

Cypress-Fairbanks Independent School District

Kahla Middle School

2022-2023



Mission Statement

The mission of Kahla Middle School is to develop a community of learners in an ever-changing world using self-discipline, motivation, and excellence.

Vision

Building to be KNIGHTS: Knowledgeable, Noble, Insightful, Global, Honorable, Trustworthy Scholars!

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: The Director of Instruction worked with the CPOC committee to review the CNA for revisions and updates towards the end of the 2021-22 school year. At the beginning of the 2022-23 school year, each CCIS and grade-level content team reviewed 2019, 2021, and 2022 STAAR TEK-Growth data. Teachers were given the opportunity to review the data and make decisions to focus on the same TEKs from the previous year. Minor adjustments were made to update the TEK focus.

The comprehensive needs assessment was reviewed and/or revised on the following dates:

- April 20, 2022
- August 16, 2022

In summary, the comprehensive needs assessment denotes the following: Upon reviewing the data for our campus it was noted that we continue to focus on our major areas of concern which include frequent opportunities to address foundational skills, prior knowledge, and Kahla's foundation of instructional practices that support student achievement.

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 the 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 that 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 April 20, 2022, and August 16, 2022, to develop the CNA and the strategies. Those meetings were held in the campus Library at Kahla Middle School starting at 3:15 p.m. 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 remained consistent with reviewing each goal and the progress in place to obtain the goal. Committee members were always given the opportunity to provide feedback and suggestions. There was a major focus on providing the growth of each TEK identified in the CNA. Our campus Academic Achievement Specialist assisted in providing data to review. The Instructional team provided insight into the strategies chosen to impact student achievement.

Based on feedback from the committee, the campus has the following priorities for the current school year:

Students performed between 40% and 60% proficient in the following TEK areas for each grade level. 6th Grade - 6.2(A) and 6.5(F); 7th grade - 7.2(B), 7.5(F), and 7.6(D); 8th Grade

- 8.2(B), 8.5(F), and 8.6(D). Teachers will prioritize using backward design, planning for small group instruction, and tracking student data utilizing anecdotal notes. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.

Students performed between 40% and 60% proficient in the following readiness TEK areas for each grade level. 6th Grade - 6.6(C), 6.7(D), and 6.10(A); 7th Grade - 7.4(A), 7.7(A), and 7.11(A); 8th Grade - 8.5(I), 8.7(B), and 8.8(C). Teachers will use backward design with planning to address the foundational math skills needed to support the current unit/curriculum piece, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.

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): reading and math (White student group)

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

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

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

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

Student Achievement Strengths

STAAR & TEA Accountability 2022

- Kahla met the Academic Achievement Status target in ELA/Reading for the following sub-populations: Hispanic, Economically Disadvantaged, Emergent Bilingual, and Special Ed.
- Kahla received an overall B average and 5 distinction designations in the following areas: ELA/Reading, Math, Science, Academic Growth, and Postsecondary Readiness.

Algebra

- **Approaches** - 8th grade AA and EB students met the target and surpassed the district target.
- **Meets** - All special populations exceeded their target goals and surpassed the district.
- **Masters** - All special populations exceeded their target goals and surpassed the district.

Math

- **Approaches** - 6th-grade EB students surpassed the district average by 6%. 7th-grade EB students exceeded the target goal by 15%. All special populations exceeded their target goals in 8th grade.
- **Meets** - 6th-grade EB students met their target goal and surpassed the cluster average by 7%. All special populations exceeded their target goals in 7th grade. The 8th-grade White student population exceeded their target goal by 24%.

- **Masters** - All special populations surpassed the cluster averages in 6th grade. 7th grade EB students exceeded target goal, they also surpassed cluster and district averages. 8th-grade White student population exceeded their target goal by 4%.

Reading

- **Approaches** - 6th-grade EB students exceeded the target goal by 13%. 7th-grade Sped students exceeded the target goal by 23% and surpassed the cluster averages. 8th grade EB students exceeded the target goal and surpassed the cluster averages
- **Meets** - 6th-grade EB students exceeded the target goal by 8%. 7th-grade EB students exceeded the target goal by 19% and surpassed the district by 4%. 8th -grade EB students exceeded both the target goal and the district average.
- **Masters** - 6th-grade White students exceeded the target goal by 25%. 7th-grade all special populations exceeded their target goal; Sped surpassed the district and cluster by more than 3%. 8th-grade AA students exceeded both the target goal and the cluster average.

