

Cypress-Fairbanks Independent School District

Rowe Middle School

2022-2023

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: In May 2022, we conducted a needs assessment based on our local assessment date, determining our progress towards CIP strategies and targets. During our May CPOC meeting, we went through the Root Cause Analysis process to determine Problem Statements, Root Causes, and needed strategies for the 2022-2023 school year. Once we were back on contract during at the start of the 2022-2023 school year, we met multiple times (as an Administrative Team, Instructional Team, and September CPOC) to analyze STAAR data and to adjust the prior Problem Statements, Root Causes, and Strategies as needed.

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

- CPOC - May 12, 2022
- Administrative Team Meeting - July 19, 2022
- Instructional Team Meeting - July 21, 2022
- CPOC - September 1, 2022

In summary, the comprehensive needs assessment denotes the following: Our needs assessment revealed that although we made significant gains from year one to year two as a new middle school campus, we still have areas of needed growth. For example, we did not meet our targets in Math and Social Studies. We have created strategies to address our areas of need. Our areas of strength are Science and Reading.

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

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

The Campus Performance Objective Council (CPOC) met on **May 12 and September 1, 2022**, to develop the CNA and the strategies. Those meetings were held in the **Rowe Library** starting at **7:00 AM** on May 12, and at 4:30 PM on September 1, 2022. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.** During our May 12, 2022, CPOC meeting we analyzed local assessment data and conducted our needs assessment, determining our problem statements, root causes and needed strategies to grow by using our Root Cause Analysis process. Prior to our September 1, 2022, CPOC meeting, our Rowe Administrators and Instructional Team Members met on various dates to analyze our Spring 2022 STAAR data.

During these meetings we discussed needed improvements, revising previous plans and goals, and outlined areas of need. On September 1, 2022, with new STAAR data available, a final revision of goals and strategies occurred.

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

- To address achievement gaps with our students in the area of Math, we will have data-driven planning conversations and model strategies during planning sessions in order to meet each student's needs. We will address gaps in the classroom through small groups in blended learning studios, during Closing the Gap Time, and in Accelerated Instruction sessions after school. Strategies:
 1. The math teams will analyze data more regularly in order to drive small group instruction.
 2. The math teams will model effective teaching strategies before all first-time instruction.
 3. The math teams will differentiate student learning by using blended learning.

- In Social Studies, our LEP students under performed as compared to our district and cluster averages. Teachers will be intentional in small groups using ELPS strategies to allow LEP students more processing time with the content and language. Strategies:
 1. Instructional supplies/materials ordered to help support the ELPS instruction in the Social Studies Department.
 2. Social Studies teams will dedicate more time in planning to discuss ways in which we can have kids use all 4 ELPS strategies (listening, speaking, reading, and writing) purposefully into daily lessons and within small groups in Blended Learning.
 3. Teams will look at data from assessments to evaluate strategies implemented.

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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

The strengths below are based on STAAR scores from the 2021-2022 school year:

6th Grade READING:

Out of 404 total testers, 306 (76%) met the APPROACHES Category: African American (74%), Hispanic (76%), White (80%), Asian (85%), Two or More Races (67%), Special Education (41%), and Economically Disadvantaged (74%). 49% of ALL 6th graders performed at the MEETS Performance Level. 28% of ALL 6th graders performed at the MASTERS Performance Level.

7th Grade READING:

Out of 429 total testers, 363 (85%) met the APPROACHES Category: African American (82%), Hispanic (83%), White (96%), Asian (100%), Special Education (56%), and Economically Disadvantaged (84%). 59% of ALL 7th graders performed at the MEETS Performance Level. 39% of ALL 7th graders performed at the MASTERS Performance Level.

8th Grade READING:

Out of 398 total testers, 345 (87%) met the APPROACHES Category: African American (80%), Hispanic (89%), White (96%), Asian (100%), Two or More Races (83%), Special Education (47%), and Economically Disadvantaged (87%). 64% of ALL 6th graders performed at the MEETS Performance Level. 41% of ALL 6th graders performed at the MASTERS Performance Level.

