responsible for Monitoring:** Principal, AAS | 30% | 60% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance in reading. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** By the end of the current school year, 75% of targeted students will show growth and/or reach approaches or higher on the Reading Spring benchmark.<br>**Staff Responsible for Monitoring:** Principal, AAS | 55% | 65% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Professional Staffing: Core Content Area Interventionist in Math will provide 6 periods of pull-outs to targeted students during the instructional day. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** By the end of the current school year, 75% of the students working with the math interventionist will show growth and/or reach approaches or higher on the Math Spring benchmark.<br>**Staff Responsible for Monitoring:** Principal, AAS | 40% | 60% | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

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

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

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** State Compensatory Education: Provide supplementary support to students identified as at-risk by supplying students with additional resources, incentives, materials, and learning opportunities both during and outside the school day. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables. **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS, CCIS | Nov | Feb | May |
| | 95% | 95% | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

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

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

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Campus Safety: Administrators and staff will actively monitor the implementation of all district safety policies through supervision of students, staff, and campus visitors upon entry to the campus and careful monitoring throughout the day. | Formative | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** 100% of students, staff, and campus visitors will comply with safety protocols - wearing ID badges, students carrying clear backpacks, staff approaching visitors without a badge, not opening or propping open exterior doors, and keeping classroom doors locked. **Staff Responsible for Monitoring:** Principal, Assistant Principals | 55% | 70% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Conduct Emergency Safety Drills:  Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. | Formative | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal | 50% | 80% | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

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

**Performance Objective 2:** Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    **Evaluation Data Sources:** Student attendance records

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. | **Formative** | | |
| **Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals | Nov | Feb | May |
| | 45% | 60% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) | **Formative** | | |
| **Strategy's Expected Result/Impact:** 95% overall attendance rate<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals | Nov | Feb | May |
| | 45% | 60% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

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

**Performance Objective 3:** Restorative Discipline: The campus will use restorative discipline practices.

**Evaluation Data Sources:** Discipline reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits.  They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Implement proactive measures, including mediation and restorative practices, to teach students alternative strategies for resolving differences amongst peers.<br>    **Strategy's Expected Result/Impact:** Violent incidents will be 0%.<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionists | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 50% | 60% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.  Train all staff members on the philosophy, implementation, and benefits of restorative discipline with a focus on adjusting the campus culture to one that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.<br>    **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 40% | 60% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

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**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 current school year, teacher/paraprofessional attendance will increase by 5%.

    **Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teacher/Paraprofessional Attendance: Build in incentives to increase attendance on high absence days such as Monday and Friday. Recognize staff with perfect attendance each month with certificates and incentives. | **Formative** | | |
|  | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Director of Instruction | 30% | 50% | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | |

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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development:  By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.
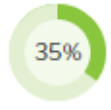
**Evaluation Data Sources:** Walk Through Data
Campus/District Assessment Data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** High-Quality Professional Development:  Teachers and instructional leaders will participate in professional development focused on the reflective cycle and instructional practices such as formative assessment, student discourse, small group instruction, and engagement techniques. | **Formative** | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables.<br>**Staff Responsible for Monitoring:** Director of Instruction, AAS, CCIS | 40% | 70% | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✖ 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 current school year, parent and family engagement will increase by 5%.

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

| Strategy 1 Details | | Formative Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** Parent and Family Engagement:  Implement various methods of parent communication and provide multiple engagement opportunities such as Open House, Four Year Planning Meeting, Spring Stampede, Family Game Night, Evening Book Fair, GT Showcase and Electives Night. | | **Formative** | | |
| | | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal,  Director of Instruction, Assistant Principals | | 35% | 70% | |
| 0% No Progress          100% Accomplished          ➡ Continue/Modify          ❌ Discontinue | | | | |