Science

- **Approaches** - 8th grade EB students exceeded target goal and cluster average.
- **Meets** - 8th-grade AA students exceeded both the target goal and cluster average.
- **Masters** - 8th-grade White students exceeded the target goal.

Social Studies

- **Approaches** - 8th-grade White students exceeded target goal by 5% and surpassed cluster averages.
- **Masters** - 8th grade AA students surpassed cluster averages.
- **Meets** - 8th-grade AA students surpassed cluster averages.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students performed between 40% and 60% proficient in the following TEK areas for each grade level. The data is based on cumulative proficiency scores from the 2019, 2021, and 2022 STAAR tests. 6th Grade - 6.2(A) and 6.5(F); 7th grade - 7.2(B), 7.5(F), and 7.6(D); 8th Grade - 8.2(B), 8.5(F), and 8.6(D). **Root Cause:** RLA: Teachers do not participate in consistent campus vertical alignment opportunities to communicate and collaborate strategies that support vocabulary, inference, and paraphrasing.

Problem Statement 2: Math: Students performed between 40% and 60% proficient in the following readiness TEK areas for each grade level. The data is based on cumulative TEK proficiency scores from the 2019, 2021, and 2022 STAAR tests. 6th Grade - 6.6(C), 6.7(D), and 6.10(A); 7th Grade - 7.4(A), 7.7(A), and 7.11(A); 8th Grade - 8.5(I), 8.7(B), and 8.8 (C). **Root Cause:** Math: There is a need to intentionally plan for intervention opportunities that will assist in making connections to the foundational skills and understandings from previous grade levels.

Problem Statement 3: Science: Students performed between 40% and 60% proficient in the following TEK areas for each grade level. The data is based on cumulative proficiency scores from 2019, 2020, and 2021 District Benchmarks and STAAR tests. 6th Grade - 6.6(B) and 6.9(C); 7th Grade - 7.5(B) and 7.12(D); 8th Grade - 8.5(A), 8.5(E), and 8.6(C).

Root Cause: Science: There is a need to provide consistent vertical alignment and cross-curricula opportunities to support collaboration and background knowledge.

Problem Statement 4: Social Studies: Students performed between 40% and 60% proficient in the following TEK areas for each grade level. The data is based on cumulative proficiency scores from 2019, 2021, and 2022 District Benchmarks and STAAR tests. 6th Grade - 6.1(B) and 6.5(C); 7th Grade - 7.13(A) and 7.14(A); 8th Grade - 8.5(C), 8.12(C), and 8.16(B). **Root Cause:** Social Studies: There is a need to consistently plan for vertical alignment opportunities that will assist in reinforcing prior knowledge during instructional time.

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 Reading: Students in the White sub-population are not showing progress at the Meets level of STAAR Reading. **Root Cause:** There is a need to track, engage, and motivate students so they can excel and progress academically.

Problem Statement 8: Targeted Support Math: Students in the White sub-population are not showing progress at the Meets level of STAAR Math. **Root Cause:** There is a need to track, engage, and motivate students so they can excel and progress academically.

School Culture and Climate

School Culture and Climate Strengths

Student Attendance

Kahla has had a high attendance rate in past years. We've continued to refine processes with our registrar and attendance clerk to hold teachers accountable for entering attendance in all periods within the first 10 minutes. Kahla continues to promote high attendance with all students and staff!

PBIS and Restorative Discipline Data

PBIS Rewards has provided teachers and students the opportunity to acknowledge all Knights on their quest to excellence. Our teachers consistently work to reward their colleagues and students for all of the positive actions they add to our campus culture. Our PBIS committee works to ensure staff and students are trained on using and implementing the system daily. Kahla continues to promote restorative practices as opposed to removing students from class to provide consequences. Assistant Principals will continue to train on restorative practices and promote positive outcomes with students.

