Cypress-Fairbanks Independent School District

Cook Middle School

2022-2023

Rangers Today, Leaders Tomorrow

Mission Statement

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

Vision

1. **To provide quality first time learning** using effective team planning, relevance, data analysis, training, differentiated instructional strategies, and model classroom strategies.
2. **To create a sense of belonging for each student and celebrate their accomplishments** through relevant lessons, extracurricular activities, clubs, and school spirit activities.
3. **To recognize the needs of students and adjust our plans and approach** to meet the student needs through targeted team planning, just in time professional development, and self-reflection.

Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

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: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

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 **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. 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: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

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 Strengths

Using an integrated approach, campus-level teams reviewed the system safeguard data tables 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," and identification of a root cause. The problem statements and root causes are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

The team members included: Reading & Writing-6th, 7th, 8th grade Language Arts and Reading teachers, CCIS,AAS, DI and Principal; Math- 6th, 7th and 8th grade Math and Math Lab teachers, CCIS, AAS, DI, and Principal; Science- 6th, 7th, 8th-grade science teachers, CCIS, AAS, DI and Principal; Social Studies- 6th, 7th and 8th grade social studies teachers, CCIS, AAS, DI and Principal.

The teams met on the following date(s): May 5th, 2022- Initial Needs assessment, Reading- August 16th, 2022; Math- August 17th, 2022; Social Studies- August 18th, 2022; Science- August 15th, 2022.

The following strength were identified based on a review of the 2021-22 data:

When looking at overall performance on all administered STAAR assessments. students scoring in the masters range on the reading assessments increased.

All Tests	All Students	African American	Hispanic	White	Asian	Two or More Races	Econ. Disadv.	EL (Current)	EL (Current & Monitored)	Special Education
Approaches	79%	73%	74%	88%	96%	89%	75%	51%	63%	46%
Meets	53%	39%	44%	69%	83%	67%	44%	16%	30%	26%
Masters	32%	20%	24%	45%	61%	46%	24%	5%	13%	8%

Reading Assessments Grades 6-8:

Reading	All Students	African American	Hispanic	White	Asian	Two or More Races	Econ. Disadv.	EL (Current)	EL (Current & Monitored)	Special Education
Approaches	83%	77%	79%	91%	95%	91%	79%	58%	70%	49%
Meets	62%	48%	55%	77%	81%	79%	53%	20%	36%	29%
Masters	41%	30%	33%	56%	64%	57%	33%	7%	18%	10%

Math Assessments Grades 6-8:

Math	All Students	African American	Hispanic	White	Asian	Two or More Races	Econ. Disadv.	EL (Current)	EL (Current & Monitored)	Special Education
Approaches	76%	67%	71%	85%	96%	83%	72%	50%	60%	44%
Meets	47%	31%	36%	66%	87%	62%	38%	14%	28%	24%

Math	All Students	African American	Hispanic	White	Asian	Two or More Races	Econ. Disadv.	EL (Current)	EL (Current & Monitored)	Special Education
Masters	26%	13%	17%	40%	63%	38%	18%	4%	10%	7%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students are not able to differentiate their approach and processing for different genres of texts.   **Root Cause:** RLA: We are not giving students differentiated strategies and enough opportunities to make their thinking visible so that we can monitor understanding

Problem Statement 2: Math: Students struggle with math computation skills and applying the campus CUBES problem-solving strategy   **Root Cause:** Math: We are not building in students practicing computational skills in class or requiring students to explain or justify their thinking.

Problem Statement 3: Science: Students are not demonstrating growth across the levels of STAAR performance.   **Root Cause:** Science: We are not planning for and implementing effective differentiation strategies for specific needs.

Problem Statement 4: Social Studies: Students struggle to apply social studies process TEKS and vocabulary   **Root Cause:** Social Studies: We are not giving students enough purposeful opportunities to practice the social studies process TEKS and vocabulary.

