

Cypress-Fairbanks Independent School District

Aragon Middle School

2022-2023

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Our mission is to **inspire, motivate, and support** the growth and achievement of all learners.

Vision

Jan H. Aragon Middle School will be a school community dedicated to the highest standards of quality at all levels and in all endeavors. Through effort, mutual respect and focus on our goals, we will prepare our students with an education that enables them to live successfully in an ever-changing society. Working as a team, our students, parents, community members, and staff will create a culture of excellence.

ROAR - Respectful, Organized, Accountable, Reliable

Lead the Wildcat Way

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2021-22 data.

Reading

6th Grade: Meets Grade Level - 61% (17% Increase), Masters Grade Level - 35% (12% Increase)

7th Grade: Meets Grade Level - 69% (4% Increase), Masters Grade Level - 49% (6% Increase)

8th Grade: Meets Grade Level - 75% (10% Increase), Masters Grade Level - 53% (20% Increase)

Math

6th Grade: Meets Grade Level - 54% (3% Increase), Masters Grade Level - 27% (1% Increase)

7th Grade: Meets Grade Level - 51% (1% Increase), Masters Grade Level - 28% (6% Increase)

8th Grade: Meets Grade Level - 41% (9% Increase), Masters Grade Level - 7% (1% Increase)

Algebra I: Meets Grade Level - 95% (4% Increase), Masters Grade Level - 78% (10% Increase)

Science

8th Grade: Meets Grade Level - 70% (9% Increase), Masters Grade Level - 39% (1% Increase)

Social Studies

8th Grade: Meets Grade Level - 47%, Masters Grade Level - 28% (4% Increase)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Based upon the 2021-22 data, Special Education and LEP students are performing below campus expectations in Reading. **Root Cause:** RLA: The lack of differentiated lessons being provided.

Problem Statement 2: Math: Based upon the 2021-22 data, Special Education, LEP and Economically Disadvantaged students are performing below campus expectations in Math.

Root Cause: Math: The lack of various instructional modalities.

Problem Statement 3: Science: Based upon the 2021-22 data, Special Education and LEP students are performing below campus expectations in Science. **Root Cause:** Science: The lack of differentiated lessons being provided.

Problem Statement 4: Social Studies: Based upon the 2021-22 data, Special Education, Economically Disadvantaged and LEP students are performing below campus expectations in Social Studies. **Root Cause:** Social Studies: The lack of vocabulary exposure and usage.

Problem Statement 5: Students are beginning the 2022-23 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 Summary

School Culture and Climate Strengths

Employee Perception (Based on 2021-22 School Year)

The following 2022 EPS indicators are at or above 90% (Strongly Agree/Agree): "Opportunities exist for me to think for myself" (96%), "Opportunities for professional growth are available" (92%), "The work I am asked to do directly relates to my job responsibilities" (90%), "Opportunities are available to provide input" (95%), "Quality work is expected of me" (98%), "Collaboration is encouraged and practiced" (93%), "There are opportunities to discuss my concerns with my campus administrators" (90%), "Information related to my job is accessible" (91%), "I am clear about my job responsibilities" (95%), "Decisions are data driven" (90%)

Student Attendance

Aragon has a high attendance rate; however, we need to continue to improve on students who take an extended absence from school. For example, students who leave the semester early or are out for more than three days in a row. Aragon continues to promote high attendance.

PBIS and Restorative Discipline Data

Aragon continues to promote restorative practices as opposed to removing students from class to provide consequences. Discipline data has decreased due to restorative practices. Assistant Principals will continue to train on restorative practices and promote positive outcomes with students.

Campus Safety

Aragon students and faculty will become comfortable with safety procedures including mental health and active shooter training. Students receive a safety lessons periodically through Advisory. Students will practice and talk through scenarios to better prepare for a crisis.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Based upon the 2021-22 EPS data, staff feels quality of work is not expected from students. **Root Cause:** School Culture and

Climate: The lack of consequences and follow through provided to students who are choosing to not be academically successful.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

Aragon welcomes 40 new staff members, which include 22 teachers, 8 para-professionals and 10 administrators/non-teaching professionals. Aragon continues to support and mentor teachers within their first three years of teaching. They will continue to receive training, materials, and support from administration at the campus and district level. Additional staff development offerings for mentors, throughout the year, will enable them to give extra support to our new teachers. Our mentors would like to see additional staff development opportunities for new teachers on classroom management, time management, and handling paperwork.

