Cypress-Fairbanks Independent School District

Labay Middle School

2022-2023

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

All students are empowered, committed, and productive citizens.

Vision

Labay Middle School is committed to F.O.C.U.S. We will focus on challenges until we are successful.

Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: Members of the instructional leadership team met with Labay teachers by departments to determine the needs of the campus based on data from the 2021-22 school year. Teachers were led through the root cause analysis process after identifying the subgroups who demonstrated the highest support needs to determine the root cause for each department. Teachers and leadership then discussed possible strategies to address the needs of each department. A draft of the problem statement, root cause, and strategies to address were then shared with teachers for further refinement. Finally, the problem statements, root causes, and strategies were shared with the CPOC committee for final campus approval.

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

- April 25, 2022
- September 14, 2022

In summary, the comprehensive needs assessment denotes the following: The student groups with the highest need for instructional support across all content areas are the Emergent Bilingual students and the Special Education students. In all four core content areas, these students groups were significantly outperformed on the 2022 STAAR tests by the other student subgroups. By strengthening our instructional strategies specifically for these two student groups, teacher and leadership are confident that instruction will be more effective for all students.

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 April 25, 2022 and September 14, 2022 to develop the CNA and the strategies. Those meetings were held in the Labay Middle School 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:Members of the instructional leadership team met with Labay teachers by departments to determine the needs of the campus based on data from the 2021-22

school year. Teachers were led through the root cause analysis process after identifying the subgroups who demonstrated the highest support needs to determine the root cause for each department. Teachers and leadership then discussed possible strategies to address the needs of each department. A draft of the problem statement, root cause, and strategies to address were then shared with teachers for further refinement. Finally, the problem statements, root causes, and strategies were shared with the CPOC committee for final campus approval.

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

- Emergent Bilingual student performance in Reading and across other content areas.
- Special Education student performance across all content areas.

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

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

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

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

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

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

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

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

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

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

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming

available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

APPROACHES DATA:

- Math 6th - Increase in scores were noted for the following student groups: All 3%, Hispanic 1%, Asian 5%, African American 3%, Two or More Races 26%, Eco. Dis. 1%, LEP 5%, At-Risk 1% SpEd 2%
- Reading 6th--Increase in scores were noted for the following student groups: All 3%, Hispanic 2%, Asian 12%, African American 6%, Two or More 40%, LEP Current 9%, At-Risk 1%, SpEd 12%
- Math 7th - Increase in scores were noted for the following groups: All 4%, Hispanic 4%, White 14%, Two or More races 15%, Eco. Dis. 6%, LEP Current 6%, At-Risk 7%
- Reading 7th -Increase in scores were noted for the following groups: All 6%, Hispanic 8%, African American 2%, White 13%, Two or More Races 7%, Eco Dis 8%, LEP Current 16%, At-Risk 10%, SpEd 9%
- Math 8th - Increase in scores were noted for the following student groups - All 9%, Hispanic 12%, African American 15%, Eco Dis 10%, LEP Current 19%, At-Risk 14%, SpEd 5%
- Reading 8th - Increase in scores were noted for the following groups: All 5%, Hispanic 6%, African American 10%, White 2%, Two or More Races 8%, Eco Dis 7%, LEP Current 8%, At-Risk 10%, SpEd 7%
- Science 8th - Increase in scores was noted for the following student groups: African American 5%
- Social Studies 8th - Increase in scores were noted for the following student groups -All 6%, Hispanic 8%, African American 8%, White 5%, Eco Dis 9%, LEP Current 9%, At-Risk 15%, SpEd 9%
- Algebra - All student groups are at 100% - Increase in scores were noted for the following student groups - All 1%, Hispanic 1%

MEETS DATA:

- Math 6th - Increase in scores were noted for the following student groups: All 4%, Two or More Races 7%
- Reading 6th--Increase in scores were noted for the following student groups: All 11%, Hispanic 11%, Asian 13%, African American 7%, White 4%, Two or More 29%, Eco. Dis. 13%, LEP Current 1%, At-Risk 5%
- Math 7th - Increase in scores were noted for the following groups: All 2%, White 9%, Two or More races 20%, Eco. Dis. 2%, LEP Current 10%, At-Risk 4%
- Reading 7th -Increase in scores were noted for the following groups: All 9%, Hispanic 13%, African American 8%, White 14%, Eco Dis 9%, LEP Current 15%, At-Risk 12%
- Math 8th - Increase in scores were noted for the following student groups - African American 4%, LEP Current 2%, At-Risk 1%, SpEd 7%
- Reading 8th - Increase in scores were noted for the following groups: All 7%, Hispanic 9%, African American 9%, White 4%, Two or More Races 14%, Eco Dis 11%, LEP Current 11%, At-Risk 17%, SpEd 21%
- Science 8th - Increase in scores was noted for the following student groups: SpEd 4%
- Social Studies 8th - Increase in scores were noted for the following student groups - Hispanic 2%, Asian 3%, Eco Dis 5%, LEP Current 8%, At-Risk 9%, SpEd 17%
- Algebra - Increase in scores were noted for the following student groups - African American 10%, Two or More Races 12%