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.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Tiered Fidelity Inventory Report

Values

Rangers today, leaders tomorrow

R-respectful

O-organized

C-cooperative

K-kind

Beliefs

COOK MIDDLE SCHOOL 2022-2023 GOALS

By prioritizing
1. Providing quality first-time learning
2. Creating a sense of belonging for each student and celebrating their accomplishments
3. Recognizing the needs of students and adjusting our plans and approach

Holding ourselves and students accountable for

STUDENTS

Walk and Talk

Be on time and do your work the first time

Follow instructions the first time they are given

STAFF

Be on time and prepared

Be consistent

Be on active duty

Be a positive contributor

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

Student Attendance:

Student attendance data has been trending down with over a 3% drop from per-pandemic attendance levels.

2021-2022-92.27%

2018-2019-95.89%

2017-2018- 96%

2016-2017-96.6%

2015-2016- 96.7%

2014-2015- 97.1%

Restorative Discipline and Campus Safety

Cook Middle School is a PBIS campus and PBIS initiatives are a driving force in creating a positive, welcoming, and future-focused campus culture. That culture is supported through the use of common language, common expectations, regular social skills lessons, and tangible rewards earned for positive behavior.

The 2022 Tiered Fidelity Inventory Report was conducted in the Spring of 2022.

80% of staff could recite 100% of the PBIS Matrix.

70% of students know 67% of the PBIS Matrix.

50% of staff respondents reported that they had given out PBIS rewards within the last month.

70% of student respondents reported that they had received PBIS rewards within the last month.

Cook students and staff are celebrated weekly through our student Ranger of the Week and staff Ranger of the Week. Students are selected based on their display of R.O.C.K. behaviors, and goal setting in the classroom. Students are recognized for the efforts they make to succeed academically.

Student accomplishments and participation in school-sponsored activities are celebrated and promoted during lunch and during weekly Ranger Review videos. Students' sense of belonging is encouraged through participation in clubs and extra-curricular activities.

Cook Middle School completed all 2021-2022 required safety drills and students participated in regular advisory lessons that deal with campus safety procedures and the health and well-being of students. For the 2022-2023 school year, students in every grade level will be engaged in Social Emotional Learning advisory lessons using the Second Step curriculum. The purpose of this curriculum is to continue to meet the needs of the whole child by providing direct instruction in the areas of mindset and goals, values and friendship, thoughts, emotions and decisions, and serious peer conflict. The curriculum also includes weekly class meetings facilitated through advisory classes as well as weekly class challenges to build community within our student body.

Top Three Discipline Infractions of 2021-2022

Offense	%	Students		Cost	(days)	Incidents
Skipping Class/Skipping School (31)	14	191			299.38	453
Refusal to comply with adult directives (20-1)	11	188			211.05	331
Inappropriate Physical Contact w/Peers (12)	10	211			244.46	313

Ranger Showcase

Cook Middle School held the sixth annual Ranger Showcase which allows all students to showcase projects from varying subject areas to their parents and community members. 300 students showcased their learning to staff, parents, and the community.

No Zeros Incentives

Cook Middle School organized and implemented incentives and rewards for students that turned in all of their assignments and had no zeros on each progress report and report card. Students were able to participate in lunch recesses, and earned free time rewards and field days as a reward for completing all of their work. Approximately, 1000 students qualified for our first semester Field Day incentive and our second semester field day.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students and staff need more direct instruction on the skills needed to have an effective relationship. **Root Cause:** School Culture and Climate: We are not prioritizing the relationship and determining why a specific behavior is occurring.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We will continue to focus on quality recruitment for our Cook staff, while providing a mentoring program for new teachers. We will continue to promote a sense of belonging and high expectations for our campus through our new teacher mentors, and a focus on professional development that is differentiated to meet the varied needs of our staff. We provide teachers with a support system including a content area team with a common planning period to support quality first-time instruction. Core content area teachers are also supported by a Campus Content Instructional Specialist who provides curriculum support as well as individual coaching for teachers. Teachers and students are further supported by two Academic Achievement Specialists who provide assistance for teachers as they compile and analyze data.

