

# Cypress-Fairbanks Independent School District

## Campbell Middle School

2022-2023



# Mission Statement

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

## Vision

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

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

**Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment:** The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: At our last CPOC meeting in May, the council reviewed the campuses district data for the CORE content subjects. Members noted just the facts from the data to determine strengths and weaknesses. Members then reviewed the problem statements to determine if the same problems were still prevalent or if new problems occurred. Strategies were also reviewed to determine if they were effective and if not adjustments were made. Once the 22-23 school year began, content teams met to review STAAR data and again assess if the problem statements and strategies were appropriate for the new year.

The comprehensive needs assessment was reviewed and/or revised on the following dates: The campus began the needs assessment process on May 4, 2022 and then continued the needs assessment process at the beginning of the school year on August 18, 2022.

In summary, the comprehensive needs assessment denotes the following: During the campus needs assessment process, we determined that our Math students continue to perform below targets in most areas. Also, our 6th grade Reading students were performing at the bottom of our cluster.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

**Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan:** The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 4, 2022 and on August 18 to develop the CNA and the strategies. Those meetings were held in the library and the Gator Getaway starting at 3:45 for our CPOC meeting in May and at 8:00 am for our CNA meeting at the beginning of the school year. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: The council reviewed the campuses district data for the CORE content subjects. Members noted just the facts from the data to determine strengths and weaknesses. Members then reviewed the problem statements to determine if the same problems were still prevalent or if new problems have surfaced. Strategies were also reviewed to determine if they were effective and if not, adjustments were made. Once the 22-23 school year began, content teams met to review STAAR data and again assess if the problem statements and strategies were appropriate for the new year. **If new problem statements were found, the team would compile a list of reasons the problem is occurring, then eliminate items that were out of their control. Ultimately, the team would determine a root cause using the 5 Why's strategy. After the root cause was determined, the team created strategies that would address the problem.**

Based on feedback from the committee, the campus has the following priorities for the current school year: Priorities for the campus based on the needs assessment are to focus on the  
Campbell Middle School  
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African American and Special Education students in reading and the White population in math who continue to perform below district targets.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

*In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.*

*All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.*

*When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:*

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

*Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.*

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

### **Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan**

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

# Student Achievement

## Student Achievement Summary

In the Closing the Gaps domain of the state accountability system, the campus has been identified for Targeted Support and Improvement in the following area(s): math (White student group)

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The resulting problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

## Student Achievement Strengths

The following student populations met or exceeded our campus targets for improvement in the Meets and Masters categories for state testing:

Reading:

- 6th Grade - Meets Grade Level Standards: Asian, White, LeP, At-Risk, Special Education
- 6th Grade - Masters Grade Level Standards: All, Hispanic, Asian, African American, White, Eco. Dis., LEP, At-Risk
- 7th Grade - Meets Grade Level Standards: All, Hispanic, White, Eco. Dis., At-Risk
- 7th Grade - Masters Grade Level Standards: All, Hispanic, Asian, African American, White, Two or More, Eco. Dis., LEP, At-Risk
- 8th Grade - Meets Grade Level Standards: All, Hispanic, African American, Two or more, Eco. Dis., LEP, At-Risk, Special Education
- 8th Grade - Masters Grade Level Standards: All, Hispanic, African American, Two or More, Eco. Dis., LEP, At-Risk

Math:

- 6th Grade - Meets Grade Level Standards: Asian
- 6th Grade - Masters Grade Level Standards: Asian, Two or More
- 7th Grade - Meets Grade Level Standards: Asian
- 7th Grade - Masters Grade Level Standards: Asian, White, LEP, At-Risk
- 8th Grade - Masters Grade Level Standards: Asian

Science:

- 8th Grade - Meets Grade Level Standards: All, Hispanic, Asian, White, Two or More, Eco. Dis., LEP, At-Risk

- 8th Grade - Masters Grade Level Standards: Hispanic, Asian, Two or More, Eco. Dis., LEP, At-Risk,

Social Studies:

- 8th Grade - Meets Grade Level Standards: Asian, At-Risk
- 8th Grade - Masters Grade Level Standards: Hispanic, Asian, White

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

**Problem Statement 1:** RLA: AA and Sped populations are consistently performing below district target. **Root Cause:** RLA: Teachers need to address individual student needs.

