# Cypress-Fairbanks Independent School District

# Spillane Middle School

# 2022-2023

# Mission Statement

Mission Statement

Our purpose, as the Spillane Learning Community, is to:

- learn the curriculum
- solve problems
- think independently and critically
- display good citizenship
- respect others, and
- take pride in our work and actions

Evidence of growth toward our commitments includes on-going:

- assessments of student knowledge
- evaluation of student products
- dialogue and feedback
- observation of interactions

To ensure student success, the Spillane Learning Community pledges to provide a system of support for each student.

# Vision

Everyone can learn something every day. We are prepared, organized, and energized to teach and learn. All staff and students have personal worth. All students have equal standing in our academic community.

# Comprehensive Needs Assessment

## Student Achievement

**Student Achievement Strengths**

The following strengths were identified based on a review of the 2021-2022 STAAR testing data:

6th ELAR

- Special Education students showed an 8% growth in STAAR approaches from the previous year, and Masters scores were 9% ahead of the 2022 target score.

7th ELAR

- 7th grade Reading scores exceeded target scores in all categories. Special Education scores were a full 23% ahead of target scores and EB students were 27% ahead of the 2022 target scores.

8th ELAR

- In reading, 60% of all students achieved Masters level on STAAR. This was a 17% gain over last year's Master level scores.

6th Math

- African American students Approaches scores showed 12% growth over the previous year. 32% of all Eco. Dis. Students Mastered STAAR, which was a 10% gain from the previous year.

7th Math

- 7th grade Math scores showed growth in all but one sub-population in each of the following categories: Approaches, Meets, and Masters. African American students had 26% increase in Approaches category from the previous year.

8th Math

- 8th grade math scores were ahead of all 2022 target scores in the Approaches category. 70% of all testers achieved Master level in STAAR, which was a 23% improvement over the previous year.

Algebra

- Not only did all Algebra passed their Algebra EOC, they all had a 99% Masters level percentage – the highest in the district.

Science

- Emergent Bilingual students had 26% of students score at the Masters level. This is an 18% gain over the previous year.

8th Grade Social Studies

- Social Studies testers scored ahead of 2022 target scores in all but the Sped. Ed. Sub-population.  African American scores improved by 6% in the Master category.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** RLA: The 6th grade overall passing rate was 86%, which showed no growth from the previous school year. The 8th passing rate for Emergent Bilingual students was 85%, which also showed no growth from the previous year.   **Root Cause:** RLA: Teachers have not been teaching in small groups or planning for targeted student conferences to better meet our writer's needs.

**Problem Statement 2:** Math: The 6th grade overall passing standard was 94%, which showed no growth from the previous year. The 8th grade Special Education scores dropped in all three testing categories. This does not factor in Algebra EOC data.   **Root Cause:** Math: Teachers have not differentiated instruction based on students individualized needs.

**Problem Statement 3:** Science: The overall passing for Special Education students showed an 18% decrease from the previous year.   **Root Cause:** Science: Not all staff are consistently incorporating higher-order thinking skills in hand-on Science lessons that involve utilizing problem-solving skills .

**Problem Statement 4:** Social Studies: The 8th grade social studies Special Education population had a 50% approaches rate on STAAR. This is a 5% drop from the previous year. **Root Cause:** Social Studies: Not all staff have focused on critical reading skills and interpreting clues to help student find answers when identifying significant information on questions.

**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.

# School Culture and Climate

**School Culture and Climate Strengths**

The following are strengths of the campus regarding school culture and climate.

- There were a total of 582 discipline infractions for the 2021-2022 school year. This marks the first significant increase in discipline infractions in the last ten years. However, the total number of repeat offenders did decrease marking a successful program in lowering discipline data for repeat offenders.

- Spillane overall attendance rate was 98.4% for the 2020-2021 school year. This was a .51% increase from the previous school year, and the first time in over five years where the overall attendance rate was over 98%.

