

Cypress-Fairbanks Independent School District

Dean Middle School

2022-2023



Mission Statement

It's all about the D.E.A.N

Developing purposeful students to **E**ngage in academic excellence while **A**dvancing rigor, relevance and relationships for the **N**ew leaders of tomorrow's world.

Vision

C.A.R.E. - Continuous Achievement Requires Excellence

Our vision is to foster excellence through establishing a common language, understanding and practice through alignment of behavior, philosophy of teaching, curriculum, and instructional strategies.

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: In May 2022, core content teams, and instructional leadership teams conducted a needs assessment based on campus and district assessment data. Current CIP goals, strategies, and targets were reviewed and progress analyzed. Each core content team conducted a root cause analysis to draft goals for the 2022-2023 school year. On August 15, 2022, all core content teachers, and the instructional leadership team, reviewed current STAAR data as well as the CIP goals drafted in May. Changes and adjustments were made as needed.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 4, 2022, May 12, 2022, August 15, 2022, September 21, 2022

In summary, the comprehensive needs assessment denotes the following: Two student groups, African American and Emergent Bilinguals, performed significantly lower on all STAAR exams than the All student group. A significant number of teachers are new to the campus and will need training and support with classroom management and instructional strategies.

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 September 21, 2022 to develop the CNA and the strategies. Those meetings were held in the library starting at 3:30 pm. 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 May, local assessment data was reviewed and progress towards meeting the CIP goals were discussed and noted in the end of year review section. Input on the continuation or adjustment of goals was requested. In September, we reviewed and analyzed state and federal accountability data. Groups were provided with graphs and charts of STAAR data comparing the campus performance against our targets, cluster group, and district performance. Additional data included our STAAR accountability rating and missed federal targets causing us to be a Targeted Support Campus. Strengths and areas of need were discussed for each tested area. The problem statement, root cause and suggested strategies development by the core content teachers were reviewed and discussed. Suggestions from the CPOC for goals and/or strategies were requested and noted.

Based on feedback from the committee, the campus has the following priorities for the current school year: Increase student performance in all content areas for the African American and Emergent Bilingual student groups. Utilize data to meet individual student needs through small group instruction. Increase student engagement by consistently using research-based instructional strategies.

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 (African American and Emergent Bilingual student groups)

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

Algebra:

- Approaches - Met campus target of 100% passing in all areas: All, African American, Hispanic, White, Economically Disadvantaged
- Masters - Exceeded campus target in these areas: All Hispanic, Economically Disadvantaged. Exceeded the cluster group in these areas: All, Hispanic, Economically Disadvantaged

Math:

- 6th Grade
 - Approaches - Met or exceeded campus targets in these areas: Hispanic, Economically Disadvantaged, Special Education, Emergent Bilingual
 - Meets - Exceeded campus target in the White population. Met or exceeded the cluster group in these areas: All, Hispanic, White, and Special Education
 - Masters - Met or exceeded the cluster group in these areas: All, Hispanic, White, and Economically Disadvantaged
- 7th Grade
 - Approaches - Met or exceeded campus targets in these areas: White, Special Education, Emergent Bilingual
 - Meets - Met or exceeded campus targets in these areas: African American, White. Met or exceeded the cluster group in these areas: White, Special Education, Emergent Bilingual
 - Masters - Met or exceeded campus targets in these areas: All, African American, Hispanic, White, Economically Disadvantaged, Emergent Bilingual

- 8th Grade
 - Approaches - Exceeded campus targets in these areas: All, African American, Hispanic, Economically Disadvantaged, Special Education, Emergent Bilingual
 - Meets - Exceeded campus targets in these areas: All, African American, Hispanic, Economically Disadvantaged
 - Masters - Exceeded campus targets in these areas: All, African American, Hispanic, Economically Disadvantaged, Special Education, Emergent Bilingual

Reading:

- 6th Grade
 - Approaches - Met or exceeded campus targets in these areas: All, African American, Hispanic, White, Economically Disadvantaged, Special Education
 - Meets - Exceeded campus target in the White population. Met or exceeded the cluster group in these areas: White, Special Education
 - Masters - Exceeded campus targets in these areas: All, African American, Hispanic, White, Economically Disadvantaged, Special Education. Met or exceeded the cluster group in these areas: All, African American, White, Special Education
- 7th Grade
 - Approaches - Met or exceeded campus targets in these areas: All, Hispanic, White, Economically Disadvantaged, Emergent Bilingual
 - Meets - Met or exceeded campus targets in these areas: All, Hispanic, White, Economically Disadvantaged, Emergent Bilingual
 - Masters - Met or exceeded campus targets in these areas: All, Hispanic, White, Economically Disadvantaged, Emergent Bilingual
- 8th Grade
 - Approaches - Met or exceeded campus targets in these areas: All, African American, Hispanic, Economically Disadvantaged
 - Meets - Met or exceeded campus targets in these areas: African American, White. Met or exceeded the cluster group in these areas: White, Special Education, Emergent Bilingual
 - Masters - Met the cluster group in the African American student population.

Science:

- Approaches - Exceeded the cluster group in the area of Special Education

Social Studies

- Approaches - Exceeded campus targets in these areas: All, African American, Hispanic, Economically Disadvantaged, Special Education
- Meets - Met or exceeded campus targets in these areas: All, Hispanic. Met or exceeded the cluster group in these areas: All, Hispanic, Economically Disadvantaged, Special Education
- Masters - Met or exceeded campus targets in these areas: African American, Hispanic. Met or exceeded the cluster group in these areas: All, African American, Hispanic, Economically Disadvantaged, Special Education

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: African American and Emergent Bilingual students performed considerably lower on the STAAR than the All student group. **Root Cause:** RLA: Teachers are not consistently planning or providing differentiated learning opportunities based on students' needs.

Problem Statement 2: Math: African American and Emergent Bilingual students performed considerably lower on the STAAR than the All student group. **Root Cause:** Math: Teachers deliver the same lesson, in the same format, to all students regardless of where they are academically.

Problem Statement 3: Science: African American and Emergent Bilingual students performed considerably lower on the STAAR than the All student group. **Root Cause:** Science: Teachers are not providing consistent opportunities for students to participate in labs, problem solve and apply their learning to new situations.

Problem Statement 4: Social Studies: African American and Emergent Bilingual students performed considerably lower on the STAAR than the All student group. **Root Cause:** Social Studies: Teachers struggle to plan and/or deliver engaging lessons that require students to read critically and process their learning.

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: The campus did not meet the math target for the third consecutive year in the African American and Emergent Bilingual student groups. **Root Cause:** Teachers are not routinely utilizing research based instructional strategies to engage students in their learning.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

Spring 2022 PBIS Set Visit Classroom Observation data indicated:

- Procedures/Routines are in place and being used
- The matrix is used for reference, redirection, or pre-correction

- Teachers prompt or redirect desired behavior expectations
- Teachers actively monitor and/or circulate among students
- Students are actively engaged in learning 85% of the time or more

Spring 2022 PBIS Set Visit Staff Interview data indicated:

- Teachers know the matrix and common language
- Majority of teachers utilize PBIS rewards to acknowledge positive behavior

Other:

- In each grade level, 60-80 students are placed on Small Learning Communities where they have common core content teachers that collaborate weekly to focus on their success.
- Free breakfast and lunch were provided for all students. Free dinner was provided for students that stayed for after school activities.
- A new community-wide tradition, Spring Stampede, was attended by several hundred families.
- All students are provided with free school supplies as well as a clear backpack each year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Discipline data within student sub-populations is disproportionate when compared to campus demographics. **Root Cause:** School Culture and Climate: Not all staff members are equipped with adequate skills in classroom management, relationship building, and restorative discipline strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Dean Middle School's staff is a family of highly committed educators and support staff. 100% of the teachers are highly qualified and certified. Using Title I funds, 6 additional teachers were added to reduce class size and provide intervention courses for students in need of additional reading and math support. Teachers at Dean have an average of 9 years of experience and 15% hold a Masters degree. 20% of staff have been at Dean 10+ years.