# 2023-2024 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Principal | Hoang Pham | Principal |
| Teacher #1 | Joe Baird | Teacher #1 |
| Teacher #2 | Justin Estrada | Teacher #2 |
| Teacher #3 | Chad Gogan | Teacher #3 |
| Teacher #4 | Kaytlyn Jones | Teacher #4 |
| Teacher #5 | Elizabeth Ongudu | Teacher #5 |
| Teacher #6 | Anna Rodriguez | Teacher #6 |
| Teacher #7 | Lexi Smith | Teacher #7 |
| Teacher #8 | Jazmine Williams | Teacher #8 |
| Other School Leader (Nonteaching Professional) #1 | Jessica Feathers | Other School Leader (Nonteaching Professional) #1 |
| Other School Leader (Nonteaching Professional) #2 | Lindsay Lombardi Sipes | Other School Leader (Nonteaching Professional) #2 |
| Administrator (LEA) #1 | Mary Fitzgerald | Administrator (LEA) #1 |
| Administrator (LEA) #2 | Ashley Clayburn | Administrator (LEA) #2 |
| Parent #1 | Ivan Mojica | Parent #1 |
| Parent #2 | Kheri Roy | Parent #2 |
| Community Member #1 | Susan Bartos | Community Member #1 |
| Community Member #2 | Amanda Carlin | Community Member #2 |
| Business Representative #1 | Brice Espinoza | Business Representative #1 |
| Business Representative #2 | Natalie Espinoza | Business Representative #2 |
| Paraprofessional #1 | Cecilia Boardman | Paraprofessional #1 |
| Paraprofessional #2 | Deborah Garza | Paraprofessional #2 |
| Other School Leader (Nonteaching Professional) #3 | Jasmine Akrie | Other School Leader (Nonteaching Professional) #3 |
| Other School Leader (Nonteaching Professional) #4 | Christian Casillas | Other School Leader (Nonteaching Professional) #4 |
| Other School Leader (Nonteaching Professional) #5 | Matthew Martin | Other School Leader (Nonteaching Professional) #5 |