The following strengths are based on the 2021-2022 Employee Perception Survey Data:

- Opportunities for professional growth are available – 96% of staff agree or strongly agree
- Quality work is expected of me – 99% of staff agree or strongly agree
- Collaboration is encouraged and practiced – 98% of staff agree or strongly agree
- Information related to my job is accessible – 97% of staff agree or strongly agree

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** School Culture and Climate: Student discipline infraction rates have increased from the previous school year. **Root Cause:** School Culture and Climate: Staff have not implemented enough meaningful PBIS initiatives to promote positive student behavior and decrease discipline infractions.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Strengths**

The following are strengths of the campus in regard to staff quality, recruitment and retention.

The New Teacher Induction Program (NTIP) is a district initiative to support all new teachers to CFISD. Spillane has a lead mentor teacher that oversee this program and are responsible for supporting our new family members. Each new teacher at Spillane is assigned a mentor by our lead New Teacher Induction Program Coordinator to provide ongoing support and collaboration. Throughout the year, share sessions with embedded professional development are held to target upcoming procedures/paperwork that new staff will need to discuss for better understanding. Meetings are held before and after school to discuss different strategies that the teachers can use in their classroom to make first time instruction as effective as possible. Classroom management strategies are also modeled. The new teacher mentors are available for anything that the new teacher may need on an ongoing basis. Campus Curriculum Instructional Specialists are available to assist the new teachers in their development.

The following strengths were identified (utilizing 2021-2022 Employee Perception Survey Data):

- Opportunities exist for me to think for myself - 96% of staff agree or strongly agree with this statement.
- Opportunities for professional growth are available - 96% of staff agree or strongly agree with this statement.
- Information is available to help me do my job effectively - 96% of staff agree or strongly agree with this statement.
- Procedures have been implemented to keep me safe at work - 97% of staff agree or strongly agree with this statement.
- Quality work is expected of me - 100% of staff agree or strongly agree with this statement.
- Collaboration is encouraged and practiced - 98% of staff agree or strongly agree with this statement.

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Teacher/Paraprofessional Attendance: There is a decrease in Spring semester staff attendance rates. **Root Cause:** Teacher/Paraprofessional Attendance: Increase meaningful data driven feedback and reward incentives to increase overall staff attendance rates for the school year.

# Parent and Community Engagement

**Parent and Community Engagement Strengths**

The following are strengths of the campus in regard to parent and community engagement.

- Communication with parents and community is routinely used through the following Spillane related venues:

  - Campus Web Page

  - School Messenger (Email and SMS Test)

  - Twitter

  - Instagram

  - Weekly Podcast

  - YouTube

  - Facebook

- We have a high level of involvement including but not limited to: Orchestra, Choir, Destination Imagination, Band, Superintendent Fun Run, Spelling Bee, concessions during athletics events, Theatre Arts plays and programs, Science Olympiad, Choir, TSA - Technology Student Association, Family Night at the Book Fair (the same night as our Open Microphone competition), Curriculum Night, and the support of our VIPS through VIPS luncheons.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent and Community Engagement: Spillane has a high number of parents actively involved in the school and its activities. **Root Cause:** Parent and Community Engagement: Continue focus on high-impact activities for parent involvement and consistent communication that can translate into increased student achievement and attendance rates.

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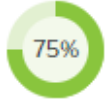
**Goal 1:** Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**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

**Next Year's Recommendation:** By June 2024, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** RLA: Students will have more in class time focused on independent reading in high interest text to increase reading volume, vocabulary, and stamina.<br><br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** ELA Teachers; CCIS | Formative | | |
| | Nov | Feb | May |
| | 30% | 65% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Math: Students need more analytic practice and problem solving opportunities to improve critical thinking on math concepts.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Math Teachers; CCIS | Formative | | |
| | Nov | Feb | May |
| | 30% | 65% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Science: Students will have more problem solving and analytic opportunities to improve critical thinking and independent thought on Science concepts.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Science Teachers; CCIS | Formative | | |
| | Nov | Feb | May |
| | 30% | 65% | 100% |

| Strategy 4 Details | Formative Reviews |
| --- | --- |

| Strategy 4 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 4:** Social Studies: Students need to increase rigor, analysis, and critical thinking skills on historical concepts through increased differentiation of instruction.<br>    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>    **Staff Responsible for Monitoring:** Social Studies Teachers; CCIS | Formative | | |
| | Nov | Feb | May |
| | 30% | 65% | 100% |