8th Grade ALGEBRA:

Out of 128 total testers, 127 (99%) met the APPROACHES Category: African American (97%), Hispanic (100%), White (100%), Special Education (99%), and Economically Disadvantaged (100%). 88% of ALL 8th graders performed at the MEETS Performance Level. 53% of ALL 8th graders performed at the MASTERS Performance Level.

8th Grade SCIENCE:

Out of 397 total testers, 326 (82%) met the APPROACHES Category: African American (78%), Hispanic (82%), White (100%), Asian (92%), Two or More Races (83%), Special Education (47%), and Economically Disadvantaged (82%). 55% of ALL 8th graders performed at the MEETS Performance Level. 29% of ALL 8th graders performed at the MASTERS Performance Level.

The strengths below are based on DPM and/or Benchmark Data from the 2021-2022 school year:

8th Grade SCIENCE:

DPM 2 - ALL students combined performed above the District and Cluster 3 averages. Our Sp.Ed. and White students performed below the District average and above the Cluster 3 average. Our Eco.Dis., LEP, African American and Hispanic students performed above the District and Cluster 3 averages.

6th Grade READING:

DPM 1 - ALL students combined performed above the District and Cluster 3 averages. Our Sp.Ed., Eco.Dis., African American and Hispanic students performed above the District and Cluster 3 averages. Our LEP students performed above the District average but below the Cluster 3 average. Our White students performed below the District Average but the same as the Cluster 3 average.

Benchmark - ALL students combined performed above the District and Cluster 3 averages. Our Sp.Ed. students performed below our District and Cluster 3 averages. Our Eco.Dis., LEP, African American and Hispanic students performed above our District and Cluster 3 averages. Our White students performed below our District average but above the Cluster 3 average.

8th Grade READING:

DPM 2 - ALL students combined performed above the District and Cluster 3 averages. Our Sp.Ed. student performed above the District average and the same as the Cluster 3 average. Our Eco.Dis., LEP, African American and Hispanic students performed above the District and Cluster 3 averages. Our White students performed below the District average and above the Cluster 3 average.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: The sub-population for our White, LEP and SPED students are not performing at the level of our cluster schools in the Meets and Masters proficiency levels. **Root Cause:** RLA: Teams are not consistently and purposefully using the individualized data to identify and plan for student achievement needs and learning gaps.

Problem Statement 2: Math: We scored below our district target and cluster school average on DPM and Benchmarks. **Root Cause:** Math: Teams did not effectively use data to drive small groups in blended learning.

Problem Statement 3: Science: Special Education students are performing below district and cluster 3 averages. **Root Cause:** Science: Teams need to use reading strategies and tools that are specific to student needs.

Problem Statement 4: Social Studies: Our LEP students under performed as compared to our district and cluster averages. **Root Cause:** Social Studies: Teams need to provide students more time to process the language and content used in components of ELPS (listening, speaking, reading & writing).

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

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

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

Rowe will continue to set high standards and hold students accountable through restorative discipline practices and positive rewards using our PBIS matrix and teaching all students what it means to be Jaguar STRONG and what it means to Rowe, Let's Row!

According to the 2021-2022 Employee Perception Survey, Rowe Middle School has several areas to celebrate. Within all 15 areas of the EPS, our staff rated us at 90% or higher!

- Opportunities exist for me to think for myself (92% -- down from 97% last year)
- Opportunities for professional growth are available (98% -- up from 95% last year)
- The work I am asked to do directly relates to my job responsibilities (96% -- down from 99% last year)
- Information is available to help me do my job efficiently (97% -- down from 98% last year)
- Opportunities are available to provide input (90% -- down from 95% last year)
- Procedures have been implemented to keep me safe at work (95% -- down from 99% last year)
- Quality work is expected of me (99% -- same percentage as last year)
- Collaboration is encouraged and practiced (95% -- down from 97% last year)
- There are opportunities to discuss my concerns with my campus administrators (95% -- down from 96% last year)
- Various forms of feedback are given to me to help me improve my performance (97% -- up from 91% last year)
- Information related to my job is accessible (98% -- down from 99% last year)
- Staff recognition is built into the school culture (99% -- up from 98% last year)
- I am clear about my job responsibilities (97% -- down from 100% last year)
- Quality work is expected of students (93% -- down from 97% last year)
- Decisions are data driven (98% -- up from 96% last year)

Although our percentages were the highest of all middle schools in 14 of the 15 areas, we will still strive to improve. This year Mrs. Carew will allow staff to provide input by holding "I am Listening" meetings during first and second semesters.

