

# **Cypress-Fairbanks Independent School District**

## **Anthony Middle School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

Anthony Middle School is an innovative community that empowers students to be productive and responsible citizens by cultivating relationships, embracing diversity, and inspiring excellence in a safe and supportive environment.

We provide opportunities for all learners!

# Vision

LEAD: Learn. Empower. Achieve. Dream.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

The following strengths were identified based on the 2020-21 STAAR data.

#### Grade 6 Reading

- Anthony students scored above the district average at the Approaches, Meets and Masters levels of the STAAR test.

#### Grade 6 Math

- Anthony students scored above the district average at the Approaches and Meets levels of the STAAR test.

#### Grade 7 Reading

- Anthony students scored above the district average at the Approaches , Meets, and Masters levels of the STAAR test.
- Students exceeded the target at the Masters level in the LEP, Economically Disadvantaged, White, and Hispanic student groups.
- Students exceeded the target at the Meets level in the Economically Disadvantaged, White, and Hispanic student groups.

#### Grade 7 Writing

- Anthony students scored above the district average at the Approaches, Meets, and Masters levels of the STAAR test.

#### Grade 7 Math

- Anthony students scored above the district average at the Approaches, Meets, and Masters levels of the STAAR test.
- Students exceeded the target at the Masters level in the Hispanic student group.

#### Grade 8 Reading

- Anthony students scored above the district average at the Approaches, Meets, and Masters levels of the STAAR test.
- Students met the target at the Meets level in the Hispanic student group.
- Students exceeded the target at the masters level in the "All" student category and the Hispanic student group.

#### Grade 8 Math

- Anthony students scored above the district average at the Approaches, Meets, and Masters levels of the STAAR test.
- Students exceeded the target at the Approaches level in the Special Education student group.

#### Grade 8 Algebra

- 97% of Algebra students at Anthony met at least the Approaches standard on the EOC.

- 70% of Algebra students performed at the Masters level on the EOC.

#### Grade 8 Science

- Anthony students scored above the district average at the Approaches, Meets, and Masters levels of the STAAR test.
- Students exceeded the target at the Meets level in the Hispanic student group.
- Students exceeded the target at the Masters level in the Hispanic and African American student groups.
- Students met the target at the Masters level in the White and Economically Disadvantaged student groups.

#### Grade 8 Social Studies

- Anthony students scored above the district average at the Approaches, Meets, and Masters levels of the STAAR test.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Reading: There is a performance gap that exceeds 10% in the Reading STAAR scores between the Economically Disadvantaged students and the All students scores. **Root Cause:** Reading: Teachers are not facilitating lessons in a way that yields high engagement and motivation among learners.

**Problem Statement 2:** Writing: Anthony students did not meet the writing targets in any area for the 2021 STAAR. **Root Cause:** Writing: Teachers are not facilitating writing response activities that lead to increased levels of thinking and making connections.

**Problem Statement 3:** Math: There is a performance gap that exceeds 10% for Economically Disadvantaged students from All students at the Meets level on the 2021 STAAR. **Root Cause:** Math: Teachers are not incorporating rigor when questioning students.

**Problem Statement 4:** Science: There is a gap of greater than 10% at the Approaches and Meets levels between the African American student group and All students on the 2021 STAAR. **Root Cause:** Science: Teachers are not framing the lessons in ways that empower students to track and know the learning outcomes throughout the unit and prior to the summative assessment.

**Problem Statement 5:** Social Studies: There is a performance gap that exceeds 30% for students with limited English from All students at the Approaches and Meets levels of the 2021 STAAR. **Root Cause:** Social Studies: Teachers are not incorporating reading, writing, and vocabulary skills into instructional practices.

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

# School Culture and Climate

## School Culture and Climate Strengths

At Anthony Middle School, students have the opportunity to participate in numerous events that promote high achievement, positive behavior, and leadership. These events include the following:

Guys in Ties/Girls in Pearls

Red Ribbon Week

Career Cruising

Electives night

Curriculum Night (Open House)

College Days

Rewards & Incentives for no Discipline, including dances, cookie passes, first in line passes, and chips passes

PBIS after-school events (Bingo, Ravens on the Red Carpet, Student v. Staff sports events, Lock-in night)

Ongoing PBIS incentive program (Talon Tokens)

PBIS Holiday Market

Discipline Data

Incidents of inappropriate language and gestures continued to decrease in 2021 from 2020.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: There was a significant increase in incidents involving students refusing to comply with adult directives. **Root Cause:** School Culture and Climate: Restorative practices are not in place to build trust, teach desired behavior, and restore relationships.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

All teachers at Anthony Middle School are highly qualified to teach in their content area and grade level.