| Strategy 5 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 5:** Dropout Prevention: The dropout rate for the campus will remain at 0% by focusing on quality instruction, retention, and monitoring.<br>    **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%.<br>    **Staff Responsible for Monitoring:** Principal; Director of Instruction; Assistant Principals; Registrar; Attendance Secretary | Formative | | |
| | Nov | Feb | May |
| | 30% | 65% | 100% |

| Strategy 6 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 6:** 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.<br>    **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>    **Staff Responsible for Monitoring:** Principal; Director of Instruction; AAS; APs; Classroom Teachers | Formative | | |
| | Nov | Feb | May |
| | 50% | 75% | 100% |

| Strategy 7 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 7:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br>    **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>    **Staff Responsible for Monitoring:** Principal | Formative | | |
| | Nov | Feb | May |
| | N/A | 20% | 100% |

| 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

    **Next Year's Recommendation:** Spillane will use ESSER III funds in the 2023-2024 to target learning loss as a result of COVID-19

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Before/After School Program:  tutoring | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students will close the learning gap as evidenced on DPM, benchmark, course averages, and STAAR scores. <br> **Staff Responsible for Monitoring:** Principal | Nov | Feb | May |
| | 30% | 65% | 100% |

| 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:** Meet or exceed STAAR targets on the attached data table <br> **Staff Responsible for Monitoring:** Principal | Nov | Feb | May |
| | 50% | 75% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Professional Staffing:  Class size reduction teacher | **Formative** | | |
| **Strategy's Expected Result/Impact:** Our class size reduction teacher will have the ability to work with a smaller group of students and provide more individualized instruction which result in higher lexile levels, and growth in reading. <br> **Staff Responsible for Monitoring:** Principal | Nov | Feb | May |
| | 100% | 100% | 100% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Professional Development:  campus-wide book study | **Formative** | | |
| **Strategy's Expected Result/Impact:** Our staff will learn about improved teams to help grow students while addressing the academic needs in the classroom. <br> **Staff Responsible for Monitoring:** Principal; Director of Instruction; Academic Achievement Specialist | Nov | Feb | May |
| | 100% | 100% | 100% |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Mental Health Supports: Participate in Rachel's Challenge. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Rachel's Challenge addresses the root causes of school violence, bullying, prejudice, and self harm through social-emotional learning programs that build connection, hope, and resilience.  They improve school culture so students are able to reach their full potential academically, socially, and emotionally. | **Nov** | **Feb** | **May** |
| **Staff Responsible for Monitoring:** Principal | 100% | 100% | 100% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|
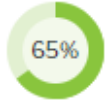
**Goal 1:** Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

**Next Year's Recommendation:** Continue using 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.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** State Compensatory Education:  Provide supplementary support materials including study guides for at-risk students in Science and Math. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table. **Staff Responsible for Monitoring:** Principal | Nov | Feb | May |
| | 30% | 65% | 100% |
| 0% No Progress      100% Accomplished      ➡ Continue/Modify      ❌ Discontinue | | | |

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

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

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

    **Next Year's Recommendation:** By the end of the 23-24 school year, 100% of district's safety policies will be implemented.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Campus Safety: We will teach students and staff safety expectations by use of meetings and drills to ensure preparation for any actual emergency/crisis.<br>    **Strategy's Expected Result/Impact:** 100% of students will know safety expectations for an actual emergency/crisis.<br>    **Staff Responsible for Monitoring:** Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team | Formative | | |
| | Nov | Feb | May |
| | 35% | 65% | 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.<br>    **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>    **Staff Responsible for Monitoring:** Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team | Formative | | |
| | Nov | Feb | May |
| | 35% | 65% | 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 95% or higher.