MASTERS DATA:

- Math 6th - Increase in scores were noted for the following student groups: Hispanic 2%, African American 4%, Two or More Races 3%, LEP Current 1%
- Reading 6th--Increase in scores were noted for the following student groups: All 10%, Hispanic 11%, Asian 14%, African American 11%, White 3%, Two or More 13%, Eco. Dis. 8%, At-Risk 4%

- Math 7th - Increase in scores were noted for the following groups: Two or More races 11%, LEP Current 3%, At-Risk 1%
- Reading 7th -Increase in scores were noted for the following groups: All 10%, Hispanic 17%, African American 1%, White 11%, Two or More Races 15%, Eco Dis 10%, At-Risk 12%
- Math 8th - Increase in scores were noted for the following student groups - African American 4%, LEP Current 4%, At-Risk 1%
- Reading 8th - Increase in scores were noted for the following groups: All 14%, Hispanic 15%, Asian 14%, African American 11%, White 15%, Two or More Races 22%, Eco Dis 16%, LEP Current 12%, At-Risk 17%, SpEd 22%
- Science 8th - Increase in scores was noted for the following student groups: SpEd 7%
- Social Studies 8th - Increase in scores were noted for the following student groups - All 2%, Hispanic 3%, African American 3%, Eco Dis 3%, LEP Current 6%, At-Risk 6%, SpEd 5%
- Algebra - Increase in scores were noted for the following student groups - Asian 4%, Two or More Races 50%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Emergent Bilingual and Special Education students are performing significantly lower than other subgroups in all grade levels of RLA. **Root Cause:** RLA: Students are lacking in engagement, social-emotional factors, and curriculum support.

Problem Statement 2: Math: Emergent Bilingual and Special Education students are performing significantly lower than other subgroups in all grade levels of math. **Root Cause:** Math: Students are lacking in the areas of addressing mental health/fortitude/stamina, prior content knowledge, teacher rapport, and classroom environment.

Problem Statement 3: Science: Emergent Bilingual and Special Education students are performing significantly lower than other subgroups in all grade levels of science. **Root Cause:** Science: Students are not connecting to the content due to not understanding relevance/application, necessary math skills, student mindset, and academic language with comprehension.

Problem Statement 4: Social Studies: Emergent Bilingual and Special Education students are performing significantly lower than other subgroups in all grade levels of social studies. **Root Cause:** Social Studies: Students are struggling with content design/delivery, attitude/atmosphere, and vocabulary/academic language instruction.

Problem Statement 5: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

School Culture and Climate

School Culture and Climate Summary

Values: Labay Middle School is committed to F.O.C.U.S. We will continue to focus on challenges until we are successful.

Equity-Opportunity and Equal Access: Labay Middle school is committed to providing equal access to all education, programs, and facilities and providing equitable opportunities for all students and staff members.

Student surveys: Student feedback is solicited through classroom surveys, PBIS, BOTB, and counseling surveys.

Staff surveys: Staff feedback is solicited through Conversations with Contreras each semester, the Employee Perception Survey, PBIS and BOTB surveys, and counseling surveys.

Parent surveys: Parent feedback is solicited through counseling surveys and parent engagement opportunities.

School Culture and Climate Strengths

Safety continues to be the top priority of our school culture at Labay MS. Staff and Students are aware of procedures to follow in any type of an emergency situation that occurs in the classroom, during class change, or during lunch time. Adults and students are required to wear an ID at all times while on campus. Layers of safety continue to be incorporated into the campus culture by reducing the number of entry/exit points to the building, adults remaining vigilant of visitors on campus and a reduction, of visitors in the building since they must now be screened via the receptionist at the vestibule at the front of the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Behavior issues are more prevalent now that all students are back in school (2021-22) and students are reacclimating to a normal school year (2022-23).   **Root Cause:** School Culture and Climate: Admin and teachers need to be more proactive in working to re-acclimate students to school - building in time to reteach basic school procedures, providing lessons on kindness/empathy/integrity, and offering positive behavior incentives through our PBIS program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The New Teacher Induction program is focusing on new staff members feeling a connection to the school and especially to each other as they go through their 1st year of teaching together. They have regular meetings to problem-solve, share, and ask questions. Each new teacher is assigned a mentor teacher and any new teacher to the campus is assigned a buddy teacher to help support them in addition to their CCIS or AAS in charge of electives.

Staff recognition is built into the culture of the school with staff shoutouts included in the weekly notes from Dr. Contreras; staff is recognized at each monthly staff meeting in the categories of heart, courage, and knowledge (a teacher and a para educator for each); a Department of the Month is featured in each monthly newsletter; a birthday board is updated each month and birthday cards from leadership are signed and given; and the Admin Team takes the snack cart around to teachers classrooms once per month.