Aside from data provided by the Employee Perception Survey, other areas of strengths are as follows:

- The School Tipline is used by students in all grade levels.
- Mentor/Mentee Kickoff placed teachers with student mentees who struggle academically.
- The PBIS committee continues to add additional incentives to reward positive behaviors.
- Students enjoy using their PBIS Jag Swag to shop at the school store and to use during lunch drawings throughout the school year.
- The Principal meets with the Principal's Advisory Committee once per month to discuss any concerns teachers may be experiencing.

We look forward to reporting all of the positives that will take place during the 2022-2023 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We were unable to establish strong relationships with the community like we wanted due to the impacts of Covid restrictions throughout the first and second year of our school opening. **Root Cause:** We will continue to open our doors in creative ways to invite parents to our campus to experience the amazing things happening here at Rowe.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All faculty and staff are 100% highly qualified at Rowe Middle School. We hired five teachers using Title I funds from the district. These additions include a middle school Testing Coordinator and four content area teachers to reduce class size. Rowe MS spent \$367,000.00 on these additional teachers in order to help ensure the safety of all students and staff members. In order to retain these qualified teachers we will continue to have meetings where teachers are allowed to share ideas and concerns with the Principal on a regular basis (ex: Principal Advisory Committee). Also, this year we will celebrate our staff randomly with special treats to show our appreciation using “Jag Swag”, “Brag on a Jag”, and Staff Appreciation Weeks.

Rowe Middle School will focus on retaining all of our highly qualified staff through creating a positive, supportive culture. Our staff continues to attend Blended Learning professional development with Marcia Kish. We will monitor the pulse of the staff regularly throughout the school year to refine, strengthen, and add to their knowledge and resources. Share sessions, workshops, Wisdom Wednesdays (on-campus PD), Digital Learning Conference, GT courses, and other curriculum workshops are some of the professional development activities that support administrators, teachers, and paraprofessional growth at Rowe MS. In addition, our campus reviews practices, policies, and procedures through in service, faculty meetings, and the yearly Compliance Course each school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Due to the increase of class size, Rowe utilized Title I funds to reduce class sizes and we also provided staff development to ensure teachers were prepared for our students. **Root Cause:** Class size increase due to open campus transfers and growth in community.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Strengths

Rowe MS will offer opportunities where parents can be involved in their child's education. These events include Open House and Talks and Treats, which allow our parents to learn about course requirements, expectations, STAAR goals, college and career readiness, and how to support a middle school student. Our Librarian has set up a technology help page on our school website as a first layer of support to assist parents and students who are experiencing technical difficulties. As a second layer, we have staff members responding by phone to parents' requests for assistance. This information and immediate assistance increases trust in our community by sending the message that we are here to support our students. We are also conducting personal Accelerated Learning Committee Meetings for the parents of each 6th grade student that was unsuccessful in 1 or more areas of STAAR last year. In these meetings, we are reviewing STAAR scores as well as the plan we have in place to fill in learning gaps for each individual student.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We are continuing our goal in focusing on building trust in our community. We will continue to gauge and improve our parent and community involvement this year. **Root Cause:** Rowe Middle School, will provide a morning and evening time to accommodate parents attending meeting, Talks and Treats, and events/activities.


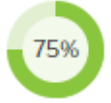

Goals










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.











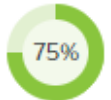

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.