Campus Safety

Kahla staff and students have become knowledgeable about all campus safety procedures. Our Assistant Principals have worked to revamp safety procedures that are clear and precise to all involved. Students receive Project safety lessons periodically through Advisory. Students will practice and talk through scenarios to better prepare for a crisis.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Discipline data within student subpopulations are disproportionate when compared to campus demographics. **Root Cause:** School Culture and Climate: Teachers need additional training and support on classroom management, relationship building and restorative discipline practices and strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We continually focus on quality recruitment for our Kahla staff and provide a mentoring program for new teachers - both new to CFISD or to the career. New teachers are assigned campus mentors and participate in targeted share sessions throughout the year, with topics based on feedback from NTIP members, CCIS, and appraisers. To support our staff's professional development goals and district initiatives, we provide PD on campus after the school day on instructional topics such as Classroom Instruction, Management & Procedures, Building Relationships, and Instructional Technology.

All core academic content teachers have a common planning period and meet 3-4 times per week to plan highly effective lessons, model facilitation, and discuss data as relates to instruction. This is also used to discuss utilizing PBIS, parent outreach, campus improvement observations, and also best practices for students' success academically and behaviorally. They also provide instructional support to their content team members on specifically assigned days. All teachers on campus receive planning and instructional support from an assigned Campus Content Instructional Specialist (CCIS). Teachers and students are further supported by two Academic Achievement Specialists who provide assistance with academic excellence, teacher/student data, and attendance.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance rates decline in the Spring semester and on most Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: There's an increase in the level of stress teachers and staff experiences when it pertains to district and state assessments, so they tend to practice self-care and wellness during the second semester.

Parent and Community Engagement

Parent and Community Engagement Strengths

Kahla hosts an annual Parent Empowerment Forum to help educate our community on topics that affect our youth. We discuss topics related to Drug Awareness, Depression & Anxiety, Healthy Relationships, and Social Media Effects on Kids. We partner with the Texas Workforce Commission to provide resources to parents seeking employment or other needs. Cy-Fair ISD Mental Health Intervention Team supports us and provides resources to our parents. In the past, we've raffled out a free counseling session for a family provided to us by Serenity Wellness & Counseling. Our counselors work to have an ongoing effort to support our families with various resources that support our Knights mentally, physically, and emotionally.

Kahla also provided several campus wide Literacy initiatives. All students received a book during the Fall and Spring to support our campus effort to increase literacy from home. Instructional Leadership provided an "Academic Knight" presentation for our parents and students. Parents were provided with support on how to navigate learning opportunities, face-to-face and virtual. Our leadership provided information on how to successfully support students throughout our Virtual Learning experience. This opportunity was hosted in the Fall and Spring of the 2021 school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents are interested in their child's academics and learning, however, they are not connected to the communication delivered by the campus or district. **Root Cause:** Parent and Community Engagement: We need more opportunities to connect with parents via social media, school messenger, and evening and weekend events to engage them in learning about academics and campus events, and school technology.

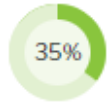
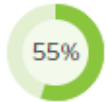




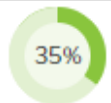


Goals
















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

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

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will prioritize using backward design, planning for small group instruction, and tracking student data utilizing anecdotal notes. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.</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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will use backward design with planning to address the foundational math skills needed to support the current unit/curriculum piece, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.</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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will use backward design with planning to identify background knowledge, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.</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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Teachers will use backward design with planning, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams.</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, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</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: Our campus registrar and AAS team will work to contact families and/or schools to regulate attendance and regularly ensure codes reflect a student's current status. Counselors will support families with school and/or outside resources as needed.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</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: Student Council, Destination Imagination, and Kahla Clubs created through student interest.</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, Director of Instruction, Academic Achievement Specialist, Counselors, and Club Sponsors.</p>	Formative		
	Nov	Feb	May
			














Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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: Kahla will implement the following measures.</p> <ol style="list-style-type: none"> 1. Additional Staffing - The class-size reduction teachers in ELAR will assist in lowering the student-to-teacher ratio. The Instructional Specialist will assist in ensuring our targeted student populations are a primary focus. The Counselor will assist in addressing our special populations and their needs for additional accommodations for instruction. All additional staff will assist in meeting or exceeding instructional targets. 2. Temporary Workers - Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. 3. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. 4. Professional Development - 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. 5. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students 6. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school and on scheduled Saturdays to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs. 7. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays. 8. Online learning platform - Students will utilize online resources such as IXL as additional interventions at school and at home to assist in meeting or exceeding instructional targets. 9. Instructional Monitors & Frames - Monitors and frames will be utilized to incorporate instructional strategies used throughout math and reading, academic strategies, and social behavior. They will also allow us to communicate intervention opportunities outside of instructional time, PBIS acknowledgments, and campus expectations. <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 1344 663 1390"> No Progress</div> <div data-bbox="764 1344 980 1390"> Accomplished</div> <div data-bbox="1081 1344 1331 1390"> Continue/Modify</div> <div data-bbox="1432 1344 1627 1390"> 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: Exceeded Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Targeted Tutorials Strategy's Expected Result/Impact: Students will grow academically in our campus-targeted TEK areas throughout the school year. Staff Responsible for Monitoring: Principal and Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class size reduction teacher (ELAR) Strategy's Expected Result/Impact: Emergent Bilinguals are expected to increase their level of English language proficiency, improve their overall academic achievement, and increase their use of English in all subjects and outside of school. Staff Responsible for Monitoring: Principal, Director of Instruction, and Director of Instruction Helping Teacher	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff Book Study Strategy's Expected Result/Impact: Staff will build capacity in the area of building positive relationships and being effective in your role. Staff Responsible for Monitoring: Principal, Director of Instruction	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: Exceeded Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education (SCE): We will provide additional technology to assist in assessing students' instructional goals and progress.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, AAS and Campus Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 4: Targeted Support: By the end of the 2022-23 school year, the campus will meet the Closing the Gaps targets in the following student group: White

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: We will intentionally focus on providing additional support for our White sub-population through small group instruction, targeted tutorials, and campus intervention programs.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist, and Campus ELAR Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: We will intentionally focus on providing additional support for our White sub-population through small group instruction, targeted tutorials, and campus intervention programs.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist, and Campus ELAR Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


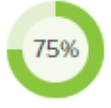


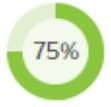





Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue this goal for the upcoming school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Project safety lessons will be implemented through Advisory on a monthly basis. Lessons will include reminders on campus and district safety guidelines and expectations. We will continue to reinforce the use of clear backpacks, students wearing badges, and LEAD Safely protocols at all times while on campus.</p> <p>Strategy's Expected Result/Impact: All students and staff will comply with campus safety protocols.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Each member of the administrative team and those who support them will have access to radios to ensure all leaders have sufficient communication.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

Next Year's Recommendation: Next year need to continue to monitor student attendance to ensure students are present.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The Attendance office will run a daily report to identify students with 2 consecutive absences and make parent contact. After 3 absences, the AAS will meet with students and notify grade-level AP and counselor.</p> <p>Strategy's Expected Result/Impact: Student attendance will exceed 96%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Secretary, Attendance Aide, and Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			










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


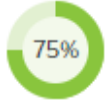


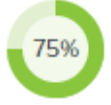





Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 50%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: This goal is still necessary for the next school year we are still seeing an increase in discipline infractions.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: PBIS Rewards system will be implemented by staff to increase the positive recognition of students who are complying with campus expectations. PBIS Leadership team will work with APs to provide quality lessons through campus Advisory. Restorative practices and information will be given to the staff through on-campus PD opportunities to assist students in correcting behavior and increasing their learning time.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 50%.</p> <p>1. PBIS Rewards - The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. And with added features like referral tracking, Check-In/Check-Out, and a teacher rewards system, PBIS Rewards helps to foster accountability and fidelity in your PBIS program.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and PBIS Leadership</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions: When reviewing Level 3 or higher discipline referrals, the Assistant Principals and teachers will meet to discuss alternate strategies to reduce the number of long-term and short-term removal from classroom instruction.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 13%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: When reviewing Level 3 or higher discipline referrals, the Assistant Principals and teachers will meet to discuss alternate strategies to reduce the number of long-term and short-term removal from classroom instruction.</p> <p>Strategy's Expected Result/Impact: Out of School Suspensions be reduced by 35%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: We provide individualized structures and support systems to assist students with multiple disciplinary infractions. Students with one serious incident will be addressed according to the individual student.</p> <p>Strategy's Expected Result/Impact: The campus will monitor discretionary DAEP placements to ensure restorative practices are given. DAEP placements of African American students will be reduced by 48%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: All students will participate in a monthly Project Safety & Social-Emotional Learning Lesson. We will also continue to encourage students to "say something if they see something" by reporting suspicious or disturbing behaviors to staff members or through our campus tipline.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be reduced by 1%</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 2023-24 school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will highlight staff that has perfect attendance for each month.</p> <p>Strategy's Expected Result/Impact: Increased staff attendance</p> <p>Staff Responsible for Monitoring: Principal and Director of Instruction</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