# Addendums

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

| Content | Gr. | Campus | 2023 Cluster | Student Group | Tested 2023 # | 2023: Approaches Grade Level # | 2023: Approaches Grade Level % | 2024 Approaches Incremental Growth Target % | % Approaches Growth Needed | 2023: Meets Grade Level # | 2023: Meets Grade Level % | 2024 Meets Incremental Growth Target % | % Meets Growth Needed | 2023: Masters Grade Level # | 2023: Masters Grade Level % | 2024 Masters Incremental Growth Target % | % Masters Growth Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 6 | Dean | MS 3 | All | 372 | 239 | 64% | 69% | 5% | 136 | 37% | 42% | 5% | 50 | 13% | 15% | 2% |
| Reading | 6 | Dean | MS 3 | Hispanic | 278 | 178 | 64% | 69% | 5% | 102 | 37% | 42% | 5% | 34 | 12% | 14% | 2% |
| Reading | 6 | Dean | MS 3 | Am. Indian | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 6 | Dean | MS 3 | Asian | 17 | 17 | 100% | 100% | 0% | 15 | 88% | 90% | 2% | 8 | 47% | 49% | 2% |
| Reading | 6 | Dean | MS 3 | African Am. | 62 | 33 | 53% | 58% | 5% | 14 | 23% | 28% | 5% | * | * | * | * |
| Reading | 6 | Dean | MS 3 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 6 | Dean | MS 3 | White | 7 | 5 | 71% | 76% | 5% | * | * | * | * | * | * | * | * |
| Reading | 6 | Dean | MS 3 | Two or More | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 6 | Dean | MS 3 | Eco. Dis. | 322 | 207 | 64% | 68% | 4% | 118 | 37% | 42% | 5% | 43 | 13% | 15% | 2% |
| Reading | 6 | Dean | MS 3 | LEP Current | 152 | 81 | 53% | 56% | 3% | 37 | 24% | 28% | 4% | 10 | 7% | 8% | 1% |
| Reading | 6 | Dean | MS 3 | At-Risk | 294 | 185 | 63% | 68% | 5% | 98 | 33% | 38% | 5% | 34 | 12% | 14% | 2% |
| Reading | 6 | Dean | MS 3 | SPED | 41 | 10 | 24% | 29% | 5% | * | * | * | * | * | * | * | * |
| Reading | 7 | Dean | MS 3 | All | 409 | 271 | 66% | 71% | 5% | 168 | 41% | 46% | 5% | 68 | 17% | 20% | 3% |
| Reading | 7 | Dean | MS 3 | Hispanic | 313 | 207 | 66% | 71% | 5% | 122 | 39% | 44% | 5% | 44 | 14% | 17% | 3% |
| Reading | 7 | Dean | MS 3 | Am. Indian | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 7 | Dean | MS 3 | Asian | 19 | 17 | 89% | 90% | 1% | 16 | 84% | 89% | 5% | 10 | 53% | 56% | 3% |
| Reading | 7 | Dean | MS 3 | African Am. | 57 | 32 | 56% | 61% | 5% | 20 | 35% | 40% | 5% | 7 | 12% | 15% | 3% |