> **Evaluation Data Sources:** Student attendance records

> **Next Year's Recommendation:** By the end of the 23-24 school year, student attendance will be at 95% or higher.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Student Attendance:  Teachers will increase accuracy of attendance submissions with office personnel to ensure accurate student attendance. | **Formative** | | |
| | Nov | Feb | May |
| Attendance incentives will be promoted in conjunction with the PBIS program for students to earn items for increased and outstanding attendance.<br>**Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 98%.<br>**Staff Responsible for Monitoring:** Campus Administration; Attendance Paraprofessional; Teachers; PBIS Lead Team | 35% | 75% | 90% |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | |

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

**Performance Objective 3:** Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

> **Evaluation Data Sources:** Discipline reports
>
> **Next Year's Recommendation:** By the end of the 2023-24 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Restorative Discipline: The administrative team will continue to explore new ways to intervene with students and resolve behavioral issues at school. We will use positive behavior referrals in line with the PBIS program to maintain and promote positive behavior. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 5%.<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors | 35% | 70% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** In School Suspensions: The campus staff will use restorative practices with African American students when appropriate to reduce behavioral issues and reduce in school suspensions. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will be reduced by 5% and/or within 10% of of other demographic groups.<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors; Teachers | 35% | 55% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Out-of-School Suspensions: We will reduce out-of-school suspensions by using restorative discipline, discipline data, and pro-active parent communication. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Out of school suspensions will be reduced by 5%.<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors | 35% | 55% | 100% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Disciplinary Alternative Education Program (DAEP) Placements:  We will continue using restorative practices with African American students when appropriate to reduce behavioral issues and prevent DAEP placements. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** DAEP placements of African American students will be 0%<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors | 35% | 75% | 100% |

| Strategy 5 Details | Formative Reviews |
|---|---|

| Strategy 5: Violence Prevention: Staff will use various programs, initiatives, and formal staff development training to proactively mitigate all violent incidents on campus in relation to the 2019-20 CFISD report on violence and violence prevention. | Formative | | |
|---|---|---|---|
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Assistant Principals; Principal; PBIS Lead Team; Counselors | 35% | 70% | 100% |

| 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 5%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Next Year's Recommendation:** Staff attendance will increase by 5% for the 23-24 school using additional incentives to encourage staff not to be absent.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teacher/Paraprofessional Attendance: We will track teacher & paraprofessional attendance rates for Fall and Spring semesters and communicate this data in monthly staff meetings.  We will offer various incentives if staff attendance goals are met for each grading period.<br>    **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.<br>    **Staff Responsible for Monitoring:** Principal; AESOP Representative | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 30% | 35% | 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

  **Next Year's Recommendation:** Spillane will use targeted book studies to help staff build empathy and awareness of our changing student population.

| Strategy 1 Details | | Formative Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** High-Quality Professional Development:  We will offer both on-campus and virtual staff development training sessions throughout the school year in the areas of GT, ESL, at-risk, and various behavioral management to best support staff in quality professional development. | | **Formative** | | |
| | | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Staff will increase the level of implementation of successful classroom based instructional and behavior management strategies in their classroom reducing behavior issues and increase rigor and learning.<br>**Staff Responsible for Monitoring:** Principal; Director of Instruction; Assistant Principals; PBIS lead team | | 40% | 65% | 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 5%.

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

**Next Year's Recommendation:** Spillane will continue to increase family and parent engagement by 5% of the 22-23 school year.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Parent and Family Engagement:  Parents will be invited to attend and/or volunteer at a variety of school events both during and outside of the school day in a virtual setting based the CFISD LEAD safely protocols. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Administrative Team; Teachers; Paraprofessionals | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 35% | 70% | 100% |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue | | | |

# 2022-2023 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Jamie Brotemarkle | Principal |
| Classroom Teacher | Stacy Baumgart | Math |
| Classroom Teacher | Jim Bosworth | Social Studies |
| Classroom Teacher | Felicia Sterling | Special Education |
| Classroom Teacher | Makenzie Kellgren | Special Education |
| Classroom Teacher | Molly Kalinec | PE/Athletics |
| Classroom Teacher | John Barton | Performance Electives |
| Classroom Teacher | Jeanine Garr | Deaf Education |
| Classroom Teacher | Andrea Touchet | ELAR |
| Non-classroom Professional | Jenny Orwin | Principal Secretary |
| Administrator | Steve Miller | Director of Instruction |
| Administrator | Mark Duncan | Assistant Principal |
| Non-classroom Professional | Jennifer Dove | Director of Instruction Helping Teacher |
| District-level Professional | Ashley Clayburn | Assistant Superintendent - District Improvement & Accountability |
| District-level Professional | Vanessa Koch | Video Production Curriculum Coordinator |
| Parent | Elizabeth Barret | Parent |
| Parent | Jackie Sheeren | parent |
| Community Representative | Carolyn Spillane | Community Resident #1 |
| Community Representative | Judy Decker | Community Resident #2 |
| Business Representative | Louwhan Welch | Business Representative #1 |
| Business Representative | Kris Lieder | Business Representative #2 |
| Classroom Teacher | Ami Bird | Science |