Ninety percent or greater of the professional staff at Anthony Middle School agreed or strongly agreed with the following statements from the 2021 Employee Perception Survey:

- Opportunities for professional growth are available.
- The work I am asked to do directly related to my job description.
- Quality work is expected of me.
- Information related to my job is accessible.
- Staff recognition is built into the school culture.
- I am clear about my job responsibilities.
- Procedures have been implemented to keep me safe at work.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: The rate of staff attendance has consistently been lower in the spring than in the fall in past school years, including 2020-21. Attendance rate is particularly low in February when compared to other months. **Root Cause:** Teacher/Paraprofessional Attendance: Staff have fewer holidays in the spring when work demands related to STAAR are highest.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

Parent events, such as Open House, Curriculum Nights, Electives Nights, and Raven Express yield high parent turn-out.

Teachers report that they are usually able to get in touch with parents when they need to make parent contact.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Due to health and safety requirements resulting from the onset of COVID 19, we have not been able to welcome parents and guests into our building for traditional family events such as Raven Express and Open House. As a result, parents and the community are not aware of good news and progress happening at Anthony Middle School **Root Cause:** Parent and Community Engagement : There is not enough positive news being publicized in the community through social media and the Anthony website.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

## Parent/Community Data










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





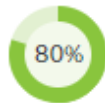
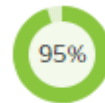

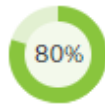




# Goals








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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> Teachers will plan engaging lessons for each unit of study that incorporate build-talk-write for learning processing activities. Additionally, students will receive regular feedback through ongoing formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> ELA CCIS; Appraiser</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Writing teachers will increase the depth and complexity of thinking and elaboration by planning critical writing assignments that connect to text or real-world situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR CCIS; Appraiser</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> Teachers will ensure that students are tracking their revising and editing progress with the Patterns of Power rubric. Teachers will celebrate progress on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> ELA/R CCIS; Appraiser</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: Teachers will apply critical writing and lesson closures that lead students to apply, analyze, and/or evaluate. Math students will complete at least one critical writing per week. Teachers will close lessons every day.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Math CCIS; Appraiser</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: Teachers will continue to incorporate literature in lessons. Additionally, they will add clarity through "I can" statements, allowing learners to understand the objectives and chart their growth. Both students and teachers will know what is mastered, met, or not understood.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Science CCIS; Appraiser</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Social Studies: Teachers will pre-assess and pre-teach vocabulary at the beginning of each unit in order to create foundational knowledge from which to build to higher levels of thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction; Appraiser</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Dropout Prevention: Counselors and Academic Achievement Specialist will meet after every progress report and work with teachers to establish an intervention for all students in danger of earning a failing grade for a marking period. Registrar will notify the Director of Instruction when any student accumulates 5 or more unexcused absences or when any student exceeds 10 total absences.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors; Academic Achievement Specialist; Registrar; Director of Instruction</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			








Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: 30 minutes of targeted instruction for support or enrichment in each content area during each week. Instruction address data from assessments given within the content courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> CCIS; Academic Achievement Specialist; Director of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	Formative		
	Nov	Feb	May
			
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**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Extended Day Tutoring:</b> EDT will begin the week of September 13th and continue through April, Tuesday - Thursday. We will begin with all students who had a yearly failing average in a core subject for the 2020-21 school year. We will use unit tests and district assessments to help in determining the students who will participate.</p> <p><b>Strategy's Expected Result/Impact:</b> The goal is to increase learning and zap zeros in the grade book. Therefore, students attending the extended day tutoring will have 90% of their grades in each grade book category to be greater than 50 for each marking period.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Director of Instruction; Academic Achievement Specialist</p> <p><b>Funding Sources:</b> Extra Duty Pay - ESSER III - \$10,890, Student Snacks - ESSER III - \$500</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Class size reduction teacher:</b> The position will be used to reduce class size for math classes. The allocation would have classes that support on-level students in need of targeted instruction for students who failed STAAR. Additionally, the allocation would be used for teaching at least one K-level class of students who are at-risk of failing the course.</p> <p><b>Strategy's Expected Result/Impact:</b> All students in the on-level classes will have a 70% passing rate on district assessments and STAAR. All students in the k-level classes will have at least a 75 average for the semester and demonstrate incremental growth towards Meets or Masters on district assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Director of Instruction; Academic Achievement Specialist; Math CCIS</p> <p><b>Funding Sources:</b> Additional Staff to lower class sizes - ESSER III - \$70,010</p>	Formative		
	Nov	Feb	May
			

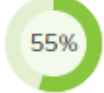






Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Staff Professional Development Presentation by Lead Your School Consultant Group - Teachers will be provided training on how to combat COVID gaps using the warm-up to fill in gaps from COVID, high-yield strategies of Build-Write-Talk for students to practice the content and lesson closure to formative assess the learning that occurred to adjust instruction to meet students' needs.</p> <p><b>Strategy's Expected Result/Impact:</b> After all teachers attend the Lead Your School training and participate in the Lead Your School program, 90% of students will achieve Approaches or higher on the 2022 STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Appraisers; CCIS</p> <p><b>Funding Sources:</b> Lead Your School Consultant - ESSER III - \$21,900</p>	Formative		
	Nov	Feb	May
			