The Employee Perception Survey indicated the areas below as the top five strengths for the campus:

- 99% reported they were clear about their work responsibilities
- 97% reported that quality work is expected of them
- 96% reported that information related to their job is accessible
- 96% reported that information is available to help them do their job effectively
- 94% reported that staff appreciation is built into the school culture

Professional growth and coaching was aligned to the campus instructional goals. Teachers attended off-campus workshops and conferences including Region 4, the Digital Learning Conference, Capturing Kids Hearts and the Trauma Institute. Small Learning Community teams received ongoing professional development sessions on how to use self-reflection to reach their instructional goals. All teachers were trained by Seidlitz Education in research-based instructional strategies.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Retention: Due to resignations and transfers, 23% of the staff are new to the campus. **Root Cause:** Teacher/Paraprofessional Retention: Teachers and staff experience increased levels of stress and fatigue as they handle the extra challenges that come with working at a Title I campus - student learning gaps, student behaviors, and lack of parent engagement.

Parent and Community Engagement

Parent and Community Engagement Strengths

Approximately 57% of incoming 6th grade families attended Mustang Round Up. The event gave students an opportunity to become familiar with the campus, meet teachers and administrators, walk their schedule, and reduce anxiety prior to the first day of school.

Open House returned to in person for 2021-2022 with approximately 25% of families in attendance. While the turnout was smaller, it was one of the first events to return to face-to-face.

Foundry Methodist Church became an official partner with the campus. The Adopt-a-School program pairs schools with community organizations and business partners to utilize resources of the community to strengthen and enrich the quality of education for students.

We hosted a new community-wide event - Spring Stampede. Clubs, high school organizations, and community partners sponsored a day of fun with booths, games, food and performances.

Dean was selected as a Dynamo beneficiary through the Major League Soccer's "Every Save Makes a Difference" program and received a \$2,500 donation for our soccer program.

The Awards Ceremony returned to in person and had approximately 85% of invited families in attendance.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent participation in non-elective events is low and inconsistent. **Root Cause:** Parent and Community Engagement : The campus needs to improve communication and provide events that are relevant and of interest to parents.










Goals













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




Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.








Evaluation Data Sources: STAAR Reading, Math, Science and Social Studies results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will analyze formative/summative data and incorporate small group instruction to address targeted areas of need. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Appraisers, CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will incorporate data driven small group instruction to target students' needs. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Appraisers, CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will incorporate student centered labs (minimum of 40% of instructional time) and small group learning to increase engagement and retention of the TEKS. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Appraisers, CCIS</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Teachers will incorporate active engagement strategies with a focus on processing activities to develop critical thinking, reading, and problem solving skills.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Appraisers, CCIS</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: Campus administrators will work collaboratively with the registrar to design and implement procedures to find and locate students that withdraw from campus.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Title 1: Advisory Waggle Program - Teachers will utilize the Waggle computer program to assist students with their mastery of critical Math and Reading TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, AAS</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>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: Social Emotional Lessons (Second Step), Career Speakers, Student Council, Veterans Day Celebration, Futbolito in the City, Soccer Start and after school clubs (STEM, Hola, FCA, Science Olympiad).</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Title 1: Second Step - Students will participate in social emotional learning lessons and activities each Monday through Advisory. These lessons will help develop a well-rounded student in areas such as: interpersonal skills, self-esteem, conflict resolution, goal setting, and empathy.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CCIS Special Programs</p>	Formative		
	Nov	Feb	May
			