# Addendums

| Content | Gr. | Campus | Student Group | Tested 2022 # | 2022: Approaches Grade Level # | 2022: Approaches Grade Level % | 2023 Approaches Incremental Growth Target | 2023: Approaches Grade Level | 2022: Meets Grade Level # | 2022: Meets Grade Level % | 2023 Meets Incremental Growth Target | 2023: Meets Grade Level | 2022: Masters Grade Level # | 2022: Masters Grade Level % | 2023 Masters Incremental Growth Target | 2023: Masters Grade Level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Math | 6 | Spillane | All | 470 | 443 | 94% | 99% | 93% | 319 | 68% | 73% | 73% | 198 | 42% | 47% | 42% |
| Math | 6 | Spillane | Hispanic | 138 | 124 | 90% | 95% | 90% | 73 | 53% | 58% | 63% | 39 | 28% | 33% | 32% |
| Math | 6 | Spillane | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 6 | Spillane | Asian | 60 | 59 | 98% | 100% | 99% | 54 | 90% | 95% | 88% | 41 | 68% | 73% | 69% |
| Math | 6 | Spillane | African Am. | 67 | 61 | 91% | 96% | 90% | 32 | 48% | 53% | 55% | 8 | 12% | 17% | 21% |
| Math | 6 | Spillane | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 6 | Spillane | White | 184 | 179 | 97% | 100% | 96% | 143 | 78% | 83% | 80% | 99 | 54% | 59% | 47% |
| Math | 6 | Spillane | Two or More | 19 | 18 | 95% | 100% | 88% | 16 | 84% | 89% | 84% | 10 | 53% | 58% | 44% |
| Math | 6 | Spillane | Eco. Dis. | 161 | 147 | 91% | 96% | 86% | 88 | 55% | 60% | 56% | 51 | 32% | 37% | 28% |
| Math | 6 | Spillane | Emergent Bilingual | 28 | 20 | 71% | 76% | 91% | 10 | 36% | 41% | 55% | 4 | 14% | 19% | 26% |
| Math | 6 | Spillane | At-Risk | 188 | 164 | 87% | 92% | 86% | 83 | 44% | 49% | 52% | 46 | 24% | 29% | 22% |
| Math | 6 | Spillane | SPED | 40 | 27 | 68% | 73% | 59% | 8 | 20% | 25% | 18% | 5 | 13% | 18% | * |
| Math | 7 | Spillane | All | 534 | 503 | 94% | 99% | 86% | 398 | 75% | 80% | 68% | 246 | 46% | 51% | 32% |
| Math | 7 | Spillane | Hispanic | 124 | 114 | 92% | 97% | 77% | 85 | 69% | 74% | 56% | 42 | 34% | 39% | 23% |
| Math | 7 | Spillane | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 7 | Spillane | Asian | 81 | 80 | 99% | 100% | 94% | 71 | 88% | 93% | 87% | 51 | 63% | 68% | 54% |