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**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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











**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students in intervention classes such as Read 180, Reading Workshop, and Dyslexia will be provided with all classroom supplies including high-interest reading material, paper, manipulatives, and overlays.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided required and supplemental materials to support and enhance learning in order to increase achievement levels. Students' reading and ELA grades will improve over the course of the 2021-22 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention course teachers; AAS; Director of Instruction</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Reading materials; intervention course supplies - Special Allotment: Compensatory Education - 1992-11-F2-058-C0000 - \$1,609</p>	Formative		
	Nov	Feb	May
			
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**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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


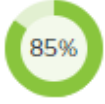
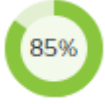




**Evaluation Data Sources:** Record of safety drills and other required safety actions.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> All staff and students will implement campus intake, transition, and dismissal procedures. This includes assigned student entry (gym doors, car rider doors), all staff assigned duty locations throughout the building, and all students moving directly to their assigned area or classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students transition safely and efficiently throughout the building during the school day.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals; Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</b></p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals; Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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













**Evaluation Data Sources:** Student attendance records








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Attendance office personnel will make parent contact for every student when 3 unexcused absences in a row occur. Additionally, parent contact will be made for excused absences that exceed 3 days in order to check-in and confirm date for return to school.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Registrar; Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 3: Restorative Discipline:** By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10% from the 2020 school year (prior to onset of COVID).

**Evaluation Data Sources:** Discipline reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: We will provide training to teachers on restorative practices through Bite-sized Professional Development sessions, which occur the after school on the 2nd Monday of each month. Additionally, we will use reflective questions and restorative circles to guide and direct conversations about student behavior in order to repair damaged relationships within the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals; Principal; PBIS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: Assistant principals will work to teach desired behavior to all students through conduct meetings. Desired behavior will be reinforced and rewarded through PBIS efforts and activities that are embedded in class lessons. Discipline data according to student populations will be monitored monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals; Principal; PBIS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: Assistant Principals will continue to utilize consequences that are more individualized to students in order to hold them accountable to their behavior while assisting them in learning skills or strategies to improve future behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Disciplinary Alternative Education Program (DAEP) Placements: We will continue to individualize structures and supports to assist students with multiple disciplinary infractions in acquiring the skills and strategies to replace the inappropriate behaviors with acceptable behaviors. Single serious incidents will be addressed according to the individual student with the goal of teaching and reinforcing behaviors needed for academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> DAEP placements of African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals; Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: Assistant principals and counselors will attend content planning meetings in order to provide teachers with instructional strategies that address students' social intelligence. Students are also encouraged by staff and through regular announcements to "say something" by reporting suspicious or worrisome behaviors to staff members or through the tipline.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors; Assistant Principals</p>	Formative		
	Nov	Feb	May
			
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**Goal 2:** Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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








**Evaluation Data Sources:** Lesson plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement the Coordinated Approach to Child Health (CATCH) program with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p><b>Staff Responsible for Monitoring:</b> PE coaches; Assistant Principals</p>	Formative		
	Nov	Feb	May
	100%	100%	100%
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 5%.








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: All teachers at Anthony Middle School either sponsor a club or serve on a committee in order to connect with one another and develop camaraderie. Additionally, on various Fridays throughout the year, teachers are invited to participate in fun activities that include dress-up days and Feed-me Fridays.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Director of Instruction; Social Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: All teachers participated in August professional development tied to our campus instructional goal of creating and using assessments to design responsive instruction and meet the needs of all learners. Each month, teachers participate in staff development by department as part of the monthly staff meeting. Finally, bite-sized PD is offered once per month where teachers get to choose a 30-minute PD session related to instruction, positive relationships, or Schoology tips.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will create and implement assessments that are aligned to the TEKS and to instruction, thereby increasing student performance on unit tests. Teachers will use bite-sized PD as part of their own professional development plan related to achieving their professional goals.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction; Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 2021-22 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Anthony Middle School will communicate electronically (twice per month) through the use of School Messenger, electronic marquee, and social media. Additionally, we will offer both in-person and virtual options for parent events such as Open House, Raven Express, Parent UIL meetings, and Electives Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Director of Instruction Asst. Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# State Compensatory

## Budget for Anthony Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 3**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Anthony Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 Position	Academic Achievement Specialist	1
2 Positions	Content Curriculum Instr Specialist	1
4 Positions	Teacher	1

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay		\$10,890.00
1	2	1	Student Snacks		\$500.00
1	2	2	Additional Staff to lower class sizes		\$70,010.00
1	2	3	Lead Your School Consultant		\$21,900.00
<b>Sub-Total</b>					<b>\$103,300.00</b>
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Reading materials; intervention course supplies	1992-11-F2-058-C0000	\$1,609.00
<b>Sub-Total</b>					<b>\$1,609.00</b>