The 2021-22 Employee Perception Survey showed that 98% of teachers agree that quality work is expected of them and information related to their job is accessible. 97% of teachers agree that opportunities exist for them to think for themselves, opportunities for professional growth are available, the work they are asked to do directly relates to their job, and they are clear on their job responsibilities.

The Labay Leadership Academy will learn about leadership opportunities in CFISD, participate in a leadership discussion panel, assist the Leadership Team with duties to learn by experience, and shadow campus leaders in their roles.

Labay MS spent Title One funds to add 5 teaching positions to our staff for 2022-23 to help reduce class sizes in Language Arts, Social Studies, Science, and PE. There are 31 new staff members at Labay this year - 5 of whom are first year teachers, 6 of those are transfers from other CFISD schools, 10 are experienced hires from outside of CFISD, and 2 are new assistant principals (1 form within CFISD, 1 from out-of-district).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Absences are the highest in February. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers focus on upcoming testing season and there are no holidays from mid-January until mid-March.

Parent and Community Engagement

Parent and Community Engagement Strengths

Labay's 2018-19 Title One Survey had representation from all 3 grade levels. 78% of parents feel they have the opportunity to share feedback and ideas. 55% would like to see Title One parent involvement funds used on technology resources, and 44% would like to have parent workshops. 81% of parents feels the leadership of the school foster an environment in which staff, parents, and the community work together to improve student achievement. 89% state that the variety of events offered on the campus are valuable to parents. The majority of comments received were positive regarding information being available via email, newsletter, and social media. (Since we did not have Title I parent surveys in 2019-20 or 2020-21, we will continue to use this information to guide us.)

Parents consistently attend events held on campus. Athletic and Fine Arts events are well attended, and parents support these programs with volunteer efforts, as well. Parents volunteer to participate in CPOC, district committees, and help run our PBIS SOAR Store so students may purchase items with their PBIS points.

Parents receive a monthly newsletter in both English and Spanish full of information about curriculum, counselor/course selection information, upcoming activities, testing calendars, and general campus information. Information is also posted frequently on Social Media - Twitter, Instagram, and Facebook. Parents also receive information and reminders via School Messenger. Information is disseminated among all parents or necessary groups of parents throughout the year to emphasize messages of importance.

Parent-centered activities planned for 2022-23 include, but are not limited to, the following events:

- Eagle Express (an in-person orientation event)
- Open House (an in-person come and go style event to meet the teachers)
- Title One Parent Meetings
- CPOC Public meeting
- Feeder school visits and parent nights
- Electives Fair
- Cy-Falls Eagles Electives Night
- 8th Grade 4-Year Plan Meetings
- Awards Ceremonies (6th and 7th grades together; a separate ceremony for 8th grade)
- Horizons Showcase
- Fall Carnival and Color Run (a fundraising community event)
- Family Game Night

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents feel uniformed regarding available resources - where to find them, how to use them, and how to stay updated.
Root Cause: Parent and Community Engagement : We need to increase the amount of support we provide parents regarding training on academic technology and grade book to enable them to be an active partner in their child's education.
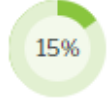
Goals

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.
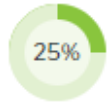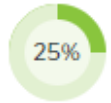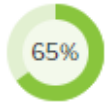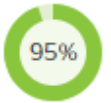
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.
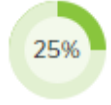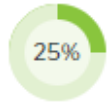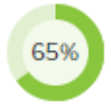
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Next year, we will continue the STAAR performance targets in the areas where goals were not met, and we will increase the targets in the areas that met or exceeded them.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will focus on targeted instructional strategies for these subgroups - including engagement, social-emotional factors, and curriculum support resources. By focusing on these things, teachers will improve instruction for all students.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Increased student achievement on assessments, DPMs, and STAAR . Teams will utilize backward planning strategies. Teachers will include a minimum of 1 EL/Academic Vocabulary Strategy into weekly lessons. **Staff Responsible for Monitoring:** Teachers, CCIS, Director of Instruction, Appraisers	Nov	Feb	May
	15%	60%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will focus on targeted instructional strategies for these subgroups - including addressing mental health/fortitude/stamina, prior content knowledge, teacher rapport, and classroom environment - thereby supporting all learners.	Formative		
Strategy's Expected Result/Impact: Increased student achievement on assessments, DPMs, and STAAR . Teams will utilize backward planning strategies. Meet or exceed the targets on the attached CIP target table. Two math interventionists will push-in to classes (one 4 days/week and one 2 days/week) to assist with Closing the Gap instruction and other small group instruction to increase overall student achievement. **Staff Responsible for Monitoring:** Teachers, CCIS, Director of Instruction, Appraisers	Nov	Feb	May
	25%	60%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will focus on targeted instructional strategies for these subgroups - including relevance/application, necessary math skills, student mindset, and academic language with comprehension - thereby supporting all learners.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Teams will utilize backward planning strategies. Students will be able to access and transfer science vocabulary to help improve their abilities to solve problems. Increased student achievement on assessments, DPMs and STAAR . **Staff Responsible for Monitoring:** Teachers, CCIS, Director of Instruction, Appraisers	25%	50%	85%

