

Cypress-Fairbanks Independent School District

Anthony Middle School

2022-2023



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.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on the 2021-22 Spring Benchmark Assessment.

Grade 6 Reading

- Anthony students scored above the district average at the Approaches, Meets and Masters levels on the 2022 Spring Benchmark test.
- There is a gap of less than 10% at the Meets and Master levels for E.D., Hispanic, and African American students.
- Hispanic students earning Masters on the 2022 spring benchmark has increased by 5%.

Grade 6 Math

- Anthony students exceeded our 2022 CIP target at the masters level by 12% on the Spring Benchmark assessment.
- African American, Economically Disadvantaged, and Hispanic students in K-level classes performed within 10% of All students at each level.

Grade 7 Reading

- Anthony students scored above the district average at the Approaches , Meets, and Masters levels on the Spring 2022 Benchmark test.
- 38% of students scored at the Masters level on the Spring 2022 Benchmark test.
- 33% of Economically Disadvantaged students scored at the Masters level on the spring 2022 Benchmark test.
- 39% of African American students scored at the Masters level on the spring 2022 Benchmark test.

Grade 7 Math

- Economically Disadvantaged students exceeded the 2022 STAAR targets at the Approaches level by 3%.
- African American students exceeded the 2022 STAAR targets at the Meets and Masters levels by 3%.

Grade 8 Reading

- Anthony students scored above the district average at the Approaches and Meets levels on the Spring 2022 Benchmark.
- Hispanic students earning masters on the spring Benchmark exceeded our 2022 target by 13%.
- There is little or no performance gap (less than 3%) between All students and sub populations (Eco. Dis, AA, and Hisp.) at the Meets level on the Spring 2022 Benchmark.
- 27% of LEP students earned Masters level on the Spring 2022 Benchmark test.

Grade 8 Math

- Anthony students scored above the district average at the Approaches, Meets, and Masters levels of the Spring 2022 Benchmark test.
- Anthony students met the 2022 STAAR target at the approaches level for All students and Economically disadvantaged students.
- Economically Disadvantaged students exceeded the target at the meets and masters level by 3%.
- LEP students exceeded the target at the meets and masters level by 20%.

Grade 8 Algebra

- 100% of Algebra students at Anthony met at least the Approaches standard on the Benchmark, which met our 2022 target.
- 58% of Algebra students performed at the Masters level on the spring Benchmark assessment.

Grade 8 Science

- Anthony students scored above the district average at the Approaches, Meets, and Masters levels of the Benchmark.
- Students met the target at the Masters level on the science benchmark.
- 40% of our Economically Disadvantaged students scored at the Masters level on the Benchmark.
- African American students increased by 12% at the masters level from the 2021 STAAR.
- Economically disadvantaged students increased by 9% at the Masters level from the 2021 STAAR.

Grade 8 Social Studies

- Anthony students scored above the district average at the Approaches and Meets levels of the spring 2022 Benchmark test.
- The percentage of LEP and Economically Disadvantaged students earning Masters exceeded the 2022 testing target.

The following are additional strengths based on the 2022 STAAR results.

Reading

- Grades 7 and 8 exceeded 90% at the Approaches level with little or no gap between Hispanic, African American, Economically Disadvantaged students, and All students.
- More than 55% of students earned Masters in both grades 7 and 8.

Math

- More than 85% of 6th grade students scored at or above Approaches, and more than 25% scored at the Masters level.
- 30% of 7th grade students scored at the Masters level.
- Algebra students earned 100% Approaches, 98% Meets, and 91% Masters on the 2022 EOC.

Science

- 8th grade students earned 92% Approaches, 72% Meets, and 45% Masters.
- Anthony Middle School earned a Distinction Designation in the area of Science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: While there is little or no gap between Economically Disadvantaged students and African American students compared to all students on the STAAR assessment at the approaches level; there is a significant gap at the meets and masters levels that exceeds 15% between the at-risk learners and all other students. **Root Cause:** RLA: We need to increase our use of strategies that assess students' thinking and encourage them to make connections and draw logical conclusions related to various texts rather.