# Addendums

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

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	6	Anthony	All	366	291	80%	86%	6%	446	378	85%
Math	6	Anthony	Hispanic	107	75	70%	76%	6%	141	114	81%
Math	6	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Anthony	Asian	71	69	97%	100%	3%	82	78	95%
Math	6	Anthony	African Am.	93	65	70%	76%	6%	116	86	74%
Math	6	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Anthony	White	81	72	89%	95%	6%	90	86	96%
Math	6	Anthony	Two or More	14	10	71%	80%	9%	16	13	81%
Math	6	Anthony	Eco. Dis.	117	78	67%	73%	6%	162	129	80%
Math	6	Anthony	LEP Current	28	16	57%	63%	6%	28	15	54%
Math	6	Anthony	At-Risk	173	114	66%	72%	6%	218	161	74%
Math	6	Anthony	SPED	31	14	45%	55%	10%	30	14	47%
Math	7	Anthony	All	366	278	76%	85%	9%	413	328	79%
Math	7	Anthony	Hispanic	106	75	71%	80%	9%	119	76	64%
Math	7	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Anthony	Asian	62	55	89%	98%	9%	76	72	95%
Math	7	Anthony	African Am.	94	57	61%	70%	9%	113	84	74%
Math	7	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Anthony	White	89	78	88%	98%	10%	90	82	91%
Math	7	Anthony	Two or More	15	13	87%	96%	9%	15	14	93%
Math	7	Anthony	Eco. Dis.	119	73	61%	70%	9%	151	104	69%
Math	7	Anthony	LEP Current	21	9	43%	55%	12%	33	20	61%
Math	7	Anthony	At-Risk	114	63	55%	65%	10%	198	125	63%
Math	7	Anthony	SPED	16	1	6%	20%	14%	37	12	32%
Math	8	Anthony	All	193	132	68%	80%	12%	190	149	78%
Math	8	Anthony	Hispanic	54	33	61%	75%	14%	58	46	79%
Math	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Anthony	Asian	17	16	94%	100%	6%	23	21	91%
Math	8	Anthony	African Am.	74	47	64%	76%	12%	61	44	72%
Math	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Anthony	White	38	30	79%	91%	12%	41	33	80%
Math	8	Anthony	Two or More	9	6	67%	80%	13%	6	4	67%
Math	8	Anthony	Eco. Dis.	86	50	58%	70%	12%	99	78	79%
Math	8	Anthony	LEP Current	12	7	58%	70%	12%	22	16	73%
Math	8	Anthony	At-Risk	108	62	57%	70%	13%	141	107	76%
Math	8	Anthony	SPED	22	15	68%	75%	7%	17	9	53%
Reading	6	Anthony	All	368	300	82%	90%	8%	448	394	88%
Reading	6	Anthony	Hispanic	107	82	77%	85%	8%	142	121	85%
Reading	6	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Anthony	Asian	72	68	94%	100%	6%	83	81	98%
Reading	6	Anthony	African Am.	93	72	77%	85%	8%	116	92	79%
Reading	6	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Anthony	White	82	68	83%	90%	7%	90	85	94%
Reading	6	Anthony	Two or More	14	10	71%	80%	9%	16	14	88%
Reading	6	Anthony	Eco. Dis.	117	86	74%	83%	9%	162	132	81%
Reading	6	Anthony	LEP Current	28	16	57%	65%	8%	28	16	57%
Reading	6	Anthony	At-Risk	173	119	69%	77%	8%	218	170	78%
Reading	6	Anthony	SPED	31	9	29%	40%	11%	30	10	33%
Reading	7	Anthony	All	366	319	87%	95%	8%	415	376	91%
Reading	7	Anthony	Hispanic	106	87	82%	90%	8%	118	99	84%
Reading	7	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Anthony	Asian	63	61	97%	100%	3%	78	77	99%