**Problem Statement 2:** Math: AA, White, EB and Sped populations are consistently below target. **Root Cause:** Math: Teachers need to address individual student needs.

**Problem Statement 3:** Science: African American, White, and special education students are consistently below target. **Root Cause:** Science: Teachers need to address individual student needs.

**Problem Statement 4:** Social Studies: African American, Eco. Dis, and special education are consistently below target. **Root Cause:** Social Studies: Teachers need to address individual student needs.

**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.

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

**Problem Statement 7:** Targeted Support Math: White population is consistently performing below target. **Root Cause:** Need to make an effort to know each student, make connections and allow their voice to be heard in the classroom.

# School Culture and Climate

## School Culture and Climate Strengths

Campbell Middle School continues to build a positive campus culture by incorporating strategies to make students feel more welcome and safe at school. The main strategies we have woven into our school culture to promote a safe and welcoming climate are PBIS lessons along with social skills and Project Safety lessons taught through advisory and used building-wide with incentive activities and a continued focus on teachers building strong relationships with all of our students. To encourage safety students are expected to wear badges and clear backpacks daily, along with continuing one-way hallways.

Bigger projects help to involve positive role models and broaden the world the students experience through Guys 'N Ties and Girls 'N Pearls.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Teachers lack classroom management skills. **Root Cause:** School Culture and Climate: Large number of inexperienced teachers lacking the opportunities to communicate and collaborate with each other about these skills.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

Teachers met monthly for Wisdom Wednesday to discuss Hot Topics and learn relevant skills. Teachers chose book topics they were interested in and worked with PLCs on a monthly basis to grow in their craft.

Our new teacher mentor program meets monthly to help support immediate concerns of our new staff members.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Teachers struggle to maintain classroom management. **Root Cause:** Teacher/Paraprofessional Attendance: Lack of ongoing training in procedures and classroom management.



# Parent and Community Engagement

## Parent and Community Engagement Strengths

Campbell MS continues to increased parent participation in all events across the campus. Fine Arts performances such as band and choir have large numbers of parents and community support for the performers. Communication is routinely used through our campus webpage, School Messenger, Twitter and Facebook.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Lack of timely and specific communication for our parents and community. **Root Cause:** Parent and Community Engagement : Lack of training and specific guidelines/procedures in place.

# Goals










Revised/Approved: August 18, 2022






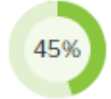





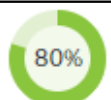
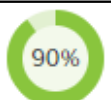
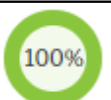
**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








**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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> We will implement organized and data driven small group instruction at least once a week while building relationships and creating strong campus and classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> CCIS, AAS, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> We will implement organized and data driven small group instruction at least once a week while building relationships and creating strong campus and classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, CCIS, AAS</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> We will implement organized and data driven small group instruction at least once a week while building relationships and creating strong campus and classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, AAS, CCIS</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: We will implement organized and data driven small group instruction at least once a week while building relationships and creating strong campus and classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, AAS, CCIS, Appraisers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Dropout Prevention: Campus will work with attendance officer weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. Students will grow in areas that were missed during the Spring by using manipulatives and small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, AAS, CCIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education: Horizons Showcase, DaVinci Day, Student Council, Clubs, Guys In Ties, and Girls in Pearls Day, Hispanic Forum and Soccer Start</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. Well rounded and confident students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			










Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> At-risk, Economically Disadvantaged, African-American, White and special education students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Title I Campuses: Teachers will learn and use high yield instructional strategies that will make for more effective first time instruction and accelerated instruction. Student achievement will improve. One additional counselor will be hired to assist our most at-risk population. Supplemental supplies and materials will be provided for both classroom instruction and professional development initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction</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 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:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: Tutoring after school or on Saturday</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending targeted and accelerated instruction tutorials will reach Approaches level on STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, DI</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Instructional Time: Work to close the instructional gaps created by COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Development: Appraisers and Instructional coaches will continue to work with Pete Hall to reflect on current coaching practices and continue building capacity with core content teachers..</p> <p><b>Strategy's Expected Result/Impact:</b> After Reflective Coaching, 70% of our students will achieve Approaches or higher on the STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Development: Teachers will select from one of the following book studies: small group instruction, checking for understanding, classroom management</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A	N/A	N/A








Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Mental Health Supports: Students will learn how to create a growth mindset and become more resilient during difficult times. <b>Strategy's Expected Result/Impact:</b> Reduction of office referrals related incidents occurring in the classroom <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
	 15%	 50%	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 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:** Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk through manipulatives, incentives and snacks for tutorials in each tested content. Also, supplement supplies in the classroom for ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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 4: Targeted Support:** By the end of the 2022-23 school year, the campus will meet the Closing the Gaps targets in the following student group: White

**Evaluation Data Sources:** STAAR Data

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Math:</b> Implement math lab intervention class in all grade levels for students not meeting grade level expectations on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional small group instruction will allow students to make further gains in learning and close the achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> DI, AAS, &amp; math CCIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Teachers will use high yield questioning strategies and informal assessments to frequently check for students' understanding of the material throughout frequently throughout the lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a clear understanding of students' knowledge of skill before moving to next topic.</p> <p><b>Staff Responsible for Monitoring:</b> Math teacher/CCIS/DI</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			













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

**Performance Objective 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:** Significant progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Students are expected to be 100% compliant wearing their badges at school, on the school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. Teachers will continue to enforce the 10/10 Rule and closely monitor restrooms and hallways.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. All Staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, all staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** Student attendance records

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







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Student Attendance:</b> 1. Run an attendance report every 3 weeks. Conference with students near 10 absences. 2. Students with 10 or more absences will be placed on an attendance contract to make up seat time and be required to conference with assistant principal and parent/guardian.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

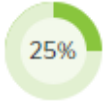

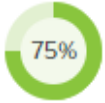







**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**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%.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Teachers will follow the PBIS school-wide expectations to reinforce positive behaviors. PBIS I and II leadership teachers will coach and train staff with common language and strategies throughout the school year. Staff will increase positive timely communication with parents. Code of Conduct talks will be held within the first 2 weeks of school and within the first 2 weeks of the spring semester. We will also review the PBIS expectations that will be held within the first 2 weeks of spring semester. Implement monthly Bringing Out the Best lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Project Safety Coordinator, Counselors, BI</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions:</p> <ul style="list-style-type: none"> <li>* Parent/Teacher conferences when potential negative behaviors are identified.</li> <li>* Restorative talks with Assistant Principal, BI and Counselor.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Select ONE:</p> <p>In School Suspensions for SPED African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, BI</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: Students will be taught behavior restorative/relational practices and social skills by the grade level AP, BI and counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> Select ONE:</p> <p>Out of school suspensions will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, BI &amp; Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		






Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Disciplinary Alternative Education Program (DAEP) Placements: Students will be taught restorative/relational practices and social skills by the grade level</p> <p><b>Strategy's Expected Result/Impact:</b> Select ONE:</p> <p>DAEP placements of African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, BI &amp; Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: Campus will continue to use Bringing Out the Best lessons through advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> SELECT ONE:</p> <p>Violent Incidents will be reduced by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Restorative Discipline: Implement Well Managed School Program</p> <p><b>Strategy's Expected Result/Impact:</b> Student incidents will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	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 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 1%.

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

**Summative Evaluation:** No progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Acknowledge and reward staff members each month to promote staff attendance and decrease absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.</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 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, teachers will receive job targeted professional development based on individual needs. Administrators, coaches, and teachers will receive instruction from Pete Hall on how to become a reflective practitioner to increase student achievement.