We will continue to focus on quality recruitment of our Aragon staff while providing a mentoring program for our new teachers and para-professionals that offers consistent emotional, social, and professional support throughout the year.

Faculty and staff at Aragon prolong their commitment to student academic success and excellence in education. For the 2022-23 school year, this commitment drives the ongoing focus of proactive communication, positive attitudes and teamwork.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: New teachers feel overwhelmed at different parts of the year due to perceived workload. **Root Cause:** Teacher/Paraprofessional Attendance: The lack of time and opportunities new teachers have to meet with mentors and campus lead mentors to discuss procedures and current processes.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

We are constantly searching for ways to help all of our parents feel more at ease and more comfortable at the start of each new school year. We are committed to providing more activities aimed at the community, as well as greater involvement from community mentors and support groups who are willing to come to Aragon to provide additional support to our students. We are also working to ensure that our parents, VIPS, business and community members know that we genuinely appreciate their support.

Our goal is to continuously reach out to our community with important information in varying formats. We will use a wide range of specificity and depth in our communications with parents to ensure they are inspired to get involved in our school and to make sure they always feel welcome at Aragon.

Additionally, we aim to utilize various opportunities to receive feedback from our parents, several of which are listed below: Face-to face and virtual visits, CPOC, VIPS, campus website, Home Access Center, School Messenger, E-mails, Surveys, Wildcat Express and Cub Camp.

Our VIPS (volunteers) are a constant presence on our campus, assisting in supporting various activities such as the school store, spirit sales, volunteering in classrooms, fund-raising, picture days, health screenings, dance organization, chaperoning, and teacher celebrations among many other levels of support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Aragon will increase community partnerships between mentors and students and mentors and the school. **Root Cause:** Parent and Community Engagement : The lack of effort put towards recruiting community supports.










Goals








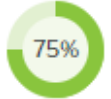








Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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, Math, Social Studies and Science results

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Reading and Language Arts teachers will provide clear modeling of analysis across various text genres and cultures, and provide ample opportunities to demonstrate their understanding both orally and in writing using academic language.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Reading and Language Arts Department, Reading and Language Arts CCIS, Administration</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Math teachers will maximize student growth by providing opportunities for productive struggle and justification of thinking using purposeful small groups, academic vocabulary, think-pair-shares, wait time/coaching and questioning strategies.</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 Department, Math CCIS, Administration</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Science teachers will increase student progress by building relationships and maximize the impact of first time quality instruction using blended learning, hands on activities, and formative assessment to measure growth.</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 Department, Science CCIS, Administration</p>	Formative		
	Nov	Feb	May
			












Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Social Studies teachers will use ELPS strategies to increase the student and understanding of academic and non-academic content specific language through differentiation, building relationships, and student discourse.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Social Studies Department, Social Studies CCIS, Administration</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: Aragon will work follow up with at-risk students and those not attending school to find ways that work with families to get kids to school</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Registrar, Counselors, Administration</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: Advisory teachers, CCIS, Administration</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 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Hire an additional Math teacher. Strategy's Expected Result/Impact: By hiring a math teacher, we will reduce the class size of seventh and eighth grade math on-level classes. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Hire core content (math and reading) interventionists . Strategy's Expected Result/Impact: By the end of the 2022-23 school year, 80% of the students working with the math and reading interventionists will reach Approaches or higher on the Reading and Math STAAR. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS, Math and LA/reading Teachers	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Committee for Children - Second Step Strategy's Expected Result/Impact: Students will participate in lessons throughout the year that increase self-awareness, self-management, social awareness, relationship skills and responsible decision making. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: After school Accelerated Instruction for Math, Reading and Science Strategy's Expected Result/Impact: By the end of the 2022-23 school year, 80% of the students attending Accelerated Instruction will pass their core classes with a 70% or higher at the end of each grading period. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS, AAS, Math/Reading/Science Teachers	Formative		
	Nov	Feb	May
	N/A		



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

Summative Evaluation: Met Objective


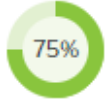








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: After school STAAR tutorials for Math, reading, Science and Social Studies as well as instructional materials for tutoring.</p> <p>Strategy's Expected Result/Impact: Students attending tutorials will pass their STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS and Core Content Teachers</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Students in all grade levels will receive safety lessons periodically though Advisory. Lessons will include procedures and scenarios to be discussed and practiced as a class with the teacher.</p> <p>Strategy's Expected Result/Impact: Students will know how to react in an emergency situation.</p> <p>Staff Responsible for Monitoring: All campus staff</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 Principal</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