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

**2021-22 Approaches CIP Targets**

The targets listed below meet minimum expectations.  
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	7	Anthony	African Am.	94	76	81%	89%	8%	113	101	89%
Reading	7	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Anthony	White	88	81	92%	100%	8%	91	86	95%
Reading	7	Anthony	Two or More	15	14	93%	100%	7%	15	13	87%
Reading	7	Anthony	Eco. Dis.	119	94	79%	88%	9%	151	127	84%
Reading	7	Anthony	LEP Current	21	12	57%	65%	8%	33	25	76%
Reading	7	Anthony	At-Risk	114	79	69%	77%	8%	199	163	82%
Reading	7	Anthony	SPED	16	3	19%	27%	8%	37	15	41%
Reading	8	Anthony	All	392	345	88%	95%	7%	415	394	95%
Reading	8	Anthony	Hispanic	119	103	87%	95%	8%	113	107	95%
Reading	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Anthony	Asian	57	54	95%	100%	5%	71	69	97%
Reading	8	Anthony	African Am.	115	95	83%	91%	8%	110	102	93%
Reading	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Anthony	White	84	77	92%	100%	8%	104	100	96%
Reading	8	Anthony	Two or More	15	14	93%	100%	7%	16	15	94%
Reading	8	Anthony	Eco. Dis.	142	116	82%	90%	8%	149	141	95%
Reading	8	Anthony	LEP Current	13	8	62%	70%	8%	24	20	83%
Reading	8	Anthony	At-Risk	144	113	78%	86%	8%	204	187	92%
Reading	8	Anthony	SPED	24	14	58%	66%	8%	17	11	65%
Science	8	Anthony	All	391	344	88%	96%	8%	414	381	92%
Science	8	Anthony	Hispanic	119	104	87%	95%	8%	112	101	90%
Science	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Anthony	Asian	58	55	95%	100%	5%	71	68	96%
Science	8	Anthony	African Am.	114	90	79%	88%	9%	110	95	86%
Science	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Anthony	White	84	79	94%	100%	6%	104	101	97%
Science	8	Anthony	Two or More	13	13	100%	100%	0%	16	15	94%
Science	8	Anthony	Eco. Dis.	141	114	81%	90%	9%	148	133	90%
Science	8	Anthony	LEP Current	11	6	55%	65%	10%	24	16	67%
Science	8	Anthony	At-Risk	144	110	76%	85%	9%	204	176	86%
Science	8	Anthony	SPED	24	16	67%	75%	8%	17	7	41%
Social Studies	8	Anthony	All	391	302	77%	85%	8%	415	311	75%
Social Studies	8	Anthony	Hispanic	121	95	79%	87%	8%	113	87	77%
Social Studies	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	Asian	58	51	88%	96%	8%	71	57	80%
Social Studies	8	Anthony	African Am.	113	71	63%	71%	8%	110	70	64%
Social Studies	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	White	83	71	86%	94%	8%	104	85	82%
Social Studies	8	Anthony	Two or More	13	12	92%	100%	8%	16	11	69%
Social Studies	8	Anthony	Eco. Dis.	143	95	66%	75%	9%	149	100	67%
Social Studies	8	Anthony	LEP Current	11	3	27%	35%	8%	24	9	38%
Social Studies	8	Anthony	At-Risk	145	74	51%	60%	9%	204	126	62%
Social Studies	8	Anthony	SPED	24	9	38%	50%	12%	17	6	35%

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

**2021-22 Meets CIP Targets**

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Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	6	Anthony	All	366	187	51%	59%	8%	446	236	53%
Math	6	Anthony	Hispanic	107	37	35%	43%	8%	141	57	40%
Math	6	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Anthony	Asian	71	57	80%	88%	8%	82	67	82%
Math	6	Anthony	African Am.	93	37	40%	48%	8%	116	45	39%
Math	6	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Anthony	White	81	51	63%	71%	8%	90	58	64%
Math	6	Anthony	Two or More	14	5	36%	44%	8%	16	8	50%
Math	6	Anthony	Eco. Dis.	117	40	34%	42%	8%	162	64	40%
Math	6	Anthony	LEP Current	28	6	21%	30%	9%	28	5	18%
Math	6	Anthony	At-Risk	173	59	34%	43%	9%	218	73	33%
Math	6	Anthony	SPED	31	3	10%	20%	10%	30	6	20%
Math	7	Anthony	All	366	172	47%	55%	8%	413	214	52%
Math	7	Anthony	Hispanic	106	42	40%	48%	8%	119	37	31%
Math	7	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Anthony	Asian	62	47	76%	85%	9%	76	57	75%
Math	7	Anthony	African Am.	94	20	21%	30%	9%	113	53	47%
Math	7	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Anthony	White	89	53	60%	68%	8%	90	59	66%
Math	7	Anthony	Two or More	15	10	67%	75%	8%	15	8	53%
Math	7	Anthony	Eco. Dis.	119	35	29%	38%	9%	151	61	40%
Math	7	Anthony	LEP Current	21	5	24%	32%	8%	33	7	21%
Math	7	Anthony	At-Risk	114	36	32%	40%	8%	198	66	33%
Math	7	Anthony	SPED	16	0	0%	10%	10%	37	3	8%
Math	8	Anthony	All	193	70	36%	41%	5%	190	61	32%
Math	8	Anthony	Hispanic	54	16	30%	35%	5%	58	19	33%
Math	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Anthony	Asian	17	9	53%	58%	5%	23	12	52%
Math	8	Anthony	African Am.	74	23	31%	37%	6%	61	11	18%
Math	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Anthony	White	38	18	47%	52%	5%	41	17	41%
Math	8	Anthony	Two or More	9	4	44%	50%	6%	6	2	33%
Math	8	Anthony	Eco. Dis.	86	21	24%	30%	6%	99	35	35%
Math	8	Anthony	LEP Current	12	1	8%	15%	7%	22	7	32%
Math	8	Anthony	At-Risk	108	21	19%	25%	6%	141	37	26%
Math	8	Anthony	SPED	22	4	18%	25%	7%	17	1	6%