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

**Summative Evaluation:** Met Objective

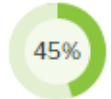






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Provide multiple choices of professional development to meet teachers' individual needs such as Wisdom Wednesdays, coaching/feedback and use of Sibme Videos. Teachers will be given opportunities to observe each other's classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will grow in areas they personally want and will have a higher job satisfaction.</p>	Formative		
	Nov	Feb	May
	N/A		
<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, parent and family engagement will increase participation by having more participation in activities than the previous year, and the campus will offer new ways to encourage that participation.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Send bi-weekly communication out to families, hold parent meetings throughout the year, counselors will hold Brown Bag lunches, and will send out a survey in the Fall and one in the Spring for input. Staff will hold monthly Campbell Connects with the community. Staff will send individualized postcards and mail outs to families.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase in each activity from previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, DI, and Counselors</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2022-2023 CPOC

Committee Role	Name	Position
Administrator	Rashad Godbolt	Principal
Classroom Teacher	Shelita Humphrey	Teacher #1
Classroom Teacher	Gloria Saldana	Teacher #2
Classroom Teacher	Ana Allen	Teacher #3
Classroom Teacher	Serena Brown	Teacher #4
Classroom Teacher	Alayna Day	Teacher #5
Classroom Teacher	Autumn Gipson	Teacher #6
Classroom Teacher	Ann-Marie Albers	Teacher #7
Classroom Teacher	Chris Patterson	Teacher #8
Non-classroom Professional	Cathy Litzinger	Other School Leader #1
Non-classroom Professional	Jennifer Jobe	Other School Leader #2
Non-classroom Professional	Felicia Robertson	Other School Leader #3
Non-classroom Professional	Charceana Williams	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Charmion Mohning	Administrator (LEA) #2
Parent	Audrey Jones	Parent #1
Parent	Sarah Phillips	parent #2
Community Representative	Sarah Yzaguire	Community Resident #1
Community Representative	Lisa Nash	Community Resident #2
Business Representative	Andre Crestwell	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Elizabeth Barrera	Paraprofessional #1
Paraprofessional	Rebecca Solis	Paraprofessional #2
Non-classroom Professional	Arsha Eaglan	Other School Leader #5
Non-classroom Professional	Gary Cleaves	Other School Leader #6
Parent	Shawne' Wishum	Parent #3
Parent	Melinda Raybon	Parent #4



# 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	Campbell	All	340	208	61%	66%	65%	86	25%	38%	28%	32	9%	20%	9%		
Math	6	Campbell	Hispanic	149	105	70%	72%	70%	43	29%	40%	25%	11	7%	13%	7%		
Math	6	Campbell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	6	Campbell	Asian	21	21	100%	100%	93%	18	86%	89%	77%	13	62%	82%	47%		
Math	6	Campbell	African Am.	134	57	43%	64%	52%	18	13%	31%	17%	5	4%	10%	4%		
Math	6	Campbell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	6	Campbell	White	23	19	83%	90%	79%	6	26%	59%	42%	2	9%	36%	*		
Math	6	Campbell	Two or More	9	5	56%	59%	50%	1	11%	54%	28%	1	11%	54%	*		
Math	6	Campbell	Eco. Dis.	262	152	58%	69%	62%	63	24%	36%	25%	22	8%	12%	8%		
Math	6	Campbell	Emergent Bilingual	59	41	69%	72%	61%	13	22%	40%	22%	4	7%	10%	7%		
Math	6	Campbell	At-Risk	242	137	57%	60%	60%	54	22%	25%	22%	16	7%	10%	6%		
Math	6	Campbell	SPED	40	12	30%	35%	24%	1	3%	23%	*	1	3%	9%	*		
Math	7	Campbell	All	399	229	57%	62%	51%	122	31%	36%	32%	59	15%	20%	6%		
Math	7	Campbell	Hispanic	188	111	59%	65%	56%	56	30%	40%	33%	20	11%	15%	5%		
Math	7	Campbell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	7	Campbell	Asian	38	34	89%	92%	90%	31	82%	85%	86%	27	71%	82%	38%		
Math	7	Campbell	African Am.	144	63	44%	56%	39%	21	15%	31%	21%	5	3%	9%	*		
Math	7	Campbell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	7	Campbell	White	21	17	81%	90%	59%	12	57%	68%	45%	7	33%	39%	*		
Math	7	Campbell	Two or More	6	2	33%	54%	43%	1	17%	54%	*	0	0%	54%	*		
Math	7	Campbell	Eco. Dis.	323	171	53%	61%	48%	87	27%	36%	27%	37	11%	14%	5%		
Math	7	Campbell	Emergent Bilingual	74	33	45%	48%	38%	17	23%	40%	19%	5	7%	10%	*		
Math	7	Campbell	At-Risk	295	161	55%	58%	42%	79	27%	30%	23%	36	12%	15%	5%		
Math	7	Campbell	SPED	29	6	21%	26%	*	0	0%	19%	*	0	0%	10%	*		
Math	8	Campbell	All	258	167	65%	70%	61%	70	27%	33%	23%	8	3%	10%	3%		
Math	8	Campbell	Hispanic	125	91	73%	76%	66%	36	29%	40%	21%	5	4%	7%	5%		
Math	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	8	Campbell	Asian	9	7	78%	82%	80%	5	56%	82%	70%	2	22%	52%	*		
Math	8	Campbell	African Am.	102	55	54%	62%	57%	21	21%	31%	22%	1	1%	4%	*		
Math	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	8	Campbell	White	10	8	80%	84%	63%	5	50%	59%	*	0	0%	8%	*		
Math	8	Campbell	Two or More	7	4	57%	60%	*	2	29%	54%	*	0	0%	24%	*		
Math	8	Campbell	Eco. Dis.	212	133	63%	66%	58%	52	25%	36%	21%	6	3%	6%	3%		
Math	8	Campbell	Emergent Bilingual	41	22	54%	57%	56%	8	20%	40%	16%	2	5%	8%	*		
Math	8	Campbell	At-Risk	205	127	62%	65%	56%	48	23%	26%	19%	3	1%	4%	2%		
Math	8	Campbell	SPED	24	8	33%	38%	*	1	4%	23%	*	0	0%	10%	*		