Problem Statement 2: Math: Less than 10% of on-level students scored at the masters level on the Benchmark. More than 40% of K-level student scored below masters level. **Root Cause:** Math: Teachers are not using strategies that help students to make connections with the prior content, nor with real life.

Problem Statement 3: Science: The Special Education population performed at 41% for approaches on the 8th grade science STAAR test. Only 18% of SpEd students scored at the meets level. Only 35% of Economically disadvantaged students earned masters on the 8th grade science STAAR, which is 11% below the overall average. **Root Cause:** Science: Teachers do not consistently incorporate supplemental aids and anchor charts into instruction for science students in order to activate prior knowledge for low-performing student groups. Additionally, SpEd students struggle to retain content vocabulary.

Problem Statement 4: Social Studies: The percentage of Economically Disadvantaged students earning meets and masters on the science STAAR has consistently decreased over the past few years (2019-2022). **Root Cause:** Social Studies: Teachers do not consistently expose students to the academic and content vocabulary and skills needed for success.

School Culture and Climate

School Culture and Climate Summary

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

Breakfast of Champions (Honor Roll Celebration)

PBIS rewards store

Ongoing PBIS incentive program (Talon Tokens)

PBIS Holiday Market

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. Additionally, the number of students engaging in inappropriate physical contact increased from 2020-21 to 2021-22. **Root Cause:** School Culture and Climate: Staff did not consistently teach students the skills for interacting appropriately in school.

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 2022 Employee Perception Survey:

- Opportunities for professional growth are available.
- Quality work is expected of me.
- Information related to my job is accessible.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Only 68% of staff agreed or strongly agreed that staff appreciation is built into the school's culture according to the 2022 Employee Perception Survey. **Root Cause:** Celebrations are not timely, public, and directly tied to the great work being done at Anthony Middle School.

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

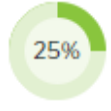







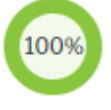
Problem Statement 1: Parent and Community Engagement: Over the past few years, Anthony Middle School's presence on social media has been minimal. As a result, parents and the community are not aware of good news and progress happening at Anthony Middle School **Root Cause:** Parent and Community Engagement : There is not enough positive news being publicized in the community through social media and the Anthony website.






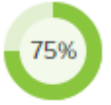










Goals

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 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will plan engaging lessons for each unit of study that incorporate small group instruction in order to better understand the learning needs of students. Additionally, teachers will use high-yield teaching strategies within small group instruction such as build-talk-write and critical writing.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELA CCIS; Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will implement purposeful small group instruction for at least 20% of each instructional unit. Teachers will facilitate small group instruction in a way that leads students to make real-life and/or curricular connections with the content.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Math CCIS; Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will work together to create aligned and useful supplemental aids for students with disabilities. Additionally, these supplemental aids will be connected with anchor charts, which will solidify learning for all students, including Economically Disadvantaged students and those with disabilities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Science CCIS; Appraiser</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Teachers will plan and implement opportunities for students to learn and practice academic and content vocabulary skills using process learning in a variety of ways. Teachers pre-assess and teach vocabulary each unit to create foundational knowledge to build upon throughout the unit.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction; Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Counselors; Academic Achievement Specialist; Registrar; Director of Instruction; Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: CCIS; Academic Achievement Specialist; Director of Instruction</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 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		
<p>Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: By spring of 2023, students who were unsuccessful on the previous STAAR test will demonstrate required progress within the targeted content. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Class size reduction teacher (math) Strategy's Expected Result/Impact: Students who were unsuccessful on their previous math STAAR assessment will be placed into smaller math classes in order to have more targeted instruction to address particular needs. As a result of participating in the smaller math class, students will demonstrate one year's growth in their performance on the spring 2023 Benchmark and STAAR test. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 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		
<p>Strategy 1: State Compensatory Education: At-risk students who did not meet the standard on the 2022 Reading STAAR will be placed into an intervention course such as Read 180 or Reading workshop. Supplemental instructional material will be purchased to support the research-based programs of these intervention courses. After-school tutoring will be provided as needed for students participating in intervention courses.</p> <p>Strategy's Expected Result/Impact: Students will show 1 or more year's growth on the Reading STAAR test.</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: 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. Also, additional staff members (including clerical staff and teachers with conference periods) are assigned to high-traffic areas throughout the day. Finally, students who transition during class time will use an electronic hall pass system for tracking and safety purposes.</p> <p>Strategy's Expected Result/Impact: Students transition safely and efficiently throughout the building during the school day.</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; Campus resource officer</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 94% or higher.