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will focus on targeted instructional strategies for these subgroups - including content design/delivery, attitude/atmosphere, and vocabulary/academic language instruction - thereby supporting all learners.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Teams will utilize backward planning strategies. Student vocabulary comprehension will increase. Increased student achievement on assessments, DPMs, and STAAR . **Staff Responsible for Monitoring:** Teachers, CCIS, Director of Instruction, Appraisers	25%	50%	75%

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	25%	60%	90%

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The AAS team will identify students within the first grading period who exhibit frequent absences/tardies, frequent behavior issues, and/or students who are failing math and/or reading in order to begin early interventions to prevent future possibility of dropping out of school.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: These students, with a focus on 6th graders, will be targeted for our mentoring program. The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Teachers, CCIS, Director of Instruction, AASes	25%	65%	95%

Strategy 7 Details	Formative Reviews		
Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Teachers will incorporate a variety of strategies learned from various professional development, including book studies. Teachers will use classroom visuals to enhance learning retention (word walls, anchor charts, QL strategies, etc.) - some student-made, some teacher-made, and some printed. **Staff Responsible for Monitoring:** CCISes, teachers, AASes, DI	25%	50%	85%

Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Fine Arts (including band, choir, orchestra, visual arts, and theater arts), Family and Consumer Sciences, Business, Engineering and Manufacturing, Athletics and Physical Education, Foreign Languages (including Spanish and French), and two new electives to Labay - Coding and Robotics and LeadWorthy..	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** teachers, counselors, AASes, DI	25%	65%	95%

Strategy 9 Details	Formative Reviews		
Strategy 9: At-risk, Emergent Bilingual, and Special Educations 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a Title I campus, these are the expected results/impact for each fund/source item: 1. Four additional teacher allocations have been added to the Labay staff to reduce class sizes and thereby increase overall student achievement. 2. Conference to learn about the latest research findings in learning, teaching and instructional strategies. (Ex: Model Schools Conference in June/July 2023, CAMT in July 2023, TCTELA in February 2023, CKH in June/July 2023, etc.) 3. Members in all core content areas will continue to incorporate backwards design planning strategies to increase student performance in these areas. This will include planning pull-out days in some core content areas. 4. The library will purchase additional high-interest books and resources for the use of all students. 5. Two interventionists will be pushing into math classes to math classrooms to assist with closing the learning gaps in that content area from the second week of September through STAAR testing in May. 6. Parents/families will be encouraged to participate in Labay events and informational nights (ex: Eagle Express, Open House, VIPs opportunities, Title I informational meetings, Electives Nights, Fall Carnival, etc.). 7. Students will be provided with snacks for after-school tutoring. 8. Students will be provided with instructional supplies in the classroom as needed, - such as paper, pencils, notebooks, markers, poster board, pens, highlighters, kleenex, sticky notes, folders, spirals, lab supplies, art supplies, physical education supplies, etc. **Staff Responsible for Monitoring:** AAS, Director of Instruction, DI Helping Teacher, All Staff	25%	65%	95%
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　❌ Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue this objective next year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutoring and Saturday camps	**Formative**		
Strategy's Expected Result/Impact: In the areas of both Math and Reading (grades 6 - 8), our goal is to demonstrate incremental growth by an average of 3%-5% when comparing our 2022 STAAR results to the 2023 STAAR results.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	25%	55%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.	**Formative**		
Strategy's Expected Result/Impact: In the areas of both Math and Reading (grades 6 - 8), our goal is to demonstrate incremental growth by an average of 3%-5% when comparing our 2022 STAAR results to the 2023 STAAR results.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	25%	60%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Class size reduction teacher (ELA)	**Formative**		
Strategy's Expected Result/Impact: In the area of Reading (6th Grade), our goal is to demonstrate incremental growth by an average of 3%-5% when comparing our 2022 STAAR results to the 2023 STAAR results.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	25%	55%	80%

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

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, we will 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

Next Year's Recommendation: We will continue this objective next year.

Strategy 1 Details			Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk. More specifically, we will purchase the student materials used in the READ 180 classroom (both READ 180 workbooks and System 44 workbooks). **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table. **Staff Responsible for Monitoring:** Principal			**Formative**		
			Nov	**Feb**	**May**
			25%	50%	80%
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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

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

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

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Continue this objective next year.

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol (Lockout, Lockdown, Evacuate, Shelter) and practice drills using SRP terminology and associated procedures.
 	
    Strategy's Expected Result/Impact: Campus will be proactive and prepared to address a variety of emergency situations.
    A common language will be developed for clarity of communication in an emergency situation.
    Any person who is an intruder on campus will be easily identified.
    Teachers will keep their classroom doors locked and closed while teaching; locked and propped during passing periods.
    Staff Responsible for Monitoring: All Staff
	Formative		

	Nov	**Feb**	**May**
	50%	70%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.
 	