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

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will receive site-based PD sessions that will focus on topics tied to supporting instructional practices, collecting data, technology, SEL, classroom management, and restorative practices. Campus experts will have the opportunity to lead sessions each semester. New teachers will be provided with on-going support through the campus NTIP program.</p> <p>Strategy's Expected Result/Impact: Teachers will implement and use PD sessions to enhance their Personal Professional Goals.</p> <p>Staff Responsible for Monitoring: Director of Instruction and Principal</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 10%.

Evaluation Data Sources: Parent Survey and 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: We will offer targeted events (such as but not limited to Kahla Express, Open House, Academics Knights, and Elective Fair) for parents to learn more about the school's academic programs and technology. We will communicate meeting times through Schoology, School Messenger, Facebook, Instagram, and Twitter with Spanish translation when possible.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, and CPOC members.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Joshua Carroll	Principal
Classroom Teacher	Mercy Okrah	Teacher #1
Classroom Teacher	Samuel Harmon	Teacher #2
Classroom Teacher	Misty Stassen	Teacher #3
Classroom Teacher	Kimberly Chapman	Teacher #4
Classroom Teacher	Rebecca Whitelock	Teacher #5
Classroom Teacher	Francis Zelaya	Teacher #6
Classroom Teacher	Michelle Wilson	Teacher #7
Classroom Teacher	Denise Rosas	Teacher #8
Non-classroom Professional	Alexandra Meyer	Other School Leader #1
Non-classroom Professional	Chelsea Howard	Other School Leader #2
Non-classroom Professional	James Brown	Other School Leader #3
Non-classroom Professional	Thaida Garcia	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Sarah Harty	Administrator (LEA) #2
Parent	Ruth-Ann Keasler	Parent #1
Parent	Joseph Oche	Parent #2
Community Representative	Samantha Moss	Community Resident #1
Community Representative	Deanne Chavez	Community Resident #2
Business Representative	Carlos Villegas	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Daniela Solis	Paraprofessional #1
Paraprofessional	Dolores Frayler	Paraprofessional #2
Parent	Chessondra Thomas	Parent #3