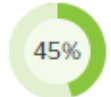






Strategy 9 Details	Formative Reviews		
<p>Strategy 9: At-risk, African American, Hispanic, White, Special Education and Emergent Bilingual students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.</p> <p>Title I: Salaries - Additional teachers will be hired to reduce class size and provide intervention classes for identified students.</p> <p>Title I: Extra Duty - Teachers will provide additional learning opportunities and experiences for students and the community to assist with meeting the goals and objectives in the CIP.</p> <p>Title I: Temporary Worker - Temporary workers will provide additional support for students and teachers during the school day to assist in meeting or exceeding targets on the attached CIP target table.</p> <p>Title I: Student Scholarships - Students will participate in additional learning opportunities to accelerate, close the achievement gap, glean real world experiences, or prepare for local and state assessments.</p> <p>Title I: Professional Development - The leadership team and/or teaching staff will attend professional development both locally and/or out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building to assist in meeting the goals identified in the CIP.</p> <p>Title I: Supplies - 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.</p> <p>Title I: Snacks - The campus will provide snacks for parent, students, and the community for events held during and after the school day in order to increase participation and assist in meeting the goals and targets in the CIP.</p> <p>Title I: Library - We will increase the choice and circulation of library books in order to develop stronger readers to assist in meeting the goals and targets in the CIP.</p> <p>Title I: Substitutes - Substitutes will be hired for a variety of reasons to support student achievement - pullouts, push ins, planning days, small groups, and Title I teacher absences</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>45%</p> </div> <div style="text-align: center;">  <p>70%</p> </div> <div style="text-align: center;">  <p>80%</p> </div> </div>		
<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 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: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: By May 2023, 75% of students will score approaches or better on the spring benchmarks in the specified subject area. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19. Strategy's Expected Result/Impact: By May 2023, 75% of students working with the interventionist will score approaches or higher on the reading spring benchmark. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area interventionist Strategy's Expected Result/Impact: By May of 2023, 85% of the students working with the math interventionist will show growth and/or reach approaches or higher on the Math spring benchmark. Staff Responsible for Monitoring: Principal, Director of Instruction, AAS	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education (SCE): Provide students with additional resources, incentives, materials, and learning opportunities both during and outside the school day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>SCE: Supplies & Instructional Materials - Consumable and/or non-consumable supplies and instructional materials will be purchased for student and teacher use in the classroom in order to meet the goals and objectives outlined in the CIP.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS</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: African American, Emergent Bilingual

Evaluation Data Sources: STAAR data

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Math: Incorporate research-based strategies from Seidlitz training to improve the quality of formative assessments, engagement, and structured student discourse.</p> <p>Strategy's Expected Result/Impact: Meet the Closing the Gaps Domain targets in the current accountability system for the African American and Emergent Bilingual student groups.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective


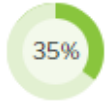





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Administrators and staff will actively monitor the implementation of all district safety policies through supervision of students, staff, and campus visitors upon entry to the campus and careful monitoring throughout the day.</p> <p>Strategy's Expected Result/Impact: 100% of students, staff, and campus visitors will comply with safety protocols - wearing ID badges, students carrying clear backpacks, staff approaching visitors without a badge, not opening or propping open exterior doors, and keeping classroom doors locked.</p> <p>Staff Responsible for Monitoring: Principal, All staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 94.5% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective


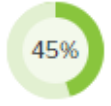


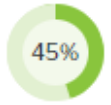







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Assistant Principals will implement systems to review reports, identify trends with attendance and documentation, and plan action steps to intervene with students who are absent 3 or more consecutive days and those who leave one or more weeks before the end of a semester.</p> <p>Strategy's Expected Result/Impact: Student attendance will be at or exceed 94.5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			








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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 50%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Train all staff members on the philosophy, implementation, and benefits of restorative discipline with a focus on adjusting the campus culture to one that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 30%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Implement a tiered intervention approach designed to hold students accountable by utilizing alternate assignments geared towards changing behaviors instead of administering punishment.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 30%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Conduct restorative conferences with teachers and students to repair strained relationships prior to the situation escalating to the level of behavior that would warrant a suspension.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 30%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Proactively work with students who have struggled in the past by utilizing the root cause analysis process and restorative discipline practices.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 30%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Implement proactive measures, including mediation and restorative practices, to teach students alternative strategies for resolving differences amongst peers.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be reduced by 25%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Build in incentives to increase attendance on high absence days such as Friday. Recognize staff with perfect attendance each month with certificates and incentives.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