To continue to build on the quality of our staff, we engage in professional development as a regular part of our operations. Our staff development plan for the 2022-2023 school year is built around connecting our five core focuses for our professional development over the last 7 years (Student Use of Technology, Making Student Thinking Visible, Ongoing Assessments, Small Group Instruction, and the Learning Environment) to the implementation of Blended Learning. As a campus, we have 17 staff members who completed the Blended Learning Trainer Certification course and are developing.   As a campus, we participated in 7 hours of Blended Learning training during the summer of 2021. To help teachers move instructional strategies from theory to practice, we have implemented a level choice board with specific actions for teachers to take in their classrooms.   All actions in our staff development plan include a reflective piece that requires teachers to either record themselves and shares it with a collaboration partner, coach, or administrator; or to engage in reflective conversations and observations with collaboration partners, coaches, or administrators. Using ESSER Funds, we have invested in direct coaching/consulting professional development in the area of Blended Learning. Our campus was visited by a consultant five times throughout the school year 2021-2022 school year. Marcia Kish, the blended learning consultant visited Cook 5 times this school year. She has observed and provided feedback in 23 classrooms and planned with 13 content area teams. Marcia Kish has engaged in 9 individual coaching sessions and provided training to the instructional team 5 times. Marcia Kish will be returning to Cook this school year for 4 scheduled visits. Cook Middle School will also be visited by Pete Hall to provide feedback on our instructional coaching.

Employee Perception Survey

84 respondents completed the Employee Perception Survey. Of the respondents, 66 were teachers, 14 were paraprofessionals, 3 were campus support staff, and 6 were administrators. This has 10 fewer respondents than the previous year.

Strengths:

- 91% of respondents agreed that information is available to help me do my job effectively.
- 100% of respondents agreed that quality work is expected of me.
- 88% of respondents agreed that collaboration is encouraged and practiced.
- 94% of respondents agreed that information related to my job is accessible.
- 94% of respondents agreed that I am clear about my job responsibilities.
- 90% percent of respondents agreed that decisions are data-driven

Opportunities for Growth:

- 71% of respondents agreed that procedures have been implemented to keep me safe at work.
- 76% of respondents agreed that there are opportunities to discuss my concerns with campus administrators.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Only 45% of the absences requiring a substitute were filled during the 2022-2023 school year. **Root Cause:** Teacher/Paraprofessional Attendance: We are not leaving substitutes enough information to help them teach the classes.

Problem Statement 2: "Procedures have been implemented to keep me safe at work" was the lowest scoring area on the employee perception survey. **Root Cause:** We do not have a clear plan for setting behavior and safety expectations, communicating expectations, and following through on expectations.

Parent and Community Engagement

Parent and Community Engagement Strengths

The most recent Title I Parent Survey resulted in the following:

50% of respondents reported that the school provided parents with opportunities to share feedback and ideas regarding the school's parent and family engagement program activities quite well.

51% of respondents indicated that they would like to see parental involvement funds used for technology resources. 39% of respondents indicated that they would like to see the funds used for Parent Workshops.

57% of respondents reported that the school leadership fosters an environment in which staff, parents, and the community work together to improve student achievement quite well.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: There is a lack of consistency school wide with communication leading to parents not feeling informed.   **Root Cause:** Parent and Community Engagement : We are not fully implementing our parent communication practices.
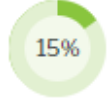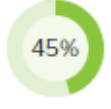
Goals
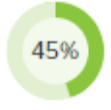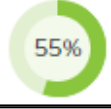
Revised/Approved: September 15, 2022

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

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: We will implement small group instruction with every student using informal and formal assessments at least once a week.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increased student performance on classroom assessments. Increased student performance on STAAR.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: ELAR CCIS	60%	65%	75%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math: We will implement small group instruction with every student using informal and formal assessments at least once a week	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved student performance on classroom assessments and district and state assessments.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Math CCIS	35%	65%	80%
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Science: We will implement small group instruction with every student using informal and formal assessments at least once a week	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved student performance on classroom, district and state assessments.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Science CCIS	50%	80%	85%