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Campus Safety Coordinator, Leadership Team, All Staff
	Formative		

	Nov	**Feb**	**May**
	50%	70%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Increase the attendance rate target by 1%.

Strategy 1 Details			Formative Reviews		
Strategy 1: Student Attendance: The AASes and/or counselors will have individual conferences and goal setting meetings to increase attendance of students who have 3 or more unexcused absences per grading period. Assistant Principals will meet with students who have 10 or more absences and partner with their counselor to problem solve attendance issues.			Formative		
			Nov	Feb	May
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96.4%. **Staff Responsible for Monitoring:** Counselors, Assistant Principals, Academic Achievement Specialists, Attendance Clerk			25%	50%	80%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.
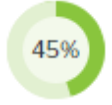
Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10% as compared to 2021-22 .

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue this objective next year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Students will be proactively taught desired behaviors via Project Safety Advisory Lessons and Bringing Out the Best (character education) lessons. In addition, PBIS will be used to reinforce positive behaviors. Students will attend Code of Conduct presentations in fall and spring. Classroom teachers will use the buddy system to change the student environment in response to minor classroom misbehavior. Mediation and restorative circles will be used to circumvent teacher-student and student-student conflicts. Students are encouraged to comply with the simple requests of any adult and are being taught basic skills in this regard related to reacclimating students to school.	**Formative**		
	Nov	Feb	May
	25%	60%	85%
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%. **Staff Responsible for Monitoring:** Assistant Principals, All Staff			

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: Assistant Principals will be using alternative forms of discipline (lunch detention, DMC, restorative conferences/mediation) that keep students on campus, and will consider mitigating factors when suspendable offenses occur. We will utilize our AASes to support specific targeted students with behavior changes. The APs and CCISes will also coach identified teachers in order to assist in the management of the classroom to prevent misbehavior.	**Formative**		
	Nov	Feb	May
	20%	55%	60%
Strategy's Expected Result/Impact: In School Suspensions for Special Education students will decrease by 10%.. **Staff Responsible for Monitoring:** Assistant Principals, Case Managers, SEL, All staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Assistant Principals will be using alternative forms of discipline (lunch detention, DMC, Restorative conferences/mediation) that keep students on campus, and will consider mitigating factors when suspendable offenses occur. We will utilize our AASes to support specific targeted students with behavior changes. The APs and CCISes will also coach identified teachers in order to assist in the management of the classroom to prevent misbehavior.	**Formative**		
	Nov	Feb	May
	20%	40%	50%
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%. **Staff Responsible for Monitoring:** Assistant Principals, All staff			

Strategy 4 Details	Formative Reviews

Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Students at risk of discretionary placements will be placed on student support plans or school-based behavior contracts to prevent future disciplinary infractions. The APs and AASes will work closely to monitor student progress on plans and contracts. Staff members engaged in training targeting relationship building and classroom management problem solving during professional development weeks. **Strategy's Expected Result/Impact:** DAEP placements of Special Education students will be reduced by 50%. **Staff Responsible for Monitoring:** Assistant Principals, All Staff	Formative		
	Nov	**Feb**	**May**
	10%	40%	45%

Strategy 5 Details	Formative Reviews

Strategy 5: Violence Prevention: Labay Staff will continue to use PBIS as an incentive for positive behaviors, and key staff members will be trained in LCSI and other resources for de-escalating situations with students and using each situation as a teachable moment. (Reference the 2021-22 CFISD Report on Violence and Violence Prevention) **Strategy's Expected Result/Impact:** Violent Incidents will be reduced by 50%. **Staff Responsible for Monitoring:** Assistant Principals, Campus Police Officer, All Staff	Formative		
	Nov	**Feb**	**May**
	25%	50%	85%

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

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue this objective next year to meet or exceed this year's target.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be encouraged to reach out to campus administration if they need extra support in the classroom or if they need assistance through the district wellness program utilizing Mental Health services. Staff recognition will be built into the culture of the school to encourage staff and show appreciation.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Administrative team, PBIS Committee, Principal's Secretary	25%	50%	80%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue this objective next year while considering the changing needs of our staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: We will continue to provide high quality professional development for all staff - such as Labay-specific Quantum Learning training, Labay Leadership Academy, trainings available from Student Services, Digital Learning Conference, and Flippen Group trainings (Leadership Blueprint and Capturing Kids' Hearts).	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The Leadership Academy is designed to expose future leaders to many options available and grow their skills as future leaders. Trainings from Student Services will assist staff in creating equitable and restorative classroom environments for students. Quantum Learning trainings help staff use brain-based and social-emotional research strategies to enhance the quality and retention of learning in the classroom. Digital Learning Conference will assist teachers in staying abreast of current technology trends and uses for their classrooms. **Staff Responsible for Monitoring:** CCISes, APs, DI, principal	50%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We will continue this objective to continually provide more opportunities for parents and families to be engaged with our school.