Summative Evaluation: Met Objective












Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Aragon will improve communication with families when students are absent for three days in a row and work with families to decrease end of the semester prolonged absences.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%.</p> <p>Staff Responsible for Monitoring: All campus staff, Registrar, Administration</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			








Goal 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%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Administrators and teachers will provide more restorative discipline practices including restorative circles in an effort to reduce student discipline data.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, Principal</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Aragon will work with teachers to provide restorative strategies to reduce in-school suspensions for African-American Special Education students.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Aragon will work with students needing to receive traditional out-of-school suspensions by providing restorative solutions on-campus reducing the amount of time out of class.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Aragon will continue to provide restorative practices with African American students in an effort to reduce discretionary DAEP placements.</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, DMC Coordinator, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			







Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Aragon will continue to provide violent prevention training through counseling and assistant principal grade level meetings.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Assistant Principals, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Aragon will provide attendance awards for staff with perfect attendance and recognition for those with fewer than two absences a semester.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Substitute Representative, Appraisers</p>	Formative		
	Nov	Feb	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Aragon will provide on-campus professional development each month to all staff in an effort to increase technology understanding, classroom management and engagement. We will also suggest district provided professional development for more targeted development of teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in professional developments and use learned strategies in their classroom. The CCIS/Appraiser will conduct walk-throughs to observe implementation.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Technology Liaison, Administration, CCIS</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2022-23 school year, community family engagement will increase by 10%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Multiple opportunities will be provided for campus families and the community to become involved including but not limited to Cub Camp, Wildcat Express, VIPS Meetings, CPOC, School Store, Grade Level Events, PIE Mentors, Reading Buddies and fundraisers. Communication will be delivered through multiple avenues including School Messenger, Remind 101, Teacher/School Web pages, Newsletters, etc.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, Administrative Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Lloyd Turner	Principal
Classroom Teacher	Angela Eads	Electives
Classroom Teacher	John Fenney	SS
Classroom Teacher	Yolanda Figgs	Science
Classroom Teacher	Kari Jickling	Electives
Classroom Teacher	Caitlan Lacey	LA
Classroom Teacher	Britney Norrell	Math
Classroom Teacher	Camille Ramirez	Math
Classroom Teacher	Maurice Rausaw	Electives
Non-classroom Professional	Stephanie Castro	Science CCIS
Non-classroom Professional	Lara Edge	DIHT
Non-classroom Professional	Kendall Parr-Stoltz	SS CCIS
Non-classroom Professional	Toni Williams	Library
District-level Professional	Kay Pechacek	Administrator (LEA) #1
Parent	Safina Nathani	Parent #1
Parent	Polly Warring	parent #2
Community Representative	Maria Juarez	Community Resident #1
Community Representative	Andrew Wyrick	Community Resident #2
Business Representative	Tara Hall	Business Representative #1
Business Representative	Sam Masa	Business Representative #2
Classroom Teacher	Jessica Rodriguez	Math
Classroom Teacher	Lizett Torres	Electives
Classroom Teacher	Andrea Twidwell	LA
Classroom Teacher	Michelle Waight	Math
Administrator	Melissa Bradley	Director of Instruction