| Reading | 7 | Dean | MS 3 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 7 | Dean | MS 3 | White | 14 | 10 | 71% | 76% | 5% | 8 | 57% | 63% | 6% | 6 | 43% | 47% | 4% |
| Reading | 7 | Dean | MS 3 | Two or More | 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 7 | Dean | MS 3 | Eco. Dis. | 341 | 221 | 65% | 69% | 4% | 129 | 38% | 43% | 5% | 46 | 13% | 16% | 3% |
| Reading | 7 | Dean | MS 3 | LEP Current | 138 | 58 | 42% | 45% | 3% | 18 | 13% | 16% | 3% | * | * | * | * |
| Reading | 7 | Dean | MS 3 | At-Risk | 329 | 206 | 63% | 68% | 5% | 114 | 35% | 40% | 5% | 39 | 12% | 15% | 3% |
| Reading | 7 | Dean | MS 3 | SPED | 40 | 8 | 20% | 25% | 5% | * | * | * | * | * | * | * | * |
| Reading | 8 | Dean | MS 3 | All | 451 | 337 | 75% | 80% | 5% | 200 | 44% | 49% | 5% | 90 | 20% | 23% | 3% |
| Reading | 8 | Dean | MS 3 | Hispanic | 327 | 244 | 75% | 80% | 5% | 141 | 43% | 48% | 5% | 58 | 18% | 21% | 3% |
| Reading | 8 | Dean | MS 3 | Am. Indian | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 8 | Dean | MS 3 | Asian | 27 | 26 | 96% | 97% | 1% | 21 | 78% | 83% | 5% | 18 | 67% | 70% | 3% |
| Reading | 8 | Dean | MS 3 | African Am. | 75 | 47 | 63% | 68% | 5% | 25 | 33% | 38% | 5% | 10 | 13% | 16% | 3% |
| Reading | 8 | Dean | MS 3 | Pac. Islander | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 8 | Dean | MS 3 | White | 14 | 12 | 86% | 87% | 1% | 9 | 64% | 69% | 5% | * | * | * | * |
| Reading | 8 | Dean | MS 3 | Two or More | 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 8 | Dean | MS 3 | Eco. Dis. | 382 | 288 | 75% | 80% | 5% | 165 | 43% | 48% | 5% | 74 | 19% | 22% | 3% |
| Reading | 8 | Dean | MS 3 | LEP Current | 146 | 80 | 55% | 59% | 4% | 31 | 21% | 25% | 4% | 10 | 7% | 8% | 1% |
| Reading | 8 | Dean | MS 3 | At-Risk | 364 | 260 | 71% | 76% | 5% | 143 | 39% | 44% | 5% | 66 | 18% | 20% | 2% |
| Reading | 8 | Dean | MS 3 | SPED | 45 | 19 | 42% | 45% | 3% | 6 | 13% | 15% | 2% | * | * | * | * |
| Math | 6 | Dean | MS 3 | All | 370 | 259 | 70% | 75% | 5% | 111 | 30% | 35% | 5% | 32 | 9% | 11% | 2% |
| Math | 6 | Dean | MS 3 | Hispanic | 276 | 197 | 71% | 76% | 5% | 86 | 31% | 36% | 5% | 20 | 7% | 9% | 2% |
| Math | 6 | Dean | MS 3 | Am. Indian | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 6 | Dean | MS 3 | Asian | 17 | 17 | 100% | 100% | 0% | 15 | 88% | 90% | 2% | 9 | 53% | 55% | 2% |