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

Summative Evaluation: Exceeded Objective


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: We will use data from performance matters to create small group mini-lessons that are differentiated to meet the individualized needs of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> 1. Teams will have a designated planning period per week devoted to small group planning and differentiating. 2. Teachers will provide routine and consistent small group instruction. 3. Teachers will attend scheduled data dig meetings to identify learner needs. 4. Teachers will document plans for differentiated small groups in their lesson plans. <p>Staff Responsible for Monitoring: ELAR Teachers ELAR CCIS Director of Instruction Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
			


Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: To address achievement gaps with our students, we will have data-driven planning conversations and model strategies during planning sessions in order to meet each student's needs. We will address gaps in the classroom through small groups in blended learning studios, during Closing the Gap Time, and in Accelerated Instruction sessions after school.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> The math teams will analyze data more regularly in order to drive small group instruction. The math teams will model effective teaching strategies before all first-time instruction. The math teams will differentiate student learning by using blended learning. <p>Staff Responsible for Monitoring: Math Teachers Math CCIS Director of Instruction Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Through the Blended Learning Small Group Studio, we will identify each student's learning gaps and equip them with reading strategies to meet their individual needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> Science teams will be allotted planning time to analyze data that addresses specific student needs in small group instruction. The individualization provided by Blended Learning will allow us to create studio lessons that differentiate instruction with a focus in the area of content vocabulary and inferencing. <p>Staff Responsible for Monitoring: Science Teachers Science CCIS Director of Instruction Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Teachers will be intentional in small groups using ELPS strategies to allow LEP students more processing time with the content and language.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> Instructional supplies/materials ordered to help support the ELPS instruction in the Social Studies Department. Social Studies teams will dedicate more time in planning to discussing ways in which we can have kids use all 4 ELPS strategies (listening, speaking, reading, and writing) purposefully into daily lessons and within small groups in Blended Learning. Teams will look at data from assessments to evaluate strategies implemented and modify <p>Staff Responsible for Monitoring: Social Studies Teachers Social Studies CCIS Director of Instruction Academic Achievement Specialists</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: Assistant Principals work with the campus Registrar, grade level counselors, and district attendance officer to monitor dropout rates.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Achievement Specialists Grade Level Counselors Registrar</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: Academic Achievement Specialists Director of Instruction CCIS Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Guidance Lessons and various clubs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: At-risk, ALL 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: Rowe will implement the following measures.</p> <ol style="list-style-type: none"> Snacks will be provided for students attending data-driven, specialized tutorial sessions throughout the school year. Hire consultants for staff PD in order to enhance academic/instructional strategies on our campus. The Campus Testing Coordinator will assist in ensuring the success of our various classroom/campus testing days as well as assist in the academic support of all sub-pops by collaborating and coordinating with the Director of Instruction, DIHT, CCISs, and AASs. A flocabulary.com subscription will be purchased to assist with Blended Learning studios, Accelerated Instruction lessons, and Jag Strong Time activities. Scholastic subscriptions will be purchased to assist with Blended Learning studios, Accelerated Instruction lessons, and Jag Strong Time activities. Sub days for Title I staff members will be allocated for use throughout the school year. Extra Duty Pay will be provided for our staff members who provide help with the translating of Spanish materials and with meetings throughout the school year. Supplies will be purchases for headsets to translate presentations into Spanish meetings and events on campus in order to support Parent Involvement throughout the school year. Four teachers and a CCIS will be added to the staff in order to reduce class size and enhance engagement in the classroom. <p>Staff Responsible for Monitoring: Principal Director of Instruction Academic Achievement Specialists Campus Testing Coordinator</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>50%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>		

 No Progress

 Accomplished

 Continue/Modify











 Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: tutoring</p> <p>Strategy's Expected Result/Impact: By the end of 22/23 school year students will show 10% growth on all STAAR tests. Rowe is aiming to achieve 90% at approaches, 60% meets, and 30% masters in the domain of student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Class size reduction teacher (math)</p> <p>Strategy's Expected Result/Impact: In the 22-23 school year we will implement a CSR teacher in 7th grade math to have smaller class sizes and to show gains on STAAR results.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk in the Read 180 Program. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: Exceeded Objective


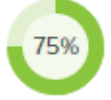





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus ID and backpack policy and procedures.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to learn daily with materials and supplies located in a clear backpack and ID badges around their neck, visible to all personnel.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Administrators Teachers</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: Our campus will be prepared for emergency situations.</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: Exceeded Objective