| Math | 7 | Spillane | African Am. | 54 | 47 | 87% | 92% | 73% | 25 | 46% | 51% | 44% | 10 | 19% | 24% | 16% |
| Math | 7 | Spillane | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 7 | Spillane | White | 242 | 232 | 96% | 100% | 93% | 193 | 80% | 85% | 78% | 125 | 52% | 57% | 36% |
| Math | 7 | Spillane | Two or More | 29 | 27 | 93% | 98% | 95% | 22 | 76% | 81% | 77% | 17 | 59% | 64% | 36% |
| Math | 7 | Spillane | Eco. Dis. | 144 | 128 | 89% | 94% | 77% | 83 | 58% | 63% | 55% | 40 | 28% | 33% | 23% |
| Math | 7 | Spillane | Emergent Bilingual | 33 | 26 | 79% | 84% | 52% | 13 | 39% | 44% | 36% | 8 | 24% | 29% | * |
| Math | 7 | Spillane | At-Risk | 199 | 173 | 87% | 92% | 71% | 104 | 52% | 57% | 44% | 53 | 27% | 32% | 16% |
| Math | 7 | Spillane | SPED | 45 | 30 | 67% | 72% | 60% | 13 | 29% | 34% | 29% | 4 | 9% | 14% | * |
| Math | 8 | Spillane | All | 247 | 226 | 91% | 96% | 90% | 174 | 70% | 75% | 56% | 44 | 18% | 23% | 20% |
| Math | 8 | Spillane | Hispanic | 87 | 80 | 92% | 97% | 90% | 59 | 68% | 73% | 58% | 9 | 10% | 15% | 13% |
| Math | 8 | Spillane | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 8 | Spillane | Asian | 27 | 26 | 96% | 100% | 100% | 22 | 81% | 86% | 84% | 9 | 33% | 38% | 61% |
| Math | 8 | Spillane | African Am. | 51 | 45 | 88% | 93% | 85% | 26 | 51% | 56% | 45% | 9 | 18% | 23% | * |
| Math | 8 | Spillane | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 8 | Spillane | White | 76 | 69 | 91% | 96% | 88% | 62 | 82% | 87% | 54% | 17 | 22% | 27% | 14% |
| Math | 8 | Spillane | Two or More | 6 | 6 | 100% | 100% | 100% | 5 | 83% | 88% | * | 0 | 0% | 5% | * |
| Math | 8 | Spillane | Eco. Dis. | 108 | 97 | 90% | 95% | 89% | 63 | 58% | 63% | 47% | 13 | 12% | 17% | 12% |
| Math | 8 | Spillane | Emergent Bilingual | 21 | 17 | 81% | 86% | 92% | 11 | 52% | 57% | 36% | 5 | 24% | 29% | * |
| Math | 8 | Spillane | At-Risk | 158 | 141 | 89% | 94% | 84% | 95 | 60% | 65% | 44% | 19 | 12% | 17% | 10% |
| Math | 8 | Spillane | SPED | 35 | 22 | 63% | 68% | 68% | 9 | 26% | 31% | 30% | 0 | 0% | 5% | * |