Strategy 1 Details			Formative Reviews		
Strategy 1: Parent and Family Engagement: Parents will receive frequent messages through School Messenger to help stay informed of school events, a school newsletter will go out each month to inform parents of important dates and events, parents will be emailed Home Access Center codes for their student to monitor grades and attendance for their student.			Formative		
			Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%.			50%	65%	100%
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

2022-2023 CPOC

Committee Role	Name	Position
Principal	Mike Contreras	Principal
Classroom Teacher	Megan Jaramillo	Teacher #1
Classroom Teacher	Constance Rhodes	Teacher #2
Classroom Teacher	Kristen Jackson	Teacher #3
Classroom Teacher	Ashley Kelly	Teacher #4
Classroom Teacher	Aaron Sandoval	Teacher #5
Classroom Teacher	Aurora Dinstel	Teacher #6
Classroom Teacher	Rebecca Boisvert	Teacher #7
Classroom Teacher	Juan Garcia	Teacher #8
Non-classroom Professional	Krystal Love-Hoyer	Other School Leader #1
Non-classroom Professional	Toni Speer	Other School Leader #2
Non-classroom Professional	Christina Porter	Other School Leader #3
Non-classroom Professional	Amy Foster-Munoz	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Denise Kubecka	Administrator (LEA) #2
Parent	Robin Meekins	Parent #1
Parent	Jillian Williams	parent #2
Community Representative	Debbie Emery	Community Resident #1
Community Representative	Andy Correa	Community Resident #2
Business Representative	Christy Kyzar	Business Representative #1 - Verna Mae's
Business Representative	Frank Achoundong	Business Representative #2 - Rayzor Sharp Barber Shop
Paraprofessional	Carole Wilson	Paraprofessional #1
Paraprofessional	Madeline Mendoza	Paraprofessional #2
Non-classroom Professional	Tracy Atkinson	Other school leader #5
Non-classroom Professional	Scott Wagoner	Other School Leader #6
Non-classroom Professional	Elizabeth Waltman	Other School Leader #7
Non-classroom Professional	Leslie Thomas	Other School Leader #8

Committee Role	Name	Position
Non-classroom Professional	Ashley Paez	Teacher #9 - CCIS
Non-classroom Professional	Shane Vaul	Teacher #10 - CCIS
Non-classroom Professional	Meredith Young	Teacher #11 - CCIS
Non-classroom Professional	Amanda Boudreaux	Teacher #12 - CCIS
Non-classroom Professional	Kathryn Lapid	Teacher #13 - Behavior Interventionist
Non-classroom Professional	Catherine Engel	Teacher #14 - Testing Coordinator

Addendums

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	%	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	%	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	%	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	6	Labay	All	374	281	75%	77%	76%	138	37%	40%	41%	53	14%	20%	13%
Math	6	Labay	Hispanic	209	153	73%	75%	71%	72	34%	40%	33%	26	12%	15%	10%
Math	6	Labay	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Labay	Asian	30	30	100%	100%	96%	22	73%	75%	78%	14	47%	50%	30%
Math	6	Labay	African Am.	76	48	63%	65%	69%	15	20%	25%	34%	6	8%	10%	*
Math	6	Labay	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Labay	White	49	41	84%	87%	87%	24	49%	54%	54%	6	12%	20%	21%
Math	6	Labay	Two or More	10	9	90%	95%	85%	5	50%	60%	46%	1	10%	20%	*
Math	6	Labay	Eco. Dis.	265	187	71%	73%	72%	83	31%	35%	33%	27	10%	14%	8%
Math	6	Labay	Emergent Bilingual	84	52	62%	64%	57%	14	17%	18%	23%	3	4%	5%	*
Math	6	Labay	At-Risk	266	181	68%	70%	69%	65	24%	28%	30%	21	8%	12%	6%
Math	6	Labay	SPED	49	21	43%	45%	52%	3	6%	10%	*	0	0%	3%	*
Math	7	Labay	All	443	326	74%	76%	74%	185	42%	43%	44%	69	16%	18%	15%
Math	7	Labay	Hispanic	240	178	74%	75%	73%	97	40%	43%	42%	31	13%	15%	10%
Math	7	Labay	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Labay	Asian	27	21	78%	95%	97%	18	67%	71%	87%	11	41%	45%	50%
Math	7	Labay	African Am.	92	58	63%	67%	62%	22	24%	26%	27%	6	7%	10%	12%
Math	7	Labay	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Labay	White	65	57	88%	90%	88%	41	63%	65%	54%	18	28%	30%	17%
Math	7	Labay	Two or More	17	11	65%	85%	55%	7	41%	55%	45%	3	18%	20%	*
Math	7	Labay	Eco. Dis.	301	214	71%	73%	71%	111	37%	40%	42%	38	13%	15%	11%
Math	7	Labay	Emergent Bilingual	77	46	60%	62%	63%	20	26%	28%	27%	6	8%	9%	*
Math	7	Labay	At-Risk	305	205	67%	70%	65%	89	29%	31%	31%	34	11%	15%	7%
Math	7	Labay	SPED	65	26	40%	42%	40%	13	20%	24%	*	3	5%	6%	*
Math	8	Labay	All	257	186	72%	74%	70%	75	29%	33%	39%	9	4%	6%	8%
Math	8	Labay	Hispanic	125	90	72%	74%	65%	37	30%	32%	36%	4	3%	5%	8%
Math	8	Labay	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Labay	Asian	11	9	82%	84%	83%	6	55%	58%	67%	0	0%	10%	*
Math	8	Labay	African Am.	72	54	75%	77%	72%	17	24%	27%	29%	4	6%	10%	*
Math	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Labay	White	36	26	72%	74%	81%	12	33%	36%	59%	0	0%	10%	*
Math	8	Labay	Two or More	10	6	60%	62%	86%	3	30%	32%	*	1	10%	12%	*
Math	8	Labay	Eco. Dis.	178	126	71%	73%	67%	49	28%	32%	37%	5	3%	6%	8%
Math	8	Labay	Emergent Bilingual	46	26	57%	60%	61%	7	15%	18%	33%	2	4%	6%	*
Math	8	Labay	At-Risk	207	142	69%	72%	64%	50	24%	27%	33%	5	2%	5%	7%
Math	8	Labay	SPED	32	12	38%	40%	56%	6	19%	21%	17%	0	0%	10%	*