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: We will implement small group instruction with every student using informal and formal assessments at least once a week	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved student performance on classroom, district and state assessments. **Staff Responsible for Monitoring:** Social Studies CCIS	**Nov**	**Feb**	**May**
	45%	45%	60%

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	25%	70%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: We will contact parents and schools to ensure that students on our campus dropout list are either enrolled in school or offered educational services.	**Formative**		
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Dropout Recovery Specialist	**Nov**	**Feb**	**May**
	20%	60%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** CCIS, Director of Instruction	**Nov**	**Feb**	**May**
	55%	80%	100%

Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: A variety of social, leadership, community service and academic clubs and extracurricular activities.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	15%	45%	70%

Strategy 9 Details	Formative Reviews

	Formative		
Strategy 9: At-risk, economically disadvantaged 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.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Title I Campuses: Improve academic outcomes for students on STAAR, district assessments, and classroom assessments. Travel Staff Reimbursement: Staff will participate in professional development opportunities like the Model Schools Conference to build our capacity for meeting the needs of all students. Student Scholarships: Funds will be used to assist students with attending required summer school courses. Supplies Instructional and Supplies Non-Consumable - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms. In addition, materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP. Salaries and Benefits: The class size reduction teachers will assist in lowering the student to teacher ratio assisting in meeting our students' goals in all content areas. The 504/Testing coordinator will assist in maintaining services for students receiving 504 services. Buses: Buses will be provided to assist students in accessing opportunities, events, and field trips at a higher rate. Snacks: Snacks will be provided to students attending targeted tutoring sessions and Saturday tutorials for the purpose of addressing gaps and improving academic outcomes for students. Extra Duty Pay: Teachers will address student needs and gaps through after school targeted tutorials and Saturday interventions. Contracted Services: Conference Registration: The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Substitute Pay: Substitutes will be used to allow teachers to participate in professional development and planning activities. **Staff Responsible for Monitoring:** Academic Achievement Specialists	35%	75%	90%

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Enrichment: Welcome back Ranger Camp - All incoming 6th grade students will be invited to attend a Ranger Camp focused on orienting students to middle school. Students will participate in activities that teach them the campus expectations, procedures as well as build relationships with their teachers and peers. Students will participate in activities about building habits to ensure academic success.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students attending 6th grade Ranger Camp will have 96% attendance for the first marking period. **Staff Responsible for Monitoring:** Academic Achievement Specialists	90%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: We will offer STAAR and Accelerated Instruction Tutorials after school and on Saturdays to address students' academic needs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students attending outside of school interventions will demonstrate growth on district DPM's and benchmarks from the previous year's STAAR. **Staff Responsible for Monitoring:** Academic Achievement Specialists	60%	65%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Teachers will engage in four, 7 hour Blended Learning coaching sessions with the consultant, Marcia Kish, as well as a book study of Ruby Payne's Emotional Poverty in All Demographics.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teachers will participate in blended learning coaching sessions and increase implementation blended learning in classrooms. **Staff Responsible for Monitoring:** Director of Instruction	65%	85%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Mental Health Supports: Students will participate in weekly social skill lessons. Positive student behavior will be reinforced using campus ROCK Bucks.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will participate in weekly social skill lessons. Positive student behavior will be reinforced using campus ROCK Bucks. **Staff Responsible for Monitoring:** Behavior Interventionist	65%	80%	100%
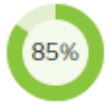
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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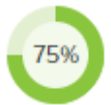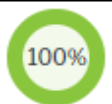
   Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		

Strategy 1: State Compensatory Education (SCE): Students and parents will receive weekly Zero reports that include a list of zeros, courses failed as well as coaching scripts on how to ask for missing work and assistance from teachers.
    Strategy's Expected Result/Impact: Improved academic achievement
    Staff Responsible for Monitoring: Academic Achievement Specialists
	Formative		