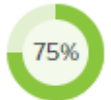






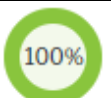
Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: 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 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10% from the 2022 school year.

Evaluation Data Sources: Discipline reports


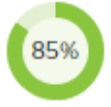





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All staff will be trained in the Well-Managed Schools program. We will implement systems designed in the Raven Blueprint in order to proactively teach behavior expectations and uphold them.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; Behavior Interventionist; Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: In School Suspensions will be reduced by 15%.</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 15%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principals; Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Assistant principals and counselors will lead grade level meetings in order to provide teachers with 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>Strategy's Expected Result/Impact: Violent Incidents will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Counselors; Assistant Principals</p>	Formative		
	Nov	Feb	May
			
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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 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.














Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal; Director of Instruction; Social Committee</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 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>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Director of Instruction; Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will recognize and celebrate the work being done by Anthony staff individually and as teams through our monthly Raven Dave Awards and Content team awards. Additionally, great news that highlights students and staff will be posted on social media on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Use of best instructional practices throughout the campus will increase as a result of positive reinforcement.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Appraisers and CCIS team will be trained on coaching using The Impact Cycle by Jim Knight and individual coaches from Sibme. The instructional leadership team will coach Anthony teachers using Sibme.</p> <p>Strategy's Expected Result/Impact: Teachers will increase use of best practices in order to increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction</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 2022-23 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Anthony Middle School will communicate electronically through the use of School Messenger (twice per month), as well as regular use of the electronic marquee, which will be updated weekly. Additionally weekly social media posts related to both academics and extracurricular activities will occur throughout the school year. Parent events, such as Open House, Raven Express, Parent UIL meetings, and Electives Nights, will also be offered.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Asst. Principals</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Anthony Athletics students engage with the surrounding community by leading community service projects: one in the fall and one in the spring.</p> <p>Strategy's Expected Result/Impact: Perpetuate positive interaction between the school and the community</p> <p>Staff Responsible for Monitoring: Athletic Directors: Tami Combs and Kevin Chavis</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors will host the Coffee-with-Counselors parent event once per month throughout the school year for parents and community members to meet and discuss current activities, trends, and issues at Anthony Middle School.</p> <p>Strategy's Expected Result/Impact: Communication between school and community will improve.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Vivian Bennett	Principal
Classroom Teacher	Shanda Chesnut	Teacher #1
Classroom Teacher	Kevin Chavis	Teacher #2
Classroom Teacher	Laura Forbes	Teacher #3
Classroom Teacher	Tami Combs	Teacher #4
Classroom Teacher	Catherine Vance	Teacher #5
Classroom Teacher	Marcus Ballentine	Teacher #6
Classroom Teacher	Riham Mourad	Teacher #7
Classroom Teacher	Bob Erickson	Teacher #8
Non-classroom Professional	Taylor Tuthill	Other School Leader #1
Non-classroom Professional	Amanda Mahon	Other School Leader #2
Non-classroom Professional	Jacqueline Heineman	Other School Leader #3
Non-classroom Professional	Ashley Petry	Other School Leader #4
District-level Professional	Roy Sprague	Administrator (LEA) #1
Parent	Maria Sanchez	Parent #1
Parent	Talia Barnes	parent #2
Community Representative	Mackenzie Strickland	Community Resident #1
Community Representative	Emily Dedmon	Community Resident #2
Business Representative	Alex Soler	Business Representative #1
Business Representative	Lana King	Business Representative #2
Administrator	Colleen Keiser	Administrator
Administrator	Kelli James	Administrator
Administrator	Laura Alexander-Wilson	Administrator
Administrator	Jacqueline Lewis	Administrator
Administrator	Blake Coleman	Administrator
Administrator	Guy Cheney	Administrator
Administrator	Melissa Laroussini Laroussini	Administrator