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	Aragon	All	520	431	83%	86%	81%	282	54%	64%	49%	142	27%	37%	25%
Math	6	Aragon	Hispanic	220	171	78%	81%	73%	111	50%	60%	38%	50	23%	33%	14%
Math	6	Aragon	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Aragon	Asian	50	48	96%	99%	94%	42	84%	94%	82%	29	58%	68%	56%
Math	6	Aragon	African Am.	84	64	76%	79%	79%	34	40%	50%	39%	13	15%	25%	16%
Math	6	Aragon	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Aragon	White	145	130	90%	93%	87%	89	61%	71%	63%	47	32%	42%	38%
Math	6	Aragon	Two or More	17	15	88%	91%	86%	6	35%	45%	38%	3	18%	28%	*
Math	6	Aragon	Eco. Dis.	224	174	78%	81%	73%	96	43%	53%	35%	42	19%	29%	10%
Math	6	Aragon	Emergent Bilingual	59	39	66%	69%	54%	15	25%	35%	19%	8	14%	24%	8%
Math	6	Aragon	At-Risk	272	197	72%	75%	69%	102	38%	48%	29%	48	18%	28%	11%
Math	6	Aragon	SPED	58	27	47%	50%	60%	10	17%	27%	12%	3	5%	15%	*
Math	7	Aragon	All	546	439	80%	85%	77%	281	51%	57%	55%	151	28%	34%	19%
Math	7	Aragon	Hispanic	243	182	75%	80%	76%	100	41%	47%	50%	49	20%	26%	14%
Math	7	Aragon	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Aragon	Asian	54	52	96%	96%	88%	45	83%	89%	76%	33	61%	67%	49%
Math	7	Aragon	African Am.	91	66	73%	78%	64%	28	31%	37%	38%	12	13%	19%	9%
Math	7	Aragon	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Aragon	White	142	127	89%	94%	81%	98	69%	75%	66%	55	39%	45%	23%
Math	7	Aragon	Two or More	15	11	73%	78%	81%	9	60%	66%	50%	2	13%	19%	*
Math	7	Aragon	Eco. Dis.	249	182	73%	78%	70%	104	42%	48%	46%	41	16%	22%	9%
Math	7	Aragon	Emergent Bilingual	57	33	58%	63%	55%	14	25%	31%	27%	4	7%	13%	*
Math	7	Aragon	At-Risk	292	209	72%	77%	61%	100	34%	40%	36%	49	17%	23%	10%
Math	7	Aragon	SPED	58	21	36%	41%	42%	6	10%	16%	20%	2	3%	9%	*
Math	8	Aragon	All	254	200	79%	85%	75%	105	41%	46%	46%	18	7%	12%	11%
Math	8	Aragon	Hispanic	130	99	76%	82%	73%	49	38%	43%	45%	7	5%	10%	6%
Math	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Aragon	Asian	14	12	86%	92%	90%	10	71%	76%	76%	5	36%	41%	43%
Math	8	Aragon	African Am.	52	38	73%	79%	71%	19	37%	42%	32%	3	6%	11%	*
Math	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Aragon	White	52	46	88%	94%	83%	24	46%	51%	56%	1	2%	7%	23%
Math	8	Aragon	Two or More	5	4	80%	86%	*	3	60%	65%	*	2	40%	45%	*
Math	8	Aragon	Eco. Dis.	146	110	75%	81%	70%	53	36%	41%	40%	11	8%	13%	10%
Math	8	Aragon	Emergent Bilingual	34	22	65%	71%	62%	11	32%	37%	37%	3	9%	14%	10%
Math	8	Aragon	At-Risk	204	156	76%	82%	67%	69	34%	39%	35%	10	5%	10%	9%
Math	8	Aragon	SPED	28	12	43%	49%	53%	5	18%	23%	10%	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	Aragon	All	519	425	82%	85%	84%	314	61%	71%	62%	183	35%	45%	29%
Reading	6	Aragon	Hispanic	219	174	79%	82%	80%	121	55%	65%	54%	66	30%	40%	17%
Reading	6	Aragon	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Aragon	Asian	51	46	90%	93%	92%	39	76%	86%	78%	29	57%	67%	56%
Reading	6	Aragon	African Am.	84	59	70%	73%	79%	45	54%	64%	57%	23	27%	37%	23%
Reading	6	Aragon	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Aragon	White	144	130	90%	93%	90%	100	69%	79%	71%	60	42%	52%	44%
Reading	6	Aragon	Two or More	17	15	88%	91%	86%	9	53%	64%	59%	5	29%	39%	23%
Reading	6	Aragon	Eco. Dis.	223	168	75%	78%	77%	111	50%	60%	50%	58	26%	36%	12%
Reading	6	Aragon	Emergent Bilingual	59	30	51%	54%	66%	11	19%	29%	24%	4	7%	17%	*
Reading	6	Aragon	At-Risk	272	192	71%	74%	74%	113	42%	52%	42%	50	18%	28%	11%
Reading	6	Aragon	SPED	57	25	44%	47%	50%	9	16%	26%	26%	5	9%	19%	*
Reading	7	Aragon	All	550	491	89%	92%	89%	378	69%	75%	68%	269	49%	55%	38%
Reading	7	Aragon	Hispanic	243	209	86%	89%	87%	146	60%	66%	63%	101	42%	48%	31%
Reading	7	Aragon	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Aragon	Asian	55	52	95%	98%	90%	47	85%	91%	75%	38	69%	75%	60%
Reading	7	Aragon	African Am.	91	77	85%	88%	84%	59	65%	71%	63%	37	41%	47%	30%
Reading	7	Aragon	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Aragon	White	145	137	94%	97%	91%	116	80%	86%	77%	86	59%	65%	45%
Reading	7	Aragon	Two or More	15	15	100%	100%	100%	9	60%	66%	69%	6	40%	46%	44%
Reading	7	Aragon	Eco. Dis.	249	208	84%	87%	84%	141	57%	62%	58%	90	36%	42%	28%
Reading	7	Aragon	Emergent Bilingual	57	37	65%	68%	69%	17	30%	36%	33%	8	14%	20%	*
Reading	7	Aragon	At-Risk	293	241	82%	85%	80%	151	52%	58%	50%	94	32%	39%	22%
Reading	7	Aragon	SPED	58	32	55%	58%	52%	11	19%	25%	30%	4	7%	13%	*
Reading	8	Aragon	All	552	517	94%	95%	90%	412	75%	80%	70%	295	53%	58%	39%
Reading	8	Aragon	Hispanic	247	227	92%	93%	89%	181	73%	78%	65%	122	49%	54%	30%
Reading	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Aragon	Asian	55	54	98%	99%	98%	49	89%	94%	86%	39	71%	76%	71%
Reading	8	Aragon	African Am.	96	87	91%	92%	84%	61	64%	69%	57%	38	40%	45%	29%
Reading	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Aragon	White	138	135	98%	99%	96%	108	78%	83%	83%	85	62%	67%	49%
Reading	8	Aragon	Two or More	15	14	93%	94%	86%	13	87%	92%	57%	11	73%	78%	36%
Reading	8	Aragon	Eco. Dis.	246	221	90%	91%	85%	160	65%	70%	59%	109	44%	49%	30%
Reading	8	Aragon	Emergent Bilingual	39	28	72%	73%	71%	16	41%	46%	38%	5	13%	18%	15%
Reading	8	Aragon	At-Risk	273	241	88%	89%	83%	155	57%	62%	54%	79	29%	34%	24%
Reading	8	Aragon	SPED	30	16	53%	54%	44%	3	10%	15%	20%	1	3%	8%	*