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	Campbell	All	340	211	62%	68%	70%	114	34%	39%	44%	62	18%	23%	15%
Reading	6	Campbell	Hispanic	149	103	69%	74%	75%	54	36%	41%	44%	25	17%	37%	12%
Reading	6	Campbell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Campbell	Asian	21	20	95%	98%	93%	16	76%	79%	80%	10	48%	51%	47%
Reading	6	Campbell	African Am.	134	67	50%	55%	60%	32	24%	32%	36%	18	13%	32%	10%
Reading	6	Campbell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Campbell	White	23	15	65%	70%	79%	10	43%	60%	46%	9	39%	60%	21%
Reading	6	Campbell	Two or More	9	4	44%	56%	61%	2	22%	56%	44%	0	0%	56%	*
Reading	6	Campbell	Eco. Dis.	262	159	61%	68%	68%	80	31%	36%	41%	39	15%	33%	14%
Reading	6	Campbell	Emergent Bilingual	59	34	58%	61%	65%	19	32%	35%	32%	6	10%	29%	6%
Reading	6	Campbell	At-Risk	242	134	55%	58%	65%	69	29%	32%	35%	33	14%	17%	10%
Reading	6	Campbell	SPED	40	8	20%	24%	22%	3	8%	19%	*	2	5%	9%	*
Reading	7	Campbell	All	399	308	77%	82%	70%	212	53%	58%	41%	139	35%	40%	19%
Reading	7	Campbell	Hispanic	188	144	77%	79%	72%	100	53%	55%	44%	64	34%	37%	18%
Reading	7	Campbell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Campbell	Asian	38	35	92%	95%	95%	29	76%	79%	81%	27	71%	74%	62%
Reading	7	Campbell	African Am.	144	103	72%	75%	61%	63	44%	47%	29%	36	25%	28%	11%
Reading	7	Campbell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Campbell	White	21	18	86%	90%	82%	16	76%	79%	55%	10	48%	51%	27%
Reading	7	Campbell	Two or More	6	6	100%	100%	71%	2	33%	56%	50%	1	17%	56%	*
Reading	7	Campbell	Eco. Dis.	322	243	75%	78%	69%	166	52%	55%	37%	104	32%	35%	17%
Reading	7	Campbell	Emergent Bilingual	74	41	55%	57%	56%	21	28%	30%	19%	12	16%	18%	*
Reading	7	Campbell	At-Risk	294	214	73%	76%	65%	142	48%	51%	32%	87	30%	33%	13%
Reading	7	Campbell	SPED	28	6	21%	24%	27%	2	7%	19%	*	1	4%	9%	*
Reading	8	Campbell	All	350	305	87%	92%	82%	218	62%	67%	50%	127	36%	51%	22%
Reading	8	Campbell	Hispanic	167	147	88%	91%	81%	114	68%	71%	53%	65	39%	42%	22%
Reading	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Campbell	Asian	31	30	97%	100%	95%	26	84%	87%	81%	22	71%	74%	54%
Reading	8	Campbell	African Am.	120	99	83%	86%	79%	56	47%	50%	38%	29	24%	27%	13%
Reading	8	Campbell	Pac. Islander	*	*	*	97	*	*	*	*	*	*	*	*	*
Reading	8	Campbell	White	18	17	94%	100%	95%	14	78%	81%	73%	5	28%	31%	32%
Reading	8	Campbell	Two or More	9	9	100%	100%	70%	7	78%	81%	*	5	56%	59%	*
Reading	8	Campbell	Eco. Dis.	267	230	86%	89%	81%	153	57%	60%	45%	81	30%	33%	20%
Reading	8	Campbell	Emergent Bilingual	44	30	68%	71%	59%	16	36%	39%	26%	5	11%	14%	7%
Reading	8	Campbell	At-Risk	236	200	85%	88%	77%	124	53%	56%	45%	59	25%	28%	18%
Reading	8	Campbell	SPED	25	11	44%	47%	36%	5	20%	23%	*	1	4%	7%	*