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	Kahla	All	384	264	69%	72%	66%	136	35%	38%	28%	55	14%	15%	8%
Math	6	Kahla	Hispanic	219	153	70%	72%	64%	70	32%	34%	26%	25	11%	12%	7%
Math	6	Kahla	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Kahla	Asian	36	33	92%	95%	96%	26	72%	74%	58%	14	39%	40%	21%
Math	6	Kahla	African Am.	91	52	57%	62%	63%	26	29%	30%	26%	10	11%	12%	8%
Math	6	Kahla	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Kahla	White	21	13	62%	64%	63%	9	43%	44%	26%	4	19%	20%	*
Math	6	Kahla	Two or More	12	9	75%	76%	88%	5	42%	43%	*	2	17%	18%	*
Math	6	Kahla	Eco. Dis.	319	216	68%	70%	63%	110	34%	35%	25%	44	14%	15%	7%
Math	6	Kahla	Emergent Bilingual	80	42	53%	55%	56%	16	20%	21%	15%	4	5%	6%	5%
Math	6	Kahla	At-Risk	300	198	66%	68%	62%	89	30%	31%	20%	34	11%	12%	6%
Math	6	Kahla	SPED	37	18	49%	50%	40%	0	0%	3%	8%	0	0%	1%	*
Math	7	Kahla	All	423	264	62%	65%	57%	146	35%	37%	27%	53	13%	14%	7%
Math	7	Kahla	Hispanic	234	148	63%	65%	57%	75	32%	33%	26%	20	9%	10%	3%
Math	7	Kahla	Am. Indian	6	3	50%	51%	*	2	33%	33%	*	2	33%	34%	*
Math	7	Kahla	Asian	34	32	94%	95%	79%	26	76%	77%	46%	12	35%	36%	32%
Math	7	Kahla	African Am.	111	57	51%	53%	45%	24	22%	23%	24%	11	10%	11%	8%
Math	7	Kahla	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Kahla	White	29	19	66%	68%	63%	15	52%	53%	31%	5	17%	18%	*
Math	7	Kahla	Two or More	9	5	56%	57%	91%	4	44%	45%	*	3	33%	34%	*
Math	7	Kahla	Eco. Dis.	325	192	59%	60%	54%	97	30%	32%	26%	35	11%	12%	6%
Math	7	Kahla	Emergent Bilingual	83	40	48%	50%	43%	14	17%	18%	17%	7	8%	9%	*
Math	7	Kahla	At-Risk	298	168	56%	58%	50%	82	28%	29%	22%	31	10%	11%	6%
Math	7	Kahla	SPED	41	10	24%	25%	30%	3	7%	8%	*	0	0%	1%	*
Math	8	Kahla	All	343	217	63%	65%	69%	108	31%	33%	31%	18	5%	6%	7%
Math	8	Kahla	Hispanic	212	137	65%	68%	71%	68	32%	33%	30%	12	6%	7%	6%
Math	8	Kahla	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Kahla	Asian	8	7	88%	89%	79%	7	88%	89%	64%	1	13%	14%	*
Math	8	Kahla	African Am.	90	51	57%	59%	64%	21	23%	24%	23%	2	2%	3%	*
Math	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Kahla	White	20	15	75%	77%	78%	8	40%	41%	50%	3	15%	16%	*
Math	8	Kahla	Two or More	9	5	56%	58%	*	2	22%	23%	*	0	0%	1%	*
Math	8	Kahla	Eco. Dis.	288	179	62%	64%	67%	90	31%	32%	31%	17	6%	7%	6%
Math	8	Kahla	Emergent Bilingual	85	41	48%	50%	57%	12	14%	15%	24%	1	1%	2%	*
Math	8	Kahla	At-Risk	285	171	60%	62%	63%	74	26%	27%	21%	9	3%	4%	5%
Math	8	Kahla	SPED	39	13	33%	34%	49%	1	3%	4%	14%	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	Kahla	All	381	262	69%	70%	69%	153	40%	42%	43%	77	20%	22%	16%		
Reading	6	Kahla	Hispanic	218	149	68%	70%	68%	80	37%	39%	41%	35	16%	18%	13%		
Reading	6	Kahla	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Kahla	Asian	35	32	91%	92%	100%	23	66%	68%	79%	9	26%	28%	46%		
Reading	6	Kahla	African Am.	90	53	59%	61%	63%	31	34%	36%	38%	20	22%	24%	14%		
Reading	6	Kahla	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Kahla	White	21	16	76%	78%	74%	10	48%	50%	42%	8	38%	40%	*		
Reading	6	Kahla	Two or More	12	9	75%	76%	75%	7	58%	60%	*	4	33%	35%	*		
Reading	6	Kahla	Eco. Dis.	316	214	68%	70%	65%	123	39%	41%	39%	60	19%	20%	13%		
Reading	6	Kahla	Emergent Bilingual	79	43	54%	56%	54%	15	19%	20%	33%	6	8%	10%	9%		
Reading	6	Kahla	At-Risk	297	194	65%	67%	64%	99	33%	35%	34%	44	15%	17%	10%		
Reading	6	Kahla	SPED	36	10	28%	30%	27%	2	6%	7%	12%	1	3%	4%	*		
Reading	7	Kahla	All	423	346	82%	84%	73%	245	58%	61%	42%	159	38%	39%	17%		
Reading	7	Kahla	Hispanic	234	192	82%	83%	74%	133	57%	58%	40%	85	36%	37%	12%		
Reading	7	Kahla	Am. Indian	5	3	60%	62%	*	2	40%	41%	*	2	40%	41%	*		
Reading	7	Kahla	Asian	35	33	94%	95%	86%	30	86%	88%	69%	19	54%	55%	34%		
Reading	7	Kahla	African Am.	111	89	80%	82%	65%	62	56%	58%	34%	39	35%	36%	18%		
Reading	7	Kahla	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Kahla	White	29	25	86%	88%	81%	15	52%	55%	56%	11	38%	40%	31%		
Reading	7	Kahla	Two or More	9	4	44%	47%	82%	3	33%	35%	55%	3	33%	34%	*		
Reading	7	Kahla	Eco. Dis.	325	262	81%	82%	72%	181	56%	58%	40%	113	35%	37%	15%		
Reading	7	Kahla	Emergent Bilingual	82	47	57%	59%	60%	27	33%	36%	26%	11	13%	14%	*		
Reading	7	Kahla	At-Risk	298	231	78%	80%	70%	146	49%	50%	37%	83	28%	29%	13%		
Reading	7	Kahla	SPED	40	18	45%	48%	25%	9	23%	24%	*	5	13%	14%	*		
Reading	8	Kahla	All	460	388	84%	85%	81%	279	61%	63%	51%	182	40%	41%	23%		
Reading	8	Kahla	Hispanic	271	223	82%	84%	80%	157	58%	60%	47%	98	36%	38%	19%		
Reading	8	Kahla	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Kahla	Asian	30	28	93%	93%	91%	28	93%	94%	80%	24	80%	83%	46%		
Reading	8	Kahla	African Am.	113	97	86%	87%	81%	63	56%	58%	47%	40	35%	36%	22%		
Reading	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Kahla	White	31	26	84%	86%	89%	20	65%	66%	64%	13	42%	44%	36%		
Reading	8	Kahla	Two or More	11	10	91%	92%	56%	8	73%	75%	*	4	36%	37%	*		
Reading	8	Kahla	Eco. Dis.	364	302	83%	84%	79%	211	58%	61%	46%	136	37%	40%	20%		
Reading	8	Kahla	Emergent Bilingual	90	58	64%	65%	59%	28	31%	33%	21%	14	16%	18%	6%		
Reading	8	Kahla	At-Risk	338	270	80%	82%	76%	173	51%	53%	41%	96	28%	31%	17%		
Reading	8	Kahla	SPED	40	17	43%	46%	57%	3	8%	9%	19%	1	3%	4%	*		