| 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 |
| | | | | # | # | % | | | # | % | | | # | % | | |
| Reading | 6 | Spillane | All | 472 | 406 | 86% | 91% | 92% | 299 | 63% | 68% | 78% | 199 | 42% | 47% | 47% |
| Reading | 6 | Spillane | Hispanic | 138 | 112 | 81% | 86% | 88% | 69 | 50% | 55% | 70% | 38 | 28% | 33% | 39% |
| Reading | 6 | Spillane | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 6 | Spillane | Asian | 62 | 57 | 92% | 97% | 96% | 48 | 77% | 82% | 88% | 41 | 66% | 71% | 67% |
| Reading | 6 | Spillane | African Am. | 67 | 48 | 72% | 77% | 90% | 24 | 36% | 41% | 69% | 18 | 27% | 32% | 31% |
| Reading | 6 | Spillane | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 6 | Spillane | White | 184 | 170 | 92% | 97% | 94% | 143 | 78% | 83% | 85% | 96 | 52% | 57% | 50% |
| Reading | 6 | Spillane | Two or More | 19 | 17 | 89% | 94% | 88% | 14 | 74% | 79% | 76% | 6 | 32% | 37% | 52% |
| Reading | 6 | Spillane | Eco. Dis. | 161 | 123 | 76% | 81% | 86% | 73 | 45% | 50% | 62% | 43 | 27% | 32% | 29% |
| Reading | 6 | Spillane | Emergent Bilingual | 28 | 14 | 50% | 55% | 83% | 4 | 14% | 19% | 55% | 4 | 14% | 19% | 28% |
| Reading | 6 | Spillane | At-Risk | 188 | 135 | 72% | 77% | 83% | 75 | 40% | 45% | 57% | 41 | 22% | 27% | 22% |
| Reading | 6 | Spillane | SPED | 40 | 19 | 48% | 53% | 44% | 6 | 15% | 20% | 26% | 3 | 8% | 13% | * |
| Reading | 7 | Spillane | All | 548 | 524 | 96% | 100% | 93% | 477 | 87% | 92% | 78% | 373 | 68% | 73% | 50% |
| Reading | 7 | Spillane | Hispanic | 125 | 117 | 94% | 99% | 90% | 101 | 81% | 86% | 67% | 74 | 59% | 64% | 42% |
| Reading | 7 | Spillane | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 7 | Spillane | Asian | 93 | 91 | 98% | 100% | 96% | 86 | 92% | 97% | 87% | 72 | 77% | 82% | 69% |
| Reading | 7 | Spillane | African Am. | 54 | 48 | 89% | 94% | 87% | 41 | 76% | 81% | 65% | 28 | 52% | 57% | 31% |
| Reading | 7 | Spillane | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 7 | Spillane | White | 243 | 236 | 97% | 100% | 96% | 218 | 90% | 95% | 87% | 172 | 71% | 76% | 56% |
| Reading | 7 | Spillane | Two or More | 29 | 28 | 97% | 100% | 91% | 27 | 93% | 98% | 82% | 23 | 79% | 84% | 50% |
| Reading | 7 | Spillane | Eco. Dis. | 146 | 133 | 91% | 96% | 86% | 113 | 77% | 82% | 65% | 85 | 58% | 63% | 33% |
| Reading | 7 | Spillane | Emergent Bilingual | 33 | 28 | 85% | 90% | 64% | 16 | 48% | 53% | 24% | 8 | 24% | 29% | * |
| Reading | 7 | Spillane | At-Risk | 202 | 180 | 89% | 94% | 83% | 140 | 69% | 74% | 55% | 85 | 42% | 47% | 24% |
| Reading | 7 | Spillane | SPED | 45 | 28 | 62% | 67% | 69% | 19 | 42% | 47% | 43% | 12 | 27% | 32% | 19% |
| Reading | 8 | Spillane | All | 556 | 531 | 96% | 100% | 94% | 460 | 83% | 88% | 82% | 335 | 60% | 65% | 54% |
| Reading | 8 | Spillane | Hispanic | 159 | 153 | 96% | 100% | 91% | 125 | 79% | 84% | 72% | 77 | 48% | 53% | 40% |
| Reading | 8 | Spillane | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 8 | Spillane | Asian | 69 | 65 | 94% | 99% | 100% | 60 | 87% | 92% | 93% | 53 | 77% | 82% | 74% |
| Reading | 8 | Spillane | African Am. | 76 | 67 | 88% | 93% | 85% | 54 | 71% | 76% | 63% | 36 | 47% | 52% | 37% |
| Reading | 8 | Spillane | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 8 | Spillane | White | 231 | 225 | 97% | 100% | 95% | 202 | 87% | 92% | 89% | 155 | 67% | 72% | 58% |
| Reading | 8 | Spillane | Two or More | 21 | 21 | 100% | 100% | 100% | 19 | 90% | 95% | 84% | 14 | 67% | 72% | 71% |
| Reading | 8 | Spillane | Eco. Dis. | 166 | 150 | 90% | 95% | 89% | 114 | 69% | 74% | 65% | 78 | 47% | 52% | 35% |
| Reading | 8 | Spillane | Emergent Bilingual | 27 | 23 | 85% | 90% | 84% | 12 | 44% | 49% | 44% | 5 | 19% | 24% | * |
| Reading | 8 | Spillane | At-Risk | 204 | 181 | 89% | 94% | 85% | 124 | 61% | 66% | 65% | 71 | 35% | 40% | 35% |
| Reading | 8 | Spillane | SPED | 40 | 26 | 65% | 70% | 68% | 11 | 28% | 33% | 40% | 4 | 10% | 15% | 18% |