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

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Anthony	All	368	197	54%	60%	6%	448	311	69%
Reading	6	Anthony	Hispanic	107	39	36%	42%	6%	142	86	61%
Reading	6	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Anthony	Asian	72	56	78%	85%	7%	83	72	87%
Reading	6	Anthony	African Am.	93	42	45%	52%	7%	116	67	58%
Reading	6	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Anthony	White	82	52	63%	70%	7%	90	72	80%
Reading	6	Anthony	Two or More	14	8	57%	65%	8%	16	13	81%
Reading	6	Anthony	Eco. Dis.	117	44	38%	45%	7%	162	99	61%
Reading	6	Anthony	LEP Current	28	4	14%	20%	6%	28	8	29%
Reading	6	Anthony	At-Risk	173	57	33%	40%	7%	218	113	52%
Reading	6	Anthony	SPED	31	1	3%	10%	7%	30	5	17%
Reading	7	Anthony	All	366	241	66%	73%	7%	415	313	75%
Reading	7	Anthony	Hispanic	106	69	65%	72%	7%	118	78	66%
Reading	7	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Anthony	Asian	63	49	78%	85%	7%	78	69	88%
Reading	7	Anthony	African Am.	94	44	47%	55%	8%	113	77	68%
Reading	7	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Anthony	White	88	67	76%	100%	24%	91	76	84%
Reading	7	Anthony	Two or More	15	12	80%	90%	10%	15	13	87%
Reading	7	Anthony	Eco. Dis.	119	68	57%	65%	8%	151	98	65%
Reading	7	Anthony	LEP Current	21	6	29%	40%	11%	33	11	33%
Reading	7	Anthony	At-Risk	114	49	43%	50%	7%	199	115	58%
Reading	7	Anthony	SPED	16	1	6%	15%	9%	37	4	11%
Reading	8	Anthony	All	392	255	65%	73%	8%	415	326	79%
Reading	8	Anthony	Hispanic	119	72	61%	70%	9%	113	87	77%
Reading	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Anthony	Asian	57	45	79%	87%	8%	71	61	86%
Reading	8	Anthony	African Am.	115	63	55%	63%	8%	110	77	70%
Reading	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Anthony	White	84	62	74%	82%	8%	104	85	82%
Reading	8	Anthony	Two or More	15	11	73%	81%	8%	16	15	94%
Reading	8	Anthony	Eco. Dis.	142	76	54%	62%	8%	149	110	74%
Reading	8	Anthony	LEP Current	13	2	15%	25%	10%	24	12	50%
Reading	8	Anthony	At-Risk	144	59	41%	50%	9%	204	132	65%
Reading	8	Anthony	SPED	24	5	21%	30%	9%	17	4	24%



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

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Science	8	Anthony	All	391	264	68%	75%	7%	414	298	72%
Science	8	Anthony	Hispanic	119	81	68%	75%	7%	112	75	67%
Science	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Anthony	Asian	58	49	84%	91%	7%	71	58	82%
Science	8	Anthony	African Am.	114	59	52%	59%	7%	110	71	65%
Science	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Anthony	White	84	64	76%	83%	7%	104	83	80%
Science	8	Anthony	Two or More	13	10	77%	84%	7%	16	10	63%
Science	8	Anthony	Eco. Dis.	141	77	55%	63%	8%	148	93	63%
Science	8	Anthony	LEP Current	11	3	27%	35%	8%	24	7	29%
Science	8	Anthony	At-Risk	144	61	42%	50%	8%	204	112	55%
Science	8	Anthony	SPED	24	7	29%	36%	7%	17	3	18%
Social Studies	8	Anthony	All	391	166	42%	50%	8%	415	156	38%
Social Studies	8	Anthony	Hispanic	121	46	38%	48%	10%	113	37	33%
Social Studies	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	Asian	58	34	59%	65%	6%	71	35	49%
Social Studies	8	Anthony	African Am.	113	35	31%	42%	11%	110	29	26%
Social Studies	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	White	83	45	54%	61%	7%	104	48	46%
Social Studies	8	Anthony	Two or More	13	5	38%	50%	12%	16	7	44%
Social Studies	8	Anthony	Eco. Dis.	143	41	29%	38%	9%	149	39	26%
Social Studies	8	Anthony	LEP Current	11	1	9%	15%	6%	24	1	4%
Social Studies	8	Anthony	At-Risk	145	29	20%	30%	10%	204	43	21%
Social Studies	8	Anthony	SPED	24	5	21%	30%	9%	17	3	18%