Committee Role	Name	Position
Administrator	Garrett Reese	Administrator

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	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Math	6	Anthony	All	446	378	85%	90%	84%	236	53%	60%	55%	118	26%	30%	22%
Math	6	Anthony	Hispanic	141	114	81%	85%	78%	57	40%	45%	42%	24	17%	20%	15%
Math	6	Anthony	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Anthony	Asian	82	78	95%	98%	96%	67	82%	86%	86%	46	56%	60%	49%
Math	6	Anthony	African Am.	116	86	74%	77%	75%	45	39%	44%	37%	14	12%	20%	8%
Math	6	Anthony	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Anthony	White	90	86	96%	98%	92%	58	64%	68%	65%	31	34%	38%	25%
Math	6	Anthony	Two or More	16	13	81%	85%	83%	8	50%	55%	56%	3	19%	24%	*
Math	6	Anthony	Eco. Dis.	162	129	80%	85%	71%	64	40%	45%	36%	27	17%	23%	10%
Math	6	Anthony	Emergent Bilingual	28	15	54%	57%	61%	5	18%	22%	21%	2	7%	10%	*
Math	6	Anthony	At-Risk	218	161	74%	78%	72%	73	33%	36%	35%	30	14%	17%	13%
Math	6	Anthony	SPED	30	14	47%	50%	44%	6	20%	24%	14%	2	7%	10%	*
Math	7	Anthony	All	413	328	79%	87%	80%	214	52%	55%	57%	122	30%	34%	27%
Math	7	Anthony	Hispanic	119	76	64%	83%	73%	37	31%	40%	43%	17	14%	20%	19%
Math	7	Anthony	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Anthony	Asian	76	72	95%	98%	96%	57	75%	82%	87%	39	51%	57%	57%
Math	7	Anthony	African Am.	113	84	74%	76%	70%	53	47%	52%	43%	24	21%	25%	13%
Math	7	Anthony	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Anthony	White	90	82	91%	97%	89%	59	66%	70%	71%	39	43%	46%	29%
Math	7	Anthony	Two or More	15	14	93%	96%	88%	8	53%	56%	65%	3	20%	23%	29%
Math	7	Anthony	Eco. Dis.	151	104	69%	80%	74%	61	40%	45%	45%	33	22%	25%	15%
Math	7	Anthony	Emergent Bilingual	33	20	61%	64%	51%	7	21%	24%	29%	3	9%	13%	*
Math	7	Anthony	At-Risk	198	125	63%	74%	67%	66	33%	36%	39%	35	18%	22%	16%
Math	7	Anthony	SPED	37	12	32%	50%	33%	3	8%	30%	*	1	3%	10%	*
Math	8	Anthony	All	190	149	78%	81%	75%	61	32%	37%	39%	9	5%	10%	8%
Math	8	Anthony	Hispanic	58	46	79%	82%	72%	19	33%	36%	30%	3	5%	9%	*
Math	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Anthony	Asian	23	21	91%	96%	100%	12	52%	57%	70%	2	9%	13%	*
Math	8	Anthony	African Am.	61	44	72%	75%	66%	11	18%	30%	28%	2	3%	6%	*
Math	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Anthony	White	41	33	80%	88%	76%	17	41%	50%	58%	2	5%	8%	15%
Math	8	Anthony	Two or More	6	4	67%	85%	100%	2	33%	45%	54%	0	0%	5%	*
Math	8	Anthony	Eco. Dis.	99	78	79%	82%	68%	35	35%	40%	33%	7	7%	10%	*
Math	8	Anthony	Emergent Bilingual	22	16	73%	78%	74%	7	32%	35%	32%	2	9%	12%	*
Math	8	Anthony	At-Risk	141	107	76%	80%	69%	37	26%	33%	26%	5	4%	7%	5%
Math	8	Anthony	SPED	17	9	53%	56%	60%	1	6%	20%	17%	0	0%	5%	*