	Nov	**Feb**	**May**
	40%	85%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will implement health and safety lessons at least once a month, including Project Safety Lessons.	Formative		
Strategy's Expected Result/Impact: Improved campus safety **Staff Responsible for Monitoring:** Assistant Principals	Nov	Feb	May
	50%	75%	85%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal	Nov	Feb	May
	55%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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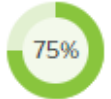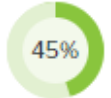
   Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Excessive absence data will be reviewed biweekly and guardians will be contacted and teachers provided with follow-up information.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 94%. **Staff Responsible for Monitoring:** Assistant Principals	35%	70%	90%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 2%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: We will directly teach students and staff the skills need to foster a positive teacher-student partnership.	**Formative**		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist	45%	70%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: Students assigned ISS will engage in a reflective activity or lesson that is directly tied to their behavior.	**Formative**		
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist	35%	75%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: We will teach students to disagree productively with peers.	**Formative**		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals	40%	45%	70%

Strategy 4 Details	Formative Reviews		
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Prior to discretionary DAEP placements, the campus will convene an administrative committee to review the matrix.	**Formative**		
Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals	35%	60%	85%

Strategy 5 Details	Formative Reviews		

Strategy 5: Violence Prevention: We will implement and teach violence prevention strategies including the use of the Cy-Fair Tip line, staff development focused on safety, and parent social media and substance abuse education opportunities.
    Strategy's Expected Result/Impact: Violent Incidents will be reduced by 2%.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	Feb	May
	45%	60%	80%

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

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

Performance Objective 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will create a campus-wide expectation and process for providing clear information and plans for substitutes.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Director of Instruction	40%	75%	80%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans
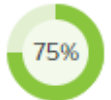
Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers and administrators will participate in monthly learning path training's focused on the learning environment, ongoing assessment, making student thinking visible, small group instruction and student use of technology	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased implementation of research-based instructional strategies. Increased student achievement. **Staff Responsible for Monitoring:** Director of Instruction, Academic Achievement Specialists, CCIS	45%	80%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will keep parents informed of classroom activities and assessments through weekly email updates and consistent campus communications about upcoming events.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. **Staff Responsible for Monitoring:** Director of Instruction, Assistant Principals	65%	75%	80%
0% No Progress *100%* Accomplished → Continue/Modify ✕ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Martin Drayton	Principal
Classroom Teacher	Paula Parker	6th grade core teacher
Classroom Teacher	Chirsty Caesar	6th grade core teacher
Classroom Teacher	Jennifer Cleaves	8th grade core teacher
Classroom Teacher	William Abernathy	8th grade core teacher
Classroom Teacher	Stacey Anderson	elective teacher
Classroom Teacher	Roberta Nowroozi	elective teacher
Classroom Teacher	Ashley Grant	Special Education Teacher
Classroom Teacher	Beverly Curry	6th grade core teacher
Non-classroom Professional	Kimberly Ward	DIHT
Non-classroom Professional	James Jackson	CCIS
Non-classroom Professional	Kari Ragain	CCIS
Non-classroom Professional	Cinnamon Knox	CCIS
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Leslie Francis	Administrator (LEA) #2
Parent	Traci Burchfield	Parent #1
Parent	Adam Thomas	parent #2
Community Representative	Billy Paige	Community Resident #1
Community Representative	Dian Learokos	Community Resident #2
Business Representative	John Foster	Business Representative #1
Business Representative	Tim Pope	Business Representative #2
Paraprofessional	Stephanie Fisher	Paraprofessional #1
Paraprofessional	Lisa Lynch	Paraprofessional #2
Classroom Teacher	Jacqueline Ritter	6th grade core teacher
Classroom Teacher	Dorothy Hulett	Special Education teacher
Non-classroom Professional	Adriana Holland	CCIS
Administrator	Daniele Sebastian	Director of Instruction

Committee Role	Name	Position
Administrator	Carla Villyard	AP
Administrator	Roberto Gonzalez	AP
Administrator	Lawrence Cox	AP