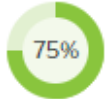







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: We will track and monitor student attendance daily/each grading period through reports provided by campus registrar/district to ensure students are in school and class on a daily basis. An "Attendance Bell" will ring at 9:15 AM to remind teachers to take attendance daily. A school administrator is partnered with the registrar to track "No Show" students.</p> <p>Strategy's Expected Result/Impact: 1. AP partnership with district attendance officer, grade level counselors, and campus registrar 2. ADA Attendance bell occurs daily and programmed prior to the start of the school year</p> <p>Staff Responsible for Monitoring: Assistant Principals Grade Level Counselors Attendance Officer Campus Registrar</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


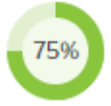


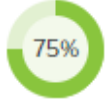
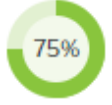




Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be less than or equal to 1%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: We will conduct parent conferences to prevent and address students' escalated behaviors. Students and teachers will be taught our PBIS expectations, STRONG. A campus rubric with location expectations will be taught during JAG STRONG Time, Code of Conduct meetings, and revisited regularly during class.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Parent conferences 2. STRONG matrix was created and is used daily in class and admin offices as a teaching and accountability tool for successful learning behaviors 3. Code of Conduct meetings have been conducted: Held in the first week of the school year; 4. A special Code of Conduct meeting will be held before the close of the semester with targeted and specific intervention for students we identified most in need. 5. BI will be used for emerging and critical student discipline groups <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus officer and administration will meet regularly with groups of students (or individually) in at-risk situations to educate them about appropriate choices including behaviors, safety, bullying, and boundaries in an effort to diffuse discipline incidents and reduce in school suspensions of our SPED African American students.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. APs and officer work in an ongoing partnership daily on proactive measure to intervene with students 2. Daily a-team check-ins occur at 8am with a continuous agenda item of discussing students needing supports from admin <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc).</p> <p>Strategy's Expected Result/Impact: APs look for ALT measures before OSS to intervene and mediate with/for students.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Campus officer and administration will meet regularly with groups of students (or individually) in at-risk situations to educate them about appropriate choices including behaviors, safety, bullying, and boundaries in an effort to diffuse discipline incidents.</p> <p>Strategy's Expected Result/Impact: Reduction in mandatory African American student placements for 2022-23.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc.).</p> <p>Strategy's Expected Result/Impact: 1. Grade level AP/Counselor partner together to conduct peer mediation in an ongoing manner 2. ALT codes are used to expose students to physical/tangible education pieces such as articles, Q&A, reflection, etc. 3. Behavior Interventionist will work with grade level APs, students, and teachers using a tiered continuum of support for emerging, recurrent, and critical behaviors.</p> <p>Staff Responsible for Monitoring: 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 2022-23 school year, teacher/paraprofessional attendance will be greater than or equal to 90%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Each grading period staff with perfect attendance will be celebrated at the faculty meetings. These staff members will be recognized for their attendance each grading period.</p> <p>Strategy's Expected Result/Impact: We are expecting better attendance rates due to recognizing perfect attendance.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus-Wide Blended Learning Training by Marcia Kish.</p> <p>Strategy's Expected Result/Impact: Blended Learning will be implemented campus-wide.</p> <ol style="list-style-type: none"> CTE Professional Development Training consisted of a full day of differentiated Blended Learning hosted by Marcia Kish. Marcia Kish will visit our campus, throughout the school year, to provide staff with ongoing Blended Learning Training and feedback. <p>Staff Responsible for Monitoring: Director of Instruction Principal Instructional Team</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 be greater than or equal to 50%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: "Talks and Treats" Meetings will allow our parents to learn more about course requirement expectations, STAAR goals, college and career readiness, and how to support their middle school students. The Parent & Community Engagement Committee will meet monthly to discuss ideas for how to involve the community and parents as well as plan the Talks and Treats meetings. Students who were not successful on the STAAR are involved in Accelerated Instruction. In addition to Accelerated Instruction, 6th grade parents are being informed of their students' intervention plan through Accelerated Learning Committee meetings. Parents of 7th and 8th grade students are being notified of their students' intervention plan through mail.</p> <p>By the end of the 2022-2023 school year, parent and family engagement will be greater than or equal to 50%.</p> <p>Strategy's Expected Result/Impact: 1. Parents will be invited to attend an on-campus meeting once each marking period. They will be given two different times as options for attendance. We will elicit feedback from parents who attend on how to make the next one even better and increase attendance. One of our Spanish speaking staff members will attend the meeting and translate our meeting for our Spanish speaking parents. We have headphones available for these parents to utilize. 2. The Parent and Community Involvement Committee will meet monthly to discuss ideas and review parent involvement data to ensure we are giving all parents an opportunity to be involved.</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialists Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Stacia Carew	Principal
Classroom Teacher	Brent Halvorson	Teacher #1
Classroom Teacher	Aundrea Richard	Teacher #2
Classroom Teacher	Danielle Walter	Teacher #3
Classroom Teacher	Katelyn O'Brien	Teacher #4
Classroom Teacher	Xante Wallace	Teacher #5
Classroom Teacher	Christopher Patten	Teacher #6
Classroom Teacher	Mayra Fonseca	Teacher #7
Classroom Teacher	Elizabeth Hughes	Teacher #8
Non-classroom Professional	Gretchen Moreira	Other School Leader #1
Non-classroom Professional	Lindsay Patrick	Other School Leader #2
Non-classroom Professional	Keisha Thomas	Other School Leader #3
Non-classroom Professional	Leslie Spencer	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Harry Wright	Administrator (LEA) #2
Parent	Dalia Escobedo	Parent #1
Parent	Carolina Hernandez	Parent #2
Community Representative	Jaime Vasquez	Community Resident #1
Community Representative	Irona Cox	Community Resident #2
Business Representative	Rachel Kennedy	Business Representative #1
Business Representative	Vu Hong	Business Representative #2
Paraprofessional	Maria Botello	Paraprofessional #1
Paraprofessional	Claudia Campos	Paraprofessional #2
Non-classroom Professional	Robert Black	Other School Leader #5
Non-classroom Professional	Melissa Paul	Other School Leader #6
Non-classroom Professional	Sara Kanaby	Other School Leader #7