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	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Reading	6	Anthony	All	448	394	88%	91%	89%	311	69%	72%	73%	184	41%	44%	41%		
Reading	6	Anthony	Hispanic	142	121	85%	88%	86%	86	61%	64%	62%	51	36%	40%	30%		
Reading	6	Anthony	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Anthony	Asian	83	81	98%	100%	93%	72	87%	90%	88%	46	55%	58%	70%		
Reading	6	Anthony	African Am.	116	92	79%	82%	82%	67	58%	61%	64%	28	24%	27%	24%		
Reading	6	Anthony	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Anthony	White	90	85	94%	97%	97%	72	80%	83%	85%	48	53%	56%	50%		
Reading	6	Anthony	Two or More	16	14	88%	91%	94%	13	81%	85%	78%	11	69%	72%	39%		
Reading	6	Anthony	Eco. Dis.	162	132	81%	84%	83%	99	61%	64%	63%	53	33%	36%	27%		
Reading	6	Anthony	Emergent Bilingual	28	16	57%	60%	66%	8	29%	32%	32%	4	14%	17%	*		
Reading	6	Anthony	At-Risk	218	170	78%	81%	79%	113	52%	55%	54%	51	23%	26%	24%		
Reading	6	Anthony	SPED	30	10	33%	36%	58%	5	17%	20%	19%	5	17%	20%	*		
Reading	7	Anthony	All	415	376	91%	94%	88%	313	75%	80%	73%	245	59%	62%	48%		
Reading	7	Anthony	Hispanic	118	99	84%	87%	84%	78	66%	70%	64%	55	47%	50%	41%		
Reading	7	Anthony	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Anthony	Asian	78	77	99%	100%	99%	69	88%	90%	94%	62	79%	82%	73%		
Reading	7	Anthony	African Am.	113	101	89%	92%	82%	77	68%	70%	58%	56	50%	53%	30%		
Reading	7	Anthony	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Anthony	White	91	86	95%	98%	94%	76	84%	88%	84%	63	69%	72%	58%		
Reading	7	Anthony	Two or More	15	13	87%	90%	94%	13	87%	90%	88%	9	60%	72%	56%		
Reading	7	Anthony	Eco. Dis.	151	127	84%	87%	81%	98	65%	67%	63%	69	46%	50%	39%		
Reading	7	Anthony	Emergent Bilingual	33	25	76%	80%	69%	11	33%	36%	34%	6	18%	21%	*		
Reading	7	Anthony	At-Risk	199	163	82%	85%	78%	115	58%	61%	53%	79	40%	43%	30%		
Reading	7	Anthony	SPED	37	15	41%	45%	43%	4	11%	25%	17%	4	11%	20%	*		
Reading	8	Anthony	All	415	394	95%	98%	93%	326	79%	82%	80%	228	55%	63%	51%		
Reading	8	Anthony	Hispanic	113	107	95%	98%	92%	87	77%	80%	72%	62	55%	60%	39%		
Reading	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Anthony	Asian	71	69	97%	100%	95%	61	86%	90%	94%	52	73%	82%	74%		
Reading	8	Anthony	African Am.	110	102	93%	96%	90%	77	70%	73%	74%	48	44%	53%	43%		
Reading	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Anthony	White	104	100	96%	100%	96%	85	82%	85%	87%	56	54%	73%	60%		
Reading	8	Anthony	Two or More	16	15	94%	97%	95%	15	94%	97%	86%	10	63%	66%	48%		
Reading	8	Anthony	Eco. Dis.	149	141	95%	98%	91%	110	74%	77%	68%	68	46%	50%	36%		
Reading	8	Anthony	Emergent Bilingual	24	20	83%	86%	83%	12	50%	53%	53%	6	25%	28%	15%		
Reading	8	Anthony	At-Risk	204	187	92%	95%	87%	132	65%	68%	66%	69	34%	43%	32%		
Reading	8	Anthony	SPED	17	11	65%	70%	58%	4	24%	27%	24%	1	6%	15%	*		