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	6	Cook	All	436	324	74%	76%	77%	163	37%	39%	43%	75	17%	19%	20%
Math	6	Cook	Hispanic	250	168	67%	69%	75%	64	26%	28%	33%	20	8%	10%	12%
Math	6	Cook	Am. Indian	6	4	67%	69%	*	2	33%	35%	*	1	17%	19%	*
Math	6	Cook	Asian	49	47	96%	98%	97%	39	80%	82%	84%	24	49%	51%	54%
Math	6	Cook	African Am.	44	27	61%	63%	65%	2	5%	7%	30%	0	0%	2%	8%
Math	6	Cook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Cook	White	77	71	92%	94%	86%	50	65%	67%	74%	27	35%	37%	42%
Math	6	Cook	Two or More	10	7	70%	72%	83%	6	60%	62%	58%	3	30%	32%	*
Math	6	Cook	Eco. Dis.	273	189	69%	71%	72%	77	28%	30%	35%	29	11%	13%	13%
Math	6	Cook	Emergent Bilingual	83	46	55%	57%	66%	11	13%	15%	20%	4	5%	7%	6%
Math	6	Cook	At-Risk	301	197	65%	67%	70%	79	26%	28%	30%	33	11%	13%	12%
Math	6	Cook	SPED	35	12	34%	36%	44%	0	0%	2%	13%	0	0%	2%	*
Math	7	Cook	All	470	327	70%	72%	66%	201	43%	45%	41%	116	25%	27%	17%
Math	7	Cook	Hispanic	275	177	64%	66%	57%	89	32%	34%	30%	39	14%	16%	9%
Math	7	Cook	Am. Indian	*	*	*	*	63%	*	*	*	*	*	*	*	*
Math	7	Cook	Asian	52	50	96%	98%	88%	44	85%	87%	80%	32	62%	64%	55%
Math	7	Cook	African Am.	49	28	57%	59%	60%	11	22%	24%	14%	5	10%	12%	*
Math	7	Cook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Cook	White	68	52	76%	78%	86%	44	65%	67%	68%	32	47%	49%	30%
Math	7	Cook	Two or More	21	16	76%	78%	70%	12	57%	59%	50%	8	38%	40%	*
Math	7	Cook	Eco. Dis.	306	196	64%	66%	59%	102	33%	35%	30%	53	17%	19%	9%
Math	7	Cook	Emergent Bilingual	85	36	42%	44%	39%	9	11%	13%	13%	3	4%	6%	*
Math	7	Cook	At-Risk	317	194	61%	63%	56%	96	30%	32%	30%	47	15%	17%	11%
Math	7	Cook	SPED	51	15	29%	31%	31%	8	16%	18%	*	3	6%	8%	*
Math	8	Cook	All	360	254	71%	73%	73%	125	35%	37%	36%	21	6%	8%	9%
Math	8	Cook	Hispanic	220	150	68%	70%	72%	64	29%	31%	34%	11	5%	7%	8%
Math	8	Cook	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Cook	Asian	20	19	95%	97%	92%	15	75%	77%	75%	6	30%	32%	50%
Math	8	Cook	African Am.	62	41	66%	68%	67%	21	34%	36%	26%	2	3%	5%	*
Math	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Cook	White	45	34	76%	78%	76%	22	49%	51%	48%	2	4%	6%	*
Math	8	Cook	Two or More	11	9	82%	84%	86%	3	27%	29%	*	0	0%	2%	*
Math	8	Cook	Eco. Dis.	260	178	68%	70%	74%	74	28%	30%	34%	11	4%	6%	9%
Math	8	Cook	Emergent Bilingual	79	36	46%	48%	55%	7	9%	11%	21%	2	3%	5%	7%
Math	8	Cook	At-Risk	289	195	67%	69%	70%	79	27%	29%	29%	10	3%	5%	7%
Math	8	Cook	SPED	43	17	40%	42%	35%	3	7%	9%	12%	0	0%	2%	*