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

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Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	6	Labay	All	374	264	71%	73%	72%	164	44%	47%	48%	86	23%	25%	18%
Reading	6	Labay	Hispanic	209	144	69%	70%	67%	90	43%	45%	43%	48	23%	25%	13%
Reading	6	Labay	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Labay	Asian	30	27	90%	91%	96%	21	70%	71%	83%	12	40%	41%	35%
Reading	6	Labay	African Am.	76	49	64%	66%	66%	25	33%	35%	39%	12	16%	18%	16%
Reading	6	Labay	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Labay	White	49	35	71%	73%	84%	23	47%	50%	62%	12	24%	27%	29%
Reading	6	Labay	Two or More	10	9	90%	91%	69%	5	50%	51%	54%	2	20%	21%	*
Reading	6	Labay	Eco. Dis.	265	173	65%	68%	67%	105	40%	45%	40%	49	18%	19%	11%
Reading	6	Labay	Emergent Bilingual	84	39	46%	50%	54%	13	15%	17%	25%	3	4%	6%	5%
Reading	6	Labay	At-Risk	266	162	61%	63%	64%	79	30%	32%	37%	33	12%	14%	11%
Reading	6	Labay	SPED	49	18	37%	40%	38%	4	8%	12%	12%	0	0%	2%	*
Reading	7	Labay	All	446	372	83%	85%	79%	264	59%	60%	50%	171	38%	40%	23%
Reading	7	Labay	Hispanic	240	205	85%	87%	78%	138	58%	60%	49%	96	40%	42%	21%
Reading	7	Labay	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Labay	Asian	29	24	83%	85%	97%	17	59%	61%	77%	12	41%	43%	43%
Reading	7	Labay	African Am.	92	67	73%	75%	70%	48	52%	54%	41%	22	24%	26%	18%
Reading	7	Labay	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Labay	White	66	62	94%	95%	85%	53	80%	82%	59%	36	55%	57%	32%
Reading	7	Labay	Two or More	17	12	71%	73%	91%	7	41%	43%	45%	5	29%	30%	*
Reading	7	Labay	Eco. Dis.	302	246	81%	83%	78%	163	54%	56%	45%	102	34%	36%	21%
Reading	7	Labay	Emergent Bilingual	77	50	65%	66%	63%	22	29%	31%	24%	8	10%	11%	*
Reading	7	Labay	At-Risk	307	241	79%	80%	72%	147	48%	50%	37%	80	26%	28%	12%
Reading	7	Labay	SPED	65	33	51%	53%	47%	18	28%	30%	11%	7	11%	12%	*
Reading	8	Labay	All	408	351	86%	88%	84%	257	63%	65%	55%	164	40%	42%	25%
Reading	8	Labay	Hispanic	201	172	86%	88%	82%	125	62%	64%	49%	76	38%	40%	19%
Reading	8	Labay	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Labay	Asian	28	25	89%	90%	96%	20	71%	73%	75%	16	57%	59%	39%
Reading	8	Labay	African Am.	94	83	88%	90%	77%	56	60%	62%	48%	31	33%	35%	11%
Reading	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Labay	White	67	57	85%	87%	93%	46	69%	71%	74%	35	52%	54%	56%
Reading	8	Labay	Two or More	14	11	79%	80%	100%	9	64%	66%	67%	6	43%	45%	50%
Reading	8	Labay	Eco. Dis.	266	230	86%	88%	81%	168	63%	65%	49%	98	37%	39%	18%
Reading	8	Labay	Emergent Bilingual	51	30	59%	61%	63%	17	33%	35%	22%	8	16%	17%	*
Reading	8	Labay	At-Risk	268	216	81%	83%	78%	138	51%	53%	42%	71	26%	28%	14%
Reading	8	Labay	SPED	35	17	49%	51%	62%	10	29%	30%	20%	9	26%	27%	*