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

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	6	Anthony	All	366	79	22%	30%	8%	446	118	26%
Math	6	Anthony	Hispanic	107	8	7%	15%	8%	141	24	17%
Math	6	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Anthony	Asian	71	29	41%	50%	9%	82	46	56%
Math	6	Anthony	African Am.	93	13	14%	20%	6%	116	14	12%
Math	6	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Anthony	White	81	26	32%	40%	8%	90	31	34%
Math	6	Anthony	Two or More	14	3	21%	30%	9%	16	3	19%
Math	6	Anthony	Eco. Dis.	117	6	5%	15%	10%	162	27	17%
Math	6	Anthony	LEP Current	28	3	11%	20%	9%	28	2	7%
Math	6	Anthony	At-Risk	173	22	13%	20%	7%	218	30	14%
Math	6	Anthony	SPED	31	0	0%	10%	10%	30	2	7%
Math	7	Anthony	All	366	93	25%	30%	5%	413	122	30%
Math	7	Anthony	Hispanic	106	22	21%	30%	9%	119	17	14%
Math	7	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Anthony	Asian	62	31	50%	60%	10%	76	39	51%
Math	7	Anthony	African Am.	94	6	6%	10%	4%	113	24	21%
Math	7	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Anthony	White	89	26	29%	35%	6%	90	39	43%
Math	7	Anthony	Two or More	15	8	53%	60%	7%	15	3	20%
Math	7	Anthony	Eco. Dis.	119	24	20%	30%	10%	151	33	22%
Math	7	Anthony	LEP Current	21	2	10%	20%	10%	33	3	9%
Math	7	Anthony	At-Risk	114	15	13%	30%	17%	198	35	18%
Math	7	Anthony	SPED	16	0	0%	10%	10%	37	1	3%
Math	8	Anthony	All	193	11	6%	15%	9%	190	9	5%
Math	8	Anthony	Hispanic	54	1	2%	15%	13%	58	3	5%
Math	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Anthony	Asian	17	5	29%	40%	11%	23	2	9%
Math	8	Anthony	African Am.	74	0	0%	10%	10%	61	2	3%
Math	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Anthony	White	38	4	11%	20%	9%	41	2	5%
Math	8	Anthony	Two or More	9	1	11%	20%	9%	6	0	0%
Math	8	Anthony	Eco. Dis.	86	2	2%	10%	8%	99	7	7%
Math	8	Anthony	LEP Current	12	1	8%	15%	7%	22	2	9%
Math	8	Anthony	At-Risk	108	3	3%	10%	7%	141	5	4%
Math	8	Anthony	SPED	22	2	9%	20%	11%	17	0	0%

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

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	6	Anthony	All	368	94	26%	35%	9%	448	184	41%
Reading	6	Anthony	Hispanic	107	10	9%	20%	11%	142	51	36%
Reading	6	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Anthony	Asian	72	30	42%	50%	8%	83	46	55%
Reading	6	Anthony	African Am.	93	21	23%	30%	7%	116	28	24%
Reading	6	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Anthony	White	82	29	35%	45%	10%	90	48	53%
Reading	6	Anthony	Two or More	14	4	29%	35%	6%	16	11	69%
Reading	6	Anthony	Eco. Dis.	117	16	14%	25%	11%	162	53	33%
Reading	6	Anthony	LEP Current	28	1	4%	10%	6%	28	4	14%
Reading	6	Anthony	At-Risk	173	20	12%	20%	8%	218	51	23%
Reading	6	Anthony	SPED	31	0	0%	5%	5%	30	5	17%
Reading	7	Anthony	All	366	162	44%	50%	6%	415	245	59%
Reading	7	Anthony	Hispanic	106	47	44%	50%	6%	118	55	47%
Reading	7	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Anthony	Asian	63	37	59%	65%	6%	78	62	79%
Reading	7	Anthony	African Am.	94	23	24%	30%	6%	113	56	50%
Reading	7	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Anthony	White	88	45	51%	100%	49%	91	63	69%
Reading	7	Anthony	Two or More	15	10	67%	75%	8%	15	9	60%
Reading	7	Anthony	Eco. Dis.	119	43	36%	42%	6%	151	69	46%
Reading	7	Anthony	LEP Current	21	4	19%	30%	11%	33	6	18%
Reading	7	Anthony	At-Risk	114	28	25%	35%	10%	199	79	40%
Reading	7	Anthony	SPED	16	0	0%	5%	5%	37	4	11%
Reading	8	Anthony	All	392	137	35%	40%	5%	415	228	55%
Reading	8	Anthony	Hispanic	119	38	32%	40%	8%	113	62	55%
Reading	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Anthony	Asian	57	29	51%	60%	9%	71	52	73%
Reading	8	Anthony	African Am.	115	25	22%	30%	8%	110	48	44%
Reading	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Anthony	White	84	37	44%	50%	6%	104	56	54%
Reading	8	Anthony	Two or More	15	7	47%	55%	8%	16	10	63%
Reading	8	Anthony	Eco. Dis.	142	33	23%	30%	7%	149	68	46%
Reading	8	Anthony	LEP Current	13	0	0%	5%	5%	24	6	25%
Reading	8	Anthony	At-Risk	144	17	12%	20%	8%	204	69	34%
Reading	8	Anthony	SPED	24	3	13%	20%	7%	17	1	6%