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

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	6	Cook	All	436	310	71%	73%	80%	207	47%	49%	59%	125	29%	31%	28%
Reading	6	Cook	Hispanic	250	162	65%	67%	77%	103	41%	43%	53%	57	23%	25%	22%
Reading	6	Cook	Am. Indian	6	4	67%	69%	*	3	50%	52%	*	2	33%	35%	*
Reading	6	Cook	Asian	49	44	90%	92%	97%	35	71%	73%	84%	23	47%	49%	54%
Reading	6	Cook	African Am.	44	22	50%	52%	75%	7	16%	18%	47%	2	5%	7%	19%
Reading	6	Cook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Cook	White	77	72	94%	96%	88%	55	71%	73%	76%	38	49%	51%	45%
Reading	6	Cook	Two or More	10	6	60%	62%	92%	4	40%	42%	83%	3	30%	32%	*
Reading	6	Cook	Eco. Dis.	273	173	63%	65%	77%	99	36%	38%	51%	54	20%	22%	20%
Reading	6	Cook	Emergent Bilingual	82	35	43%	45%	64%	12	15%	17%	30%	5	6%	8%	6%
Reading	6	Cook	At-Risk	299	185	62%	64%	75%	110	37%	39%	47%	55	18%	20%	16%
Reading	6	Cook	SPED	34	5	15%	17%	25%	3	9%	11%	16%	3	9%	11%	*
Reading	7	Cook	All	472	399	85%	87%	78%	294	62%	64%	54%	199	42%	44%	30%
Reading	7	Cook	Hispanic	276	224	81%	83%	70%	149	54%	56%	44%	87	32%	34%	19%
Reading	7	Cook	Am. Indian	*	*	*	*	75%	*	*	*	*	*	*	*	*
Reading	7	Cook	Asian	53	52	98%	100%	98%	47	89%	91%	84%	37	70%	72%	62%
Reading	7	Cook	African Am.	49	37	76%	78%	72%	23	47%	49%	35%	13	27%	29%	14%
Reading	7	Cook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Cook	White	68	60	88%	90%	94%	54	79%	81%	82%	46	68%	70%	51%
Reading	7	Cook	Two or More	21	21	100%	100%	83%	18	86%	88%	58%	13	62%	64%	*
Reading	7	Cook	Eco. Dis.	307	249	81%	83%	73%	168	55%	57%	43%	106	35%	37%	19%
Reading	7	Cook	Emergent Bilingual	86	52	60%	62%	47%	19	22%	24%	20%	5	6%	8%	*
Reading	7	Cook	At-Risk	319	256	80%	82%	71%	158	50%	52%	42%	90	28%	30%	20%
Reading	7	Cook	SPED	51	21	41%	43%	30%	9	18%	20%	20%	4	8%	10%	*
Reading	8	Cook	All	506	442	87%	89%	87%	337	67%	69%	63%	235	46%	48%	31%
Reading	8	Cook	Hispanic	278	232	83%	85%	84%	168	60%	62%	55%	110	40%	42%	19%
Reading	8	Cook	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Cook	Asian	59	58	98%	100%	98%	49	83%	85%	94%	44	75%	77%	73%
Reading	8	Cook	African Am.	73	64	88%	90%	80%	44	60%	62%	48%	31	42%	44%	20%
Reading	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Cook	White	75	68	91%	93%	89%	61	81%	83%	78%	38	51%	53%	45%
Reading	8	Cook	Two or More	18	17	94%	96%	95%	14	78%	80%	85%	11	61%	63%	65%
Reading	8	Cook	Eco. Dis.	322	275	85%	87%	84%	193	60%	62%	56%	125	39%	41%	21%
Reading	8	Cook	Emergent Bilingual	83	48	58%	60%	69%	13	16%	18%	31%	7	8%	10%	*
Reading	8	Cook	At-Risk	332	272	82%	84%	82%	177	53%	55%	54%	100	30%	32%	20%
Reading	8	Cook	SPED	44	26	59%	61%	47%	9	20%	22%	15%	3	7%	9%	*