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	Rowe	All	404	292	72%	75%	69%	130	32%	35%	32%	37	9%	12%	9%
Math	6	Rowe	Hispanic	242	177	73%	75%	70%	75	31%	34%	29%	22	9%	12%	9%
Math	6	Rowe	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Rowe	Asian	13	11	85%	88%	89%	8	62%	65	67%	5	38%	41%	44%
Math	6	Rowe	African Am.	116	80	69%	71%	59%	36	31%	34%	26%	9	8%	11%	6%
Math	6	Rowe	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Rowe	White	20	16	80%	83%	92%	6	30%	33%	50%	1	5%	8%	*
Math	6	Rowe	Two or More	12	7	58%	70%	78%	4	33%	36%	*	0	0%	3%	*
Math	6	Rowe	Eco. Dis.	319	233	73%	76%	70%	98	31%	34%	29%	27	8%	11%	8%
Math	6	Rowe	Emergent Bilingual	99	50	51%	55%	58%	12	12%	15%	17%	3	3%	6%	*
Math	6	Rowe	At-Risk	288	192	67%	70%	64%	69	24%	27%	24%	20	7%	10%	7%
Math	6	Rowe	SPED	34	14	41%	45%	31%	1	3%	6%	*	0	0%	3%	*
Math	7	Rowe	All	429	257	60%	63%	67%	111	26%	29%	37%	38	9%	12%	6%
Math	7	Rowe	Hispanic	266	155	58%	61%	62%	71	27%	30%	34%	27	10%	13%	5%
Math	7	Rowe	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Rowe	Asian	16	14	88%	91%	94%	8	50%	53%	81%	3	19%	22%	31%
Math	7	Rowe	African Am.	118	64	54%	57%	70%	22	19%	22%	38%	6	5%	8%	7%
Math	7	Rowe	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Rowe	White	23	18	78%	81%	83%	7	30%	33%	39%	1	4%	7%	*
Math	7	Rowe	Two or More	*	*	*	*	83%	*	*	*	42%	*	*	*	*
Math	7	Rowe	Eco. Dis.	318	189	59%	62%	66%	79	25%	28%	35%	22	7%	10%	5%
Math	7	Rowe	Emergent Bilingual	80	26	33%	36%	50%	6	8%	11%	19%	1	1%	4%	*
Math	7	Rowe	At-Risk	305	155	51%	54%	59%	59	19%	22%	27%	20	7%	10%	4%
Math	7	Rowe	SPED	32	6	19%	22%	29%	2	6%	9%	*	1	3%	6%	*
Math	8	Rowe	All	269	164	61%	64%	68%	57	21%	24%	34%	11	4%	7%	8%
Math	8	Rowe	Hispanic	156	97	62%	65%	65%	41	26%	29%	30%	7	4%	7%	7%
Math	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Rowe	Asian	7	5	71%	74%	100%	3	43%	46%	*	2	29%	32%	*
Math	8	Rowe	African Am.	88	47	53%	56%	67%	8	9%	12%	38%	1	1%	4%	7%
Math	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Rowe	White	14	11	79%	82%	75%	4	29%	32%	42%	1	7%	10%	*
Math	8	Rowe	Two or More	*	*	*	*	86%	*	*	*	*	*	*	*	*
Math	8	Rowe	Eco. Dis.	212	125	59%	62%	67%	38	18%	21%	32%	8	4%	7%	8%
Math	8	Rowe	Emergent Bilingual	41	19	46%	49%	55%	2	5%	8%	26%	0	0%	3%	*
Math	8	Rowe	At-Risk	210	120	57%	60%	63%	34	16%	19%	27%	5	2%	5%	5%
Math	8	Rowe	SPED	33	10	30%	33%	34%	3	9%	12%	16%	2	6%	9%	*