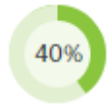






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers and instructional leaders will participate in professional development focused on the reflective cycle and instructional practices such as formative assessment, differentiation, and student engagement techniques.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Title 1: Consultant Pete Hall - Instructional leaders and teachers will work with consultant Pete Hall to learn how to use the reflective cycle to coach teachers, improve instructional practices, and increase student achievement.</p> <p>Staff Responsible for Monitoring: Director of Instruction, AAS, CCIS</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Implement various methods of parent communication and provide multiple engagement opportunities such as Open House, Four Year Planning Meeting, Spring Stampede, Family Game Night, Evening Book Fair, GT Showcase and Electives Night.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, CCIS Special Programs</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Chairperson - Principal	Hoang Pham	Principal
Classroom Teacher	Susan Bartos	Teacher #1
Classroom Teacher	David Bydalek	Teacher #2
Classroom Teacher	Amanda Carlin	Teacher #3
Classroom Teacher	Elizabeth Fielder	Teacher #4
Classroom Teacher	Elizabeth Ongudu	Teacher #5
Classroom Teacher	Anna Rodriguez	Teacher #6
Classroom Teacher	Alexa Santos-Coy	Teacher #7
Classroom Teacher	Lexi Smith	Teacher #8
Non-classroom Professional	Sherry Baker	Other School Leader #1
Non-classroom Professional	Jessica Feathers	Other School Leader #2
Non-classroom Professional	Lisa Hussain	Other School Leader #3
Non-classroom Professional	Roberto Sanchez	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Christian Casillas	Administrator (LEA) #2
Parent	Rhoshanda Miller	Parent #1
Parent	Loretta Politz	Parent #2
Community Representative	Doris Allen	Community Resident #1
Community Representative	Lenny Fauser	Community Resident #2
Business Representative	Ludwin Argueta	Business Representative #1
Business Representative	Brice Espinoza	Business Representative #2
Paraprofessional	Cecilia Boardman	Paraprofessional #1
Paraprofessional	Laura Mosqueda	Paraprofessional #2
Classroom Teacher	Diana Lopez	Teacher
Classroom Teacher	Chad Gogan	Teacher
Community Representative	Natalie Espinoza	Community Resident