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	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
				#	#	%			#	%			#	%		
Science	8	Cook	All	507	433	85%	87%	84%	305	60%	62%	58%	170	34%	36%	26%
Science	8	Cook	Hispanic	278	222	80%	82%	80%	144	52%	54%	48%	73	26%	28%	17%
Science	8	Cook	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Cook	Asian	59	59	100%	100%	98%	54	92%	94%	92%	40	68%	70%	69%
Science	8	Cook	African Am.	74	60	81%	83%	76%	36	49%	51%	42%	16	22%	24%	12%
Science	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Cook	White	75	72	96%	98%	94%	56	75%	77%	78%	33	44%	46%	42%
Science	8	Cook	Two or More	18	17	94%	96%	95%	13	72%	74%	81%	7	39%	41%	43%
Science	8	Cook	Eco. Dis.	323	262	81%	83%	82%	164	51%	53%	49%	80	25%	27%	18%
Science	8	Cook	Emergent Bilingual	81	42	52%	54%	64%	14	17%	19%	26%	2	2%	4%	6%
Science	8	Cook	At-Risk	333	265	80%	82%	78%	154	46%	48%	46%	56	17%	19%	18%
Science	8	Cook	SPED	45	25	56%	58%	53%	9	20%	22%	23%	2	4%	6%	*
Social Studies	8	Cook	All	504	340	67%	69%	62%	167	33%	35%	31%	105	21%	23%	15%
Social Studies	8	Cook	Hispanic	276	160	58%	60%	54%	69	25%	27%	21%	41	15%	17%	8%
Social Studies	8	Cook	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Cook	Asian	59	54	92%	94%	90%	36	61%	63%	71%	26	44%	46%	44%
Social Studies	8	Cook	African Am.	74	48	65%	67%	50%	19	26%	28%	19%	9	12%	14%	*
Social Studies	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Cook	White	74	62	84%	86%	75%	35	47%	49%	48%	22	30%	32%	29%
Social Studies	8	Cook	Two or More	18	14	78%	80%	86%	7	39%	41%	57%	6	33%	35%	*
Social Studies	8	Cook	Eco. Dis.	321	191	60%	62%	55%	73	23%	25%	22%	39	12%	14%	8%
Social Studies	8	Cook	Emergent Bilingual	80	16	20%	22%	32%	3	4%	6%	6%	1	1%	3%	*
Social Studies	8	Cook	At-Risk	331	184	56%	58%	51%	60	18%	20%	22%	31	9%	11%	9%
Social Studies	8	Cook	SPED	46	13	28%	30%	28%	4	9%	11%	*	2	4%	6%	*

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Algebra I	8	Cook	All	144	144	100%	100%	100%	144	100%	100%	98%	143	99%	100%	91%
Algebra I	8	Cook	Hispanic	56	56	100%	100%	100%	56	100%	100%	97%	56	100%	100%	87%
Algebra I	8	Cook	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	8	Cook	Asian	40	40	100%	100%	100%	40	100%	100%	100%	40	100%	100%	93%
Algebra I	8	Cook	African Am.	11	11	100%	100%	100%	11	100%	100%	100%	11	100%	100%	100%
Algebra I	8	Cook	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*		*
Algebra I	8	Cook	White	28	28	100%	100%	100%	28	100%	100%	97%	27	96%	98%	94%
Algebra I	8	Cook	Two or More	8	8	100%	100%	100%	8	100%	100%	100%	8	100%	100%	93%
Algebra I	8	Cook	Eco. Dis.	63	63	100%	100%	100%	63	100%	100%	100%	63	100%	100%	89%
Algebra I	8	Cook	Emergent Bilingual	*	*	*	*	100%	*	*	*	100%	*	*	*	*
Algebra I	8	Cook	At-Risk	43	43	100%	100%	100%	43	100%	100%	97%	43	100%	100%	86%
Algebra I	8	Cook	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*

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.