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

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	8	Anthony	All	391	173	44%	50%	6%	414	186	45%
Science	8	Anthony	Hispanic	119	46	39%	45%	6%	112	45	40%
Science	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Anthony	Asian	58	38	66%	72%	6%	71	48	68%
Science	8	Anthony	African Am.	114	35	31%	40%	9%	110	26	24%
Science	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Anthony	White	84	46	55%	62%	7%	104	58	56%
Science	8	Anthony	Two or More	13	7	54%	60%	6%	16	9	56%
Science	8	Anthony	Eco. Dis.	141	42	30%	40%	10%	148	50	34%
Science	8	Anthony	LEP Current	11	0	0%	10%	10%	24	5	21%
Science	8	Anthony	At-Risk	144	28	19%	30%	11%	204	46	23%
Science	8	Anthony	SPED	24	3	13%	20%	7%	17	0	0%
Social Studies	8	Anthony	All	391	87	22%	30%	8%	415	99	24%
Social Studies	8	Anthony	Hispanic	121	23	19%	28%	9%	113	25	22%
Social Studies	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	Asian	58	19	33%	40%	7%	71	28	39%
Social Studies	8	Anthony	African Am.	113	17	15%	25%	10%	110	12	11%
Social Studies	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	White	83	24	29%	35%	6%	104	29	28%
Social Studies	8	Anthony	Two or More	13	3	23%	30%	7%	16	5	31%
Social Studies	8	Anthony	Eco. Dis.	143	18	13%	23%	10%	149	26	17%
Social Studies	8	Anthony	LEP Current	11	1	9%	20%	11%	24	1	4%
Social Studies	8	Anthony	At-Risk	145	15	10%	20%	10%	204	24	12%
Social Studies	8	Anthony	SPED	24	3	13%	20%	7%	17	0	0%







# Middle School Content Area Standard Expectations

## English Language Arts/Reading (Grade 6)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, embedding grammar instruction that focuses on meaning and effect, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Foster collaborative and independent opportunities for students to read, write, speak, listen and think in online and face-to-face environments.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
  - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
  - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
  - Conduct online academic discussions, debates and postings or podcasts.
  - Conduct, gather, and analyze academic research.
  - Create podcasts, websites, videos, and other multi-media publications.
  - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
  - Read online text and make online notes/annotations.
  - Submit work in Schoology, or via Google Doc. Review and respond to Feedback.

## English/Language Arts 7-12

- Use instructional best practices, and predictable routines to create a classroom community that allows students to actively engage in their learning.
- Align instruction and assignments to the TEKS and the unique needs of the students.
- Utilize reading and writing workshop components such as mini-lessons, independent reading and writing, small group instruction, and conferring.
- Model the writing process through prewriting, drafting, revising, and editing alongside students.
- Utilize the invitation process of grammar instruction to encourage approximation and application of grammar skills in student writing.
- Have students read independently and allow choice in their reading selections.
- Provide collaborative opportunities for students to think, write, and respond to their reading.
- Facilitate academic discussions that allow students to practice both listening and speaking skills.
- Design learning experiences that cultivate a student-centered community, balancing online and offline learning tasks.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
  - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
  - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
  - Conduct online academic discussions, Socratic seminars, debates, and postings or podcasts.
  - Conduct, gather, and analyze academic research.
  - Create podcasts, websites, videos, and other multi-media publications.
  - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
  - Read online text and make online notes/annotations.
  - Submit work in Schoology, Turnitin, or via Google Doc. Review and respond to Feedback.

## Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.



- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

## Science

Collaboratively plan instructional units in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to
  - use Chromebook devices to engage in face-to-face and digital collaboration;
  - locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - explore simulations (e.g. Explore Learning Gizmos, PhETs, CK-12, etc.);
  - collect and represent data using probeware and digital tools such as Vernier's Logger Pro, Google Sheets, etc;
  - analyze and interpret data using various digital tools (Logger Pro, Google Apps, etc.);
  - communicate and share conclusions using Google Apps, WeVideo, etc.

## Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- “Chunk” lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of facilitation modes to meet diverse students’ needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
  - Engage in collaborative problem-solving activities and discussions
  - Use research tools such as primary and secondary sources for in depth study and relevant applications
  - Analyze visuals (cartoons, maps, images) using critical thinking skills
  - Participate in small group instruction to enhance learning or address areas of concern
  - Access differentiated content for readiness and skill level and/or interests
  - Utilize devices for self-directed learning
  - Demonstrate mastery by using/creating a variety of products

## LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
  - use Chromebook devices to engage in face to face and/or digital communication.
  - locate and access information and resources stored in different platforms such as Schoology.
  - receive immediate, individualized feedback.
  - connect to speakers outside of the classroom.
  - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
  - increase opportunities for individuals participating in unrehearsed communication.

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

### Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

### Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

### Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.