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	Dean	All	401	264	66%	70%	70%	115	29%	35%	30%	49	12%	15%	9%
Math	6	Dean	Hispanic	299	204	68%	72%	71%	83	28%	34%	31%	32	11%	15%	7%
Math	6	Dean	Am. Indian	6	3	50%	50%	*	3	50%	50%	*	1	17%	17%	*
Math	6	Dean	Asian	19	18	95%	96%	100%	13	68%	69%	88%	11	58%	60%	53%
Math	6	Dean	African Am.	60	26	43%	47%	53%	7	12%	25%	11%	2	3%	6%	*
Math	6	Dean	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Dean	White	13	9	69%	73%	86%	6	46%	50%	*	2	15%	17%	*
Math	6	Dean	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Dean	Eco. Dis.	352	228	65%	70%	70%	89	25%	30%	30%	32	9%	11%	8%
Math	6	Dean	Emergent Bilingual	125	68	54%	58%	65%	14	11%	21%	24%	4	3%	4%	4%
Math	6	Dean	At-Risk	331	209	63%	67%	70%	81	24%	28%	29%	34	10%	12%	9%
Math	6	Dean	SPED	41	20	49%	53%	56%	5	12%	12%	*	0	0%	1%	*
Math	7	Dean	All	447	251	56%	60%	57%	126	28%	31%	34%	60	13%	15%	14%
Math	7	Dean	Hispanic	322	179	56%	60%	55%	88	27%	30%	34%	40	12%	14%	13%
Math	7	Dean	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Dean	Asian	21	20	95%	97%	95%	15	71%	73%	85%	12	57%	59%	60%
Math	7	Dean	African Am.	78	37	47%	51%	47%	13	17%	25%	18%	3	4%	6%	*
Math	7	Dean	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Dean	White	18	13	72%	76%	64%	9	50%	52%	50%	4	22%	25%	*
Math	7	Dean	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Dean	Eco. Dis.	401	221	55%	59%	55%	106	26%	28%	31%	48	12%	13%	12%
Math	7	Dean	Emergent Bilingual	137	54	39%	41%	38%	17	12%	22%	18%	6	4%	5%	*
Math	7	Dean	At-Risk	365	187	51%	53%	53%	87	24%	26%	30%	43	12%	13%	12%
Math	7	Dean	SPED	45	13	29%	31%	30%	4	9%	12%	13%	2	4%	4%	*
Math	8	Dean	All	350	191	55%	60%	63%	52	15%	20%	26%	9	3%	5%	6%
Math	8	Dean	Hispanic	269	151	56%	61%	60%	43	16%	22%	25%	8	3%	5%	5%
Math	8	Dean	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Dean	Asian	11	9	82%	85%	92%	2	18%	25%	77%	0	0%	2%	46%
Math	8	Dean	African Am.	51	22	43%	48%	67%	5	10%	18%	27%	1	2%	4%	*
Math	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Dean	White	17	8	47%	50%	50%	2	12%	20%	*	0	0%	2%	*
Math	8	Dean	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Dean	Eco. Dis.	299	159	53%	58%	62%	44	15%	20%	25%	8	3%	4%	6%
Math	8	Dean	Emergent Bilingual	105	36	34%	40%	55%	7	7%	12%	23%	0	0%	1%	5%
Math	8	Dean	At-Risk	305	154	50%	55%	62%	35	11%	18%	24%	3	1%	2%	6%
Math	8	Dean	SPED	35	9	26%	31%	45%	1	3%	4%	18%	0	0%	1%	*

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	Dean	All	401	259	65%	68%	64%	143	36%	39%	37%	77	19%	22%	13%		
Reading	6	Dean	Hispanic	299	192	64%	67%	64%	98	33%	36%	37%	51	17%	20%	12%		
Reading	6	Dean	Am. Indian	6	3	50%	50%	*	2	33%	33%	*	2	33%	33%	*		
Reading	6	Dean	Asian	19	18	95%	95%	100%	14	74%	75%	88%	6	32%	32%	47%		
Reading	6	Dean	African Am.	60	32	53%	57%	53%	16	27%	31%	23%	8	13%	15%	*		
Reading	6	Dean	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Dean	White	13	10	77%	78%	71%	9	69%	70%	*	8	62%	64%	*		
Reading	6	Dean	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Dean	Eco. Dis.	352	225	64%	66%	64%	114	32%	34%	37%	56	16%	18%	13%		
Reading	6	Dean	Emergent Bilingual	125	54	43%	46%	53%	15	12%	15%	24%	5	4%	5%	7%		
Reading	6	Dean	At-Risk	331	204	62%	65%	63%	99	30%	32%	33%	47	14%	15%	12%		
Reading	6	Dean	SPED	41	10	24%	27%	24%	7	17%	17%	*	4	10%	10%	*		
Reading	7	Dean	All	452	351	78%	80%	66%	226	50%	53%	41%	153	34%	36%	17%		
Reading	7	Dean	Hispanic	322	248	77%	79%	66%	161	50%	53%	39%	104	32%	34%	14%		
Reading	7	Dean	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Dean	Asian	26	25	96%	96%	89%	22	85%	86%	84%	20	77%	80%	53%		
Reading	7	Dean	African Am.	79	55	70%	74%	56%	28	35%	38%	35%	19	24%	27%	12%		
Reading	7	Dean	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Dean	White	18	18	100%	100%	71%	12	67%	68%	57%	8	44%	46%	43%		
Reading	7	Dean	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Dean	Eco. Dis.	406	312	77%	79%	65%	198	49%	52%	38%	132	33%	34%	13%		
Reading	7	Dean	Emergent Bilingual	137	79	58%	59%	42%	34	25%	26%	13%	15	11%	11%	*		
Reading	7	Dean	At-Risk	369	279	76%	78%	63%	167	45%	48%	35%	107	29%	30%	12%		
Reading	7	Dean	SPED	45	17	38%	39%	20%	7	16%	16%	*	4	9%	9%	*		
Reading	8	Dean	All	452	360	80%	84%	75%	244	54%	58%	44%	145	32%	36%	20%		
Reading	8	Dean	Hispanic	338	265	78%	82%	75%	185	55%	58%	43%	109	32%	35%	18%		
Reading	8	Dean	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Dean	Asian	27	24	89%	90%	96%	20	74%	78%	78%	13	48%	52%	67%		
Reading	8	Dean	African Am.	61	48	79%	82%	63%	26	43%	48%	33%	14	23%	27%	13%		
Reading	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Dean	White	24	22	92%	93%	86%	12	50%	55%	64%	8	33%	40%	*		
Reading	8	Dean	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Dean	Eco. Dis.	381	302	79%	83%	75%	196	51%	55%	43%	115	30%	34%	19%		
Reading	8	Dean	Emergent Bilingual	109	49	45%	49%	55%	17	16%	18%	21%	6	6%	7%	7%		
Reading	8	Dean	At-Risk	352	263	75%	79%	71%	158	45%	49%	39%	84	24%	26%	18%		
Reading	8	Dean	SPED	37	19	51%	53%	42%	7	19%	20%	13%	4	11%	12%	*		