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

| Content | Gr. | Campus | 2023 Cluster | Student Group | Tested 2023 | 2023: Approaches Grade Level | | 2024 Approaches Incremental Growth Target | % Approaches Growth Needed | 2023: Meets Grade Level | | 2024 Meets Incremental Growth Target | % Meets Growth Needed | 2023: Masters Grade Level | | 2024 Masters Incremental Growth Target | % Masters Growth Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | # | % | % | % | # | % | % | % | # | % | % | % |
| Math | 6 | Dean | MS 3 | African Am. | 62 | 33 | 53% | 58% | 5% | 7 | 11% | 16% | 5% | * | * | * | * |
| Math | 6 | Dean | MS 3 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 6 | Dean | MS 3 | White | 7 | 6 | 86% | 87% | 1% | * | * | * | * | * | * | * | * |
| Math | 6 | Dean | MS 3 | Two or More | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 6 | Dean | MS 3 | Eco. Dis. | 321 | 224 | 70% | 75% | 5% | 97 | 30% | 35% | 5% | 27 | 8% | 10% | 2% |
| Math | 6 | Dean | MS 3 | LEP Current | 150 | 98 | 65% | 68% | 3% | 36 | 24% | 27% | 3% | 6 | 4% | 5% | 1% |
| Math | 6 | Dean | MS 3 | At-Risk | 292 | 204 | 70% | 75% | 5% | 84 | 29% | 24% | -5% | 25 | 9% | 11% | 2% |
| Math | 6 | Dean | MS 3 | SPED | 41 | 23 | 56% | 59% | 3% | * | * | * | * | * | * | * | * |
| Math | 7 | Dean | MS 3 | All | 409 | 232 | 57% | 62% | 5% | 141 | 34% | 39% | 5% | 57 | 14% | 16% | 2% |
| Math | 7 | Dean | MS 3 | Hispanic | 312 | 173 | 55% | 60% | 5% | 105 | 34% | 39% | 5% | 40 | 13% | 15% | 2% |
| Math | 7 | Dean | MS 3 | Am. Indian | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 7 | Dean | MS 3 | Asian | 20 | 19 | 95% | 96% | 1% | 17 | 85% | 90% | 5% | 12 | 60% | 63% | 3% |
| Math | 7 | Dean | MS 3 | African Am. | 57 | 27 | 47% | 52% | 5% | 10 | 18% | 23% | 5% | * | * | * | * |
| Math | 7 | Dean | MS 3 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 7 | Dean | MS 3 | White | 14 | 9 | 64% | 67% | 3% | 7 | 50% | 55% | 5% | * | * | * | * |
| Math | 7 | Dean | MS 3 | Two or More | 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 7 | Dean | MS 3 | Eco. Dis. | 341 | 188 | 55% | 60% | 5% | 107 | 31% | 36% | 5% | 40 | 12% | 15% | 3% |
| Math | 7 | Dean | MS 3 | LEP Current | 136 | 52 | 38% | 41% | 3% | 24 | 18% | 21% | 3% | * | * | * | * |
| Math | 7 | Dean | MS 3 | At-Risk | 329 | 174 | 53% | 58% | 5% | 98 | 30% | 35% | 5% | 38 | 12% | 14% | 2% |
| Math | 7 | Dean | MS 3 | SPED | 40 | 12 | 30% | 34% | 4% | 5 | 13% | 17% | 4% | * | * | * | * |
| Math | 8 | Dean | MS 3 | All | 336 | 210 | 63% | 68% | 5% | 89 | 26% | 31% | 5% | 21 | 6% | 8% | 2% |
| Math | 8 | Dean | MS 3 | Hispanic | 243 | 146 | 60% | 65% | 5% | 60 | 25% | 30% | 5% | 12 | 5% | 7% | 2% |
| Math | 8 | Dean | MS 3 | Am. Indian | 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 8 | Dean | MS 3 | Asian | 13 | 12 | 92% | 94% | 2% | 10 | 77% | 81% | 4% | 6 | 46% | 48% | 2% |
| Math | 8 | Dean | MS 3 | African Am. | 63 | 42 | 67% | 72% | 5% | 17 | 27% | 32% | 5% | * | * | * | * |
| Math | 8 | Dean | MS 3 | Pac. Islander | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 8 | Dean | MS 3 | White | 10 | 5 | 50% | 55% | 5% | * | * | * | * | * | * | * | * |
| Math | 8 | Dean | MS 3 | Two or More | 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 8 | Dean | MS 3 | Eco. Dis. | 285 | 178 | 62% | 67% | 5% | 71 | 25% | 30% | 5% | 16 | 6% | 8% | 2% |
| Math | 8 | Dean | MS 3 | LEP Current | 132 | 72 | 55% | 58% | 3% | 31 | 23% | 26% | 3% | 7 | 5% | 5% | 0% |
| Math | 8 | Dean | MS 3 | At-Risk | 286 | 176 | 62% | 67% | 5% | 70 | 24% | 29% | 5% | 17 | 6% | 8% | 2% |
| Math | 8 | Dean | MS 3 | SPED | 44 | 20 | 45% | 47% | 2% | 8 | 18% | 20% | 2% | * | * | * | * |
| Science | 8 | Dean | MS 3 | All | 450 | 283 | 63% | 68% | 5% | 143 | 32% | 37% | 5% | 49 | 11% | 13% | 2% |
| Science | 8 | Dean | MS 3 | Hispanic | 326 | 194 | 60% | 65% | 5% | 93 | 29% | 34% | 5% | 29 | 9% | 11% | 2% |
| Science | 8 | Dean | MS 3 | Am. Indian | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 8 | Dean | MS 3 | Asian | 27 | 25 | 93% | 95% | 2% | 21 | 78% | 84% | 6% | 12 | 44% | 46% | 2% |
| Science | 8 | Dean | MS 3 | African Am. | 75 | 49 | 65% | 70% | 5% | 18 | 24% | 29% | 5% | * | * | * | * |
| Science | 8 | Dean | MS 3 | Pac. Islander | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 8 | Dean | MS 3 | White | 14 | 9 | 64% | 69% | 5% | 8 | 57% | 62% | 5% | * | * | * | * |
| Science | 8 | Dean | MS 3 | Two or More | 3 | * | * | * | * | * | * | * | * | * | * | * | * |