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

Content	Gr.	Campus	Student Group	Tested	2022: 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	Rowe	All	404	306	76%	80%	75%	196	49%	52%	54%	110	27%	30%	25%
Reading	6	Rowe	Hispanic	241	183	76%	80%	74%	117	49%	52%	54%	60	25%	28%	25%
Reading	6	Rowe	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Rowe	Asian	13	11	85%	88%	89%	8	62%	65%	78%	6	46%	49%	56%
Reading	6	Rowe	African Am.	117	87	74%	77%	69%	55	47%	50%	47%	34	29%	32%	20%
Reading	6	Rowe	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Rowe	White	20	16	80%	83%	100%	10	50%	53%	73%	5	25%	28%	19%
Reading	6	Rowe	Two or More	12	8	67%	70%	89%	5	42%	45%	67%	4	33%	36%	*
Reading	6	Rowe	Eco. Dis.	319	237	74%	77%	74%	157	49%	52%	53%	90	28%	31%	24%
Reading	6	Rowe	Emergent Bilingual	99	55	56%	59%	58%	28	28%	31%	28%	7	7%	10%	8%
Reading	6	Rowe	At-Risk	288	202	70%	73%	70%	115	40%	43%	45%	54	19%	22%	17%
Reading	6	Rowe	SPED	34	14	41%	44%	29%	2	6%	9%	*	1	3%	6%	*
Reading	7	Rowe	All	429	363	85%	90%	78%	253	59%	62%	52%	165	38%	41%	20%
Reading	7	Rowe	Hispanic	266	222	83%	88%	75%	158	59%	62%	49%	102	38%	41%	18%
Reading	7	Rowe	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Rowe	Asian	16	16	100%	100%	100%	12	75%	78%	75%	11	69%	72%	31%
Reading	7	Rowe	African Am.	118	97	82%	87%	80%	61	52%	55%	53%	36	31%	34%	23%
Reading	7	Rowe	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Rowe	White	23	22	96%	100%	96%	16	70%	73%	70%	10	43%	46%	22%
Reading	7	Rowe	Two or More	*	*	*	*	85%	*	*	*	54%	*	*	*	*
Reading	7	Rowe	Eco. Dis.	318	268	84%	89%	79%	188	59%	62%	52%	125	39%	42%	20%
Reading	7	Rowe	Emergent Bilingual	80	50	63%	68%	57%	18	23%	26%	27%	8	10%	13%	*
Reading	7	Rowe	At-Risk	305	240	79%	84%	75%	151	50%	53%	43%	85	28%	31%	11%
Reading	7	Rowe	SPED	32	18	56%	60%	44%	8	25%	28%	21%	3	9%	12	*
Reading	8	Rowe	All	398	345	87%	90%	84%	252	63%	66%	56%	171	43%	46%	24%
Reading	8	Rowe	Hispanic	232	206	89%	92%	81%	149	64%	67%	55%	101	44%	47%	24%
Reading	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Rowe	Asian	12	12	100%	100%	100%	9	75%	78%	71%	6	50%	53%	47%
Reading	8	Rowe	African Am.	125	100	80%	83%	84%	73	58%	61%	55%	47	38%	41%	20%
Reading	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Rowe	White	23	22	96%	99%	95%	16	70%	73%	67%	12	52%	55%	33%
Reading	8	Rowe	Two or More	6	5	83%	86%	100%	5	83%	86%	56%	5	83%	86%	*
Reading	8	Rowe	Eco. Dis.	317	275	87%	90%	81%	203	64%	67%	55%	129	41%	44%	22%
Reading	8	Rowe	Emergent Bilingual	46	31	67%	70%	56%	7	15%	18%	26%	2	4%	7%	*
Reading	8	Rowe	At-Risk	274	229	84%	87%	79%	146	53%	56%	46%	88	32%	35%	16%
Reading	8	Rowe	SPED	34	16	47%	50%	55%	8	24%	27%	*	5	15%	18%	*