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	Dean	All	451	289	64%	70%	63%	138	31%	36%	32%	52	12%	17%	11%
Science	8	Dean	Hispanic	337	214	64%	70%	60%	104	31%	36%	29%	34	10%	15%	9%
Science	8	Dean	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Dean	Asian	27	25	93%	95%	93%	19	70%	75%	78%	12	44%	55%	44%
Science	8	Dean	African Am.	61	31	51%	59%	65%	9	15%	23%	24%	3	5%	10%	*
Science	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Dean	White	24	18	75%	80%	64%	6	25%	30%	57%	3	13%	18%	*
Science	8	Dean	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Dean	Eco. Dis.	380	238	63%	69%	63%	109	29%	34%	30%	35	9%	14%	10%
Science	8	Dean	Emergent Bilingual	109	33	30%	35%	41%	5	5%	13%	13%	0	0%	1%	*
Science	8	Dean	At-Risk	351	200	57%	62%	60%	74	21%	26%	26%	16	5%	9%	8%
Science	8	Dean	SPED	37	14	38%	40%	30%	2	5%	6%	11%	0	0%	1%	*
Social Studies	8	Dean	All	452	256	57%	60%	53%	111	25%	29%	25%	61	13%	16%	12%
Social Studies	8	Dean	Hispanic	338	185	55%	58%	51%	79	23%	27%	22%	39	12%	15%	9%
Social Studies	8	Dean	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Dean	Asian	27	23	85%	88%	93%	17	63%	67%	70%	12	44%	50%	56%
Social Studies	8	Dean	African Am.	61	30	49%	51%	39%	8	13%	18%	17%	6	10%	13%	*
Social Studies	8	Dean	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Dean	White	24	17	71%	73%	71%	6	25%	30%	36%	4	17%	20%	*
Social Studies	8	Dean	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Dean	Eco. Dis.	381	211	55%	58%	52%	88	23%	27%	24%	42	11%	13%	11%
Social Studies	8	Dean	Emergent Bilingual	109	23	21%	25%	34%	5	5%	6%	10%	1	1%	2%	3%
Social Studies	8	Dean	At-Risk	352	171	49%	52%	48%	59	17%	20%	20%	25	7%	9%	9%
Social Studies	8	Dean	SPED	37	12	32%	33%	24%	3	8%	9%	*	2	5%	6%	*

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.