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	Aragon	All	552	499	90%	92%	90%	385	70%	75%	71%	216	39%	44%	30%
Science	8	Aragon	Hispanic	247	216	87%	89%	88%	165	67%	72%	64%	81	33%	38%	21%
Science	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Aragon	Asian	55	55	100%	100%	100%	50	91%	96%	88%	39	71%	76%	66%
Science	8	Aragon	African Am.	96	83	86%	88%	80%	48	50%	55%	50%	26	27%	32%	14%
Science	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Aragon	White	138	131	95%	97%	97%	109	79%	84%	88%	61	44%	49%	42%
Science	8	Aragon	Two or More	15	13	87%	89%	86%	13	87%	92%	71%	9	60%	65%	36%
Science	8	Aragon	Eco. Dis.	247	210	85%	87%	83%	150	61%	66%	59%	78	32%	37%	21%
Science	8	Aragon	Emergent Bilingual	39	26	67%	69%	71%	15	38%	43%	45%	4	10%	15%	9%
Science	8	Aragon	At-Risk	273	224	82%	84%	82%	138	51%	56%	55%	48	18%	23%	19%
Science	8	Aragon	SPED	30	15	50%	52%	57%	7	23%	28%	27%	1	3%	8%	*
Social Studies	8	Aragon	All	553	443	80%	84%	75%	262	47%	52%	42%	153	28%	33%	22%
Social Studies	8	Aragon	Hispanic	248	191	77%	81%	69%	100	40%	45%	34%	56	23%	28%	15%
Social Studies	8	Aragon	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	Asian	55	49	89%	93%	95%	41	75%	80%	78%	30	55%	60%	53%
Social Studies	8	Aragon	African Am.	96	66	69%	73%	63%	40	42%	47%	28%	18	19%	24%	9%
Social Studies	8	Aragon	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Aragon	White	138	124	90%	94%	87%	73	53%	58%	54%	43	31%	36%	31%
Social Studies	8	Aragon	Two or More	15	13	87%	91%	71%	8	53%	58%	36%	6	40%	45%	*
Social Studies	8	Aragon	Eco. Dis.	247	179	72%	76%	65%	98	40%	45%	33%	51	21%	26%	15%
Social Studies	8	Aragon	Emergent Bilingual	39	19	49%	53%	48%	6	15%	20%	15%	3	8%	13%	8%
Social Studies	8	Aragon	At-Risk	274	179	65%	69%	61%	77	28%	33%	27%	33	12%	17%	13%
Social Studies	8	Aragon	SPED	30	9	30%	34%	28%	5	17%	22%	*	3	10%	15%	*

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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.