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	Rowe	All	397	326	82%	85%	77%	226	57%	60%	48%	122	31%	34%	18%
Science	8	Rowe	Hispanic	232	190	82%	85%	74%	139	60%	63%	47%	73	31%	34%	18%
Science	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Rowe	Asian	12	11	92%	95%	82%	9	75%	78%	59%	6	50%	53%	41%
Science	8	Rowe	African Am.	124	97	78%	80%	80%	60	48%	51%	45%	32	26%	29%	13%
Science	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Rowe	White	23	23	100%	100%	95%	15	65%	68%	71%	10	43%	46%	24%
Science	8	Rowe	Two or More	6	5	83%	86%	67%	3	50%	53%	56%	1	17%	20%	*
Science	8	Rowe	Eco. Dis.	316	258	82%	85%	76%	173	55%	58%	47%	92	29%	32%	15%
Science	8	Rowe	Emergent Bilingual	46	22	48%	51%	60%	7	15%	18%	24%	3	7%	10%	*
Science	8	Rowe	At-Risk	273	210	77%	80%	72%	126	46%	49%	38%	54	20%	23%	13%
Science	8	Rowe	SPED	34	16	47%	50%	36%	6	18%	21%	21%	1	3%	6%	*
Social Studies	8	Rowe	All	396	227	57%	60%	63%	89	22%	25%	30%	24	6%	9%	11%
Social Studies	8	Rowe	Hispanic	231	129	56%	59%	60%	47	20%	23%	30%	10	4%	7%	12%
Social Studies	8	Rowe	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	Asian	12	10	83%	86%	88%	4	33%	36%	59%	2	17%	20%	*
Social Studies	8	Rowe	African Am.	124	68	55%	58%	62%	27	22%	25%	27%	6	5%	8%	9%
Social Studies	8	Rowe	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	White	23	17	74%	77%	81%	10	43%	46%	29%	5	22%	25%	*
Social Studies	8	Rowe	Two or More	6	3	50%	53%	78%	1	17%	20%	*	1	17%	20%	*
Social Studies	8	Rowe	Eco. Dis.	315	177	56%	59%	61%	67	21%	23%	28%	15	5%	8%	10%
Social Studies	8	Rowe	Emergent Bilingual	46	7	15%	18%	37%	3	7%	10%	12%	1	2%	5%	*
Social Studies	8	Rowe	At-Risk	272	129	47%	50%	54%	45	17%	20%	23%	10	4%	7%	8%
Social Studies	8	Rowe	SPED	34	7	21%	24%	21%	5	15%	18%	*	0	0%	3%	*

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.