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	Campbell	All	349	274	79%	84%	71%	164	47%	57%	45%	80	23%	33%	12%
Science	8	Campbell	Hispanic	166	135	81%	84%	69%	82	49%	52%	45%	38	23%	26%	11%
Science	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Campbell	Asian	31	30	97%	100%	95%	28	90%	93%	89%	22	71%	74%	46%
Science	8	Campbell	African Am.	121	83	69%	74%	65%	36	30%	41%	33%	14	12%	19%	*
Science	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Campbell	White	18	17	94%	100%	86%	12	67%	77%	64%	3	17%	51%	41%
Science	8	Campbell	Two or More	9	7	78%	81%	70%	5	56%	59%	*	2	22%	25%	*
Science	8	Campbell	Eco. Dis.	266	202	76%	79%	67%	107	40%	45%	42%	51	19%	22%	9%
Science	8	Campbell	Emergent Bilingual	44	27	61%	64%	47%	11	25%	37%	29%	4	9%	12%	*
Science	8	Campbell	At-Risk	235	172	73%	76%	65%	84	36%	39%	39%	32	14%	17%	11%
Science	8	Campbell	SPED	24	10	42%	50%	36%	2	8%	19%	*	0	0%	6%	*
Social Studies	8	Campbell	All	349	220	63%	72%	60%	100	29%	41%	31%	66	19%	26%	14%
Social Studies	8	Campbell	Hispanic	167	106	63%	66%	60%	50	30%	41%	29%	32	19%	22%	11%
Social Studies	8	Campbell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Campbell	Asian	31	27	87%	90%	89%	20	65%	73%	73%	19	61%	64%	49%
Social Studies	8	Campbell	African Am.	120	66	55%	61%	52%	22	18%	36%	20%	10	8%	15%	7%
Social Studies	8	Campbell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Campbell	White	18	12	67%	89%	77%	5	28%	58%	55%	4	22%	41%	45%
Social Studies	8	Campbell	Two or More	9	8	89%	92%	*	2	22%	55%	*	0	0%	55%	*
Social Studies	8	Campbell	Eco. Dis.	266	154	58%	62%	56%	61	23%	38%	27%	39	15%	18%	11%
Social Studies	8	Campbell	Emergent Bilingual	44	17	39%	42%	39%	3	7%	37%	13%	3	7%	10%	*
Social Studies	8	Campbell	At-Risk	235	125	53%	56%	53%	40	17%	20%	24%	16	7%	10%	12%
Social Studies	8	Campbell	SPED	25	3	12%	32%	*	1	4%	10%	*	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.