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	Kahla	All	461	367	80%	83%	78%	218	47%	50%	50%	120	26%	28%	13%
Science	8	Kahla	Hispanic	270	213	79%	80%	77%	112	41%	42%	48%	52	19%	20%	11%
Science	8	Kahla	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Kahla	Asian	30	29	97%	98%	94%	28	93%	94%	81%	23	77%	78%	33%
Science	8	Kahla	African Am.	114	85	75%	78%	75%	51	45%	46%	42%	29	25%	26%	9%
Science	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Kahla	White	31	28	90%	92%	86%	19	61%	63%	68%	13	42%	43%	*
Science	8	Kahla	Two or More	12	8	67%	69%	67%	6	50%	52%	56%	2	17%	18%	*
Science	8	Kahla	Eco. Dis.	364	278	76%	78%	77%	163	45%	47%	46%	88	24%	26%	11%
Science	8	Kahla	Emergent Bilingual	90	54	60%	62%	62%	15	17%	18%	29%	5	6%	7%	*
Science	8	Kahla	At-Risk	340	253	74%	76%	73%	116	34%	35%	43%	47	14%	15%	10%
Science	8	Kahla	SPED	39	14	36%	38%	46%	4	10%	11%	22%	1	3%	4%	*
Social Studies	8	Kahla	All	460	263	57%	60%	59%	121	26%	29%	26%	68	15%	16%	10%
Social Studies	8	Kahla	Hispanic	270	139	51%	53%	56%	60	22%	24%	22%	34	13%	14%	7%
Social Studies	8	Kahla	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Kahla	Asian	30	29	97%	98%	83%	19	63%	64%	53%	12	40%	41%	25%
Social Studies	8	Kahla	African Am.	113	60	53%	55%	55%	25	22%	23%	24%	13	12%	13%	10%
Social Studies	8	Kahla	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Kahla	White	31	24	77%	80%	79%	11	35%	36%	36%	6	19%	20%	*
Social Studies	8	Kahla	Two or More	12	8	67%	69%	56%	4	33%	5%	*	2	17%	18%	*
Social Studies	8	Kahla	Eco. Dis.	364	194	53%	56%	55%	88	24%	26%	22%	49	13%	15%	9%
Social Studies	8	Kahla	Emergent Bilingual	89	28	31%	33%	39%	6	7%	8%	11%	2	2%	3%	*
Social Studies	8	Kahla	At-Risk	337	160	47%	50%	51%	50	15%	16%	20%	26	8%	9%	8%
Social Studies	8	Kahla	SPED	38	7	18%	20%	27%	0	0%	1%	*	0	0%	1%	*

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.