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	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Science	8	Anthony	All	414	381	92%	97%	91%	298	72%	77%	70%	186	45%	50%	40%
Science	8	Anthony	Hispanic	112	101	90%	95%	88%	75	67%	72%	57%	45	40%	45%	24%
Science	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Anthony	Asian	71	68	96%	98%	99%	58	82%	87%	88%	48	68%	73%	58%
Science	8	Anthony	African Am.	110	95	86%	90%	89%	71	65%	70%	64%	26	24%	29%	33%
Science	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Anthony	White	104	101	97%	99%	94%	83	80%	85%	84%	58	56%	61%	55%
Science	8	Anthony	Two or More	16	15	94%	97%	90%	10	63%	68%	62%	9	56%	61%	48%
Science	8	Anthony	Eco. Dis.	148	133	90%	95%	88%	93	63%	68%	60%	50	34%	39%	24%
Science	8	Anthony	Emergent Bilingual	24	16	67%	72%	88%	7	29%	40%	43%	5	21%	26%	13%
Science	8	Anthony	At-Risk	204	176	86%	90%	83%	112	55%	60%	53%	46	23%	28%	20%
Science	8	Anthony	SPED	17	7	41%	50%	61%	3	18%	23%	21%	0	0%	5%	*
Social Studies	8	Anthony	All	415	311	75%	80%	76%	156	38%	43%	47%	99	24%	28%	26%
Social Studies	8	Anthony	Hispanic	113	87	77%	80%	68%	37	33%	38%	35%	25	22%	25%	15%
Social Studies	8	Anthony	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	Asian	71	57	80%	85%	94%	35	49%	54%	68%	28	39%	42%	38%
Social Studies	8	Anthony	African Am.	110	70	64%	68%	67%	29	26%	30%	41%	12	11%	15%	24%
Social Studies	8	Anthony	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	White	104	85	82%	85%	84%	48	46%	50%	54%	29	28%	31%	33%
Social Studies	8	Anthony	Two or More	16	11	69%	72%	81%	7	44%	47%	43%	5	31%	34%	24%
Social Studies	8	Anthony	Eco. Dis.	149	100	67%	72%	65%	39	26%	30%	34%	26	17%	20%	18%
Social Studies	8	Anthony	Emergent Bilingual	24	9	38%	43%	53%	1	4%	15%	25%	1	4%	10%	*
Social Studies	8	Anthony	At-Risk	204	126	62%	65%	59%	43	21%	25%	32%	24	12%	15%	13%
Social Studies	8	Anthony	SPED	17	6	35%	38%	29%	3	18%	25%	*	0	0%	5%	*

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.

Middle School Content Area Standard Expectations

English Language Arts/Reading (Grade 6-8)

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing workshop routines 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, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology, engage with digital texts and resources, to create, collaborate, and think.

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.

Secondary Science

Collaboratively plan science instruction 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;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 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
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.