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

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Science	8	Labay	All	409	323	79%	83%	76%	195	48%	50%	49%	95	23%	30%	17%
Science	8	Labay	Hispanic	202	157	78%	80%	71%	94	47%	50%	43%	37	18%	25%	10%
Science	8	Labay	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Labay	Asian	28	27	96%	97%	96%	20	71%	72%	79%	20	71%	72%	64%
Science	8	Labay	African Am.	94	73	78%	80%	72%	36	38%	40%	32%	16	17%	19%	*
Science	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Labay	White	67	56	84%	88%	90%	40	60%	64%	80%	18	27%	35%	38%
Science	8	Labay	Two or More	14	8	57%	60%	82%	5	36%	37%	73%	4	29%	30%	*
Science	8	Labay	Eco. Dis.	267	205	77%	79%	72%	116	43%	45%	42%	49	18%	22%	10%
Science	8	Labay	Emergent Bilingual	52	26	50%	52%	56%	8	15%	17%	31%	1	2%	3%	8%
Science	8	Labay	At-Risk	269	192	71%	75%	66%	89	33%	35%	39%	29	11%	15%	11%
Science	8	Labay	SPED	35	15	43%	48%	49%	9	26%	27%	23%	4	11%	12%	*
Social Studies	8	Labay	All	408	288	71%	73%	67%	143	35%	40%	36%	84	21%	23%	17%
Social Studies	8	Labay	Hispanic	201	134	67%	70%	64%	62	31%	33%	29%	36	18%	20%	14%
Social Studies	8	Labay	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Labay	Asian	28	25	89%	90%	93%	17	61%	64%	68%	11	39%	42%	50%
Social Studies	8	Labay	African Am.	94	65	69%	70%	57%	28	30%	33%	23%	15	16%	17%	*
Social Studies	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Labay	White	67	54	81%	82%	82%	30	45%	47%	64%	18	27%	30%	34%
Social Studies	8	Labay	Two or More	14	8	57%	58%	73%	5	36%	37%	45%	3	21%	22%	*
Social Studies	8	Labay	Eco. Dis.	267	183	69%	71%	62%	85	32%	34%	27%	45	17%	19%	11%
Social Studies	8	Labay	Emergent Bilingual	51	17	33%	35%	43%	4	8%	10%	21%	3	6%	7%	7%
Social Studies	8	Labay	At-Risk	268	160	60%	62%	58%	61	23%	25%	28%	33	12%	14%	13%
Social Studies	8	Labay	SPED	35	13	37%	38%	37%	9	26%	27%	11%	3	9%	10%	*

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

Content	Gr.	Campus	Student Group	Tested 2022	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
				#	#	%			#	%			#	%		
Algebra I	8	Labay	All	153	153	100%	100%	99%	139	91%	94%	88%	103	67%	72%	59%
Algebra I	8	Labay	Hispanic	76	76	100%	100%	99%	65	86%	90%	82%	45	59%	62%	48%
Algebra I	8	Labay	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	8	Labay	Asian	18	18	100%	100%	100%	18	100%	100%	100%	18	100%	100%	100%
Algebra I	8	Labay	African Am.	21	21	100%	100%	100%	20	95%	98%	94%	13	62%	70%	35%
Algebra I	8	Labay	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	8	Labay	White	32	32	100%	100%	100%	30	94%	97%	94%	24	75%	78%	83%
Algebra I	8	Labay	Two or More	5	5	100%	100%	100%	5	100%	100%	100%	3	100%	100%	*
Algebra I	8	Labay	Eco. Dis.	88	88	100%	100%	99%	78	89%	93%	84%	56	64%	68%	48%
Algebra I	8	Labay	Emergent Bilingual	5	5	100%	100%	100%	4	80%	84%	100%	1	20%	30%	45%
Algebra I	8	Labay	At-Risk	62	62	100%	100%	100%	53	85%	88%	87%	31	50%	65%	53%
Algebra I	8	Labay	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
    - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
    - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
    - develop academic language proficiency through speaking, reading, writing, and listening;
    - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
    - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
    - review of lesson plans;
    - participation in team planning by administrators;
    - participation in data review/data dig sessions; and
    - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Middle School Content Area
Standard Expectations

English Language Arts/Reading (Grade 6-8)

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing workshop routines to teach and reinforce critical TEKS [think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology, engage with digital texts and resources, to create, collaborate, and think.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
    - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
    - engage in collaborative problem-solving activities and discussions
    - use research tools such as primary and secondary sources for in depth study and relevant applications
    - analyze visuals (cartoons, maps, images) using critical thinking skills
    - access differentiated content for readiness and skill level and/or interests
    - utilize devices for self-directed learning
    - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.