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

| Content | Gr. | Campus | 2023 Cluster | Student Group | Tested 2023 # | 2023: Approaches Grade Level # | 2023: Approaches Grade Level % | 2024 Approaches Incremental Growth Target % | % Approaches Growth Needed | 2023: Meets Grade Level # | 2023: Meets Grade Level % | 2024 Meets Incremental Growth Target % | % Meets Growth Needed | 2023: Masters Grade Level # | 2023: Masters Grade Level % | 2024 Masters Incremental Growth Target % | % Masters Growth Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Science | 8 | Dean | MS 3 | Eco. Dis. | 381 | 241 | 63% | 68% | 5% | 115 | 30% | 35% | 5% | 39 | 10% | 12% | 2% |
| Science | 8 | Dean | MS 3 | LEP Current | 144 | 59 | 41% | 44% | 3% | 19 | 13% | 14% | 1% | * | * | * | * |
| Science | 8 | Dean | MS 3 | At-Risk | 363 | 216 | 60% | 65% | 5% | 93 | 26% | 31% | 5% | 30 | 8% | 10% | 2% |
| Science | 8 | Dean | MS 3 | SPED | 44 | 13 | 30% | 34% | 4% | 5 | 11% | 13% | 2% | * | * | * | * |
| Social Studies | 8 | Dean | MS 3 | All | 451 | 237 | 53% | 58% | 5% | 111 | 25% | 30% | 5% | 52 | 12% | 14% | 2% |
| Social Studies | 8 | Dean | MS 3 | Hispanic | 327 | 168 | 51% | 56% | 5% | 72 | 22% | 27% | 5% | 30 | 9% | 11% | 2% |
| Social Studies | 8 | Dean | MS 3 | Am. Indian | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Dean | MS 3 | Asian | 27 | 25 | 93% | 95% | 2% | 19 | 70% | 75% | 5% | 15 | 56% | 58% | 2% |
| Social Studies | 8 | Dean | MS 3 | African Am. | 75 | 29 | 39% | 45% | 6% | 13 | 17% | 22% | 5% | * | * | * | * |
| Social Studies | 8 | Dean | MS 3 | Pac. Islander | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Dean | MS 3 | White | 14 | 10 | 71% | 75% | 4% | 5 | 36% | 41% | 5% | * | * | * | * |
| Social Studies | 8 | Dean | MS 3 | Two or More | 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Dean | MS 3 | Eco. Dis. | 382 | 199 | 52% | 57% | 5% | 90 | 24% | 29% | 5% | 41 | 11% | 13% | 2% |
| Social Studies | 8 | Dean | MS 3 | LEP Current | 146 | 50 | 34% | 37% | 3% | 15 | 10% | 12% | 2% | 5 | 3% | 4% | 1% |
| Social Studies | 8 | Dean | MS 3 | At-Risk | 365 | 177 | 48% | 53% | 5% | 73 | 20% | 25% | 5% | 32 | 9% | 11% | 2% |
| Social Studies | 8 | Dean | MS 3 | SPED | 45 | 11 | 24% | 27% | 3% | * | * | * | * | * | * | * | * |

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

| Level | Campus | EOC | 2023 Cluster | Student Group | All Testers 2023 | 2023: Approaches | | 2024 Approaches Incremental | % Approaches Growth Needed | 2023: Meets | | 2024 Meets Incremental Growth | % Meets Growth Needed | 2023: Masters | | 2024 Masters Incremental Growth | % Masters Growth Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | # | # | % | % | % | # | % | % | % | # | % | % | % |
| MS | Dean | Algebra I | MS 3 | All | 115 | 115 | 100% | 100% | 0% | 102 | 89% | 94% | 5% | 66 | 57% | 60% | 3% |
| MS | Dean | Algebra I | MS 3 | Hispanic | 84 | 84 | 100% | 100% | 0% | 73 | 87% | 92% | 5% | 44 | 52% | 55% | 3% |
| MS | Dean | Algebra I | MS 3 | Am. Indian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| MS | Dean | Algebra I | MS 3 | Asian | 14 | 14 | 100% | 100% | 0% | 14 | 100% | 100% | 0% | 13 | 93% | 93% | 0% |
| MS | Dean | Algebra I | MS 3 | African Am. | 12 | 12 | 100% | 100% | 0% | 10 | 83% | 88% | 5% | 5 | 42% | 45% | 3% |
| MS | Dean | Algebra I | MS 3 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| MS | Dean | Algebra I | MS 3 | White | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| MS | Dean | Algebra I | MS 3 | Two or More | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| MS | Dean | Algebra I | MS 3 | Eco. Dis. | 96 | 96 | 100% | 100% | 0% | 85 | 89% | 94% | 5% | 53 | 55% | 58% | 3% |
| MS | Dean | Algebra I | MS 3 | Emergent Bilingual | 15 | 15 | 100% | 100% | 0% | 9 | 60% | 65% | 5% | * | * | * | * |
| MS | Dean | Algebra I | MS 3 | At-Risk | 79 | 79 | 100% | 100% | 0% | 69 | 87% | 92% | 5% | 44 | 56% | 57% | 1% |
| MS | Dean | Algebra I | MS 3 | SPED | 1 | * | * | * | * | * | * | * | * | * | * | * | * |