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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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Science | 8 | Spillane | All | 557 | 527 | 95% | 100% | 95% | 449 | 81% | 86% | 80% | 322 | 58% | 63% | 47% |
| Science | 8 | Spillane | Hispanic | 159 | 150 | 94% | 99% | 94% | 118 | 74% | 79% | 73% | 76 | 48% | 53% | 37% |
| Science | 8 | Spillane | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 8 | Spillane | Asian | 70 | 68 | 97% | 100% | 100% | 59 | 84% | 89% | 93% | 48 | 69% | 74% | 67% |
| Science | 8 | Spillane | African Am. | 76 | 64 | 84% | 89% | 85% | 45 | 59% | 64% | 62% | 29 | 38% | 43% | 22% |
| Science | 8 | Spillane | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 8 | Spillane | White | 231 | 224 | 97% | 100% | 96% | 208 | 90% | 95% | 84% | 155 | 67% | 72% | 52% |
| Science | 8 | Spillane | Two or More | 21 | 21 | 100% | 100% | 97% | 19 | 90% | 95% | 84% | 14 | 67% | 72% | 39% |
| Science | 8 | Spillane | Eco. Dis. | 166 | 145 | 87% | 92% | 88% | 106 | 64% | 69% | 61% | 67 | 40% | 45% | 29% |
| Science | 8 | Spillane | Emergent Bilingual | 27 | 19 | 70% | 75% | 81% | 13 | 48% | 53% | 53% | 7 | 26% | 31% | * |
| Science | 8 | Spillane | At-Risk | 204 | 178 | 87% | 92% | 86% | 112 | 55% | 60% | 62% | 55 | 27% | 32% | 27% |
| Science | 8 | Spillane | SPED | 40 | 24 | 60% | 65% | 66% | 13 | 33% | 38% | 40% | 5 | 13% | 18% | 12% |
| Social Studies | 8 | Spillane | All | 557 | 504 | 90% | 95% | 90% | 360 | 65% | 70% | 64% | 250 | 45% | 49% | 41% |
| Social Studies | 8 | Spillane | Hispanic | 159 | 140 | 88% | 93% | 82% | 88 | 55% | 60% | 56% | 55 | 35% | 40% | 30% |
| Social Studies | 8 | Spillane | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Spillane | Asian | 70 | 64 | 91% | 96% | 99% | 55 | 79% | 84% | 81% | 43 | 61% | 66% | 57% |
| Social Studies | 8 | Spillane | African Am. | 76 | 61 | 80% | 85% | 82% | 34 | 45% | 50% | 47% | 22 | 29% | 34% | 22% |
| Social Studies | 8 | Spillane | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Spillane | White | 231 | 219 | 95% | 100% | 93% | 168 | 73% | 78% | 66% | 118 | 51% | 56% | 44% |
| Social Studies | 8 | Spillane | Two or More | 21 | 20 | 95% | 100% | 94% | 15 | 71% | 76% | 77% | 12 | 57% | 62% | 55% |
| Social Studies | 8 | Spillane | Eco. Dis. | 166 | 134 | 81% | 86% | 80% | 76 | 46% | 51% | 44% | 44 | 27% | 32% | 22% |
| Social Studies | 8 | Spillane | Emergent Bilingual | 27 | 16 | 59% | 64% | 63% | 8 | 30% | 35% | 31% | 4 | 15% | 20% | * |
| Social Studies | 8 | Spillane | At-Risk | 204 | 158 | 77% | 82% | 77% | 76 | 37% | 42% | 43% | 39 | 19% | 24% | 23% |
| Social Studies | 8 | Spillane | SPED | 40 | 20 | 50% | 55% | 56% | 9 | 23% | 28% | 26% | 6 | 15% | 20% | 16% |

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

| Content | Gr. | Campus | Student Group | Tested 2022 # | 2022: Approaches Grade Level # | 2022: Approaches Grade Level % | 2023 Approaches Incremental Growth Target | 2023: Approaches Grade Level | 2022: Meets Grade Level # | 2022: Meets Grade Level % | 2023 Meets Incremental Growth Target | 2023: Meets Grade Level | 2022: Masters Grade Level # | 2022: Masters Grade Level % | 2023 Masters Incremental Growth Target | 2023: Masters Grade Level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Algebra I | 8 | Spillane | All | 325 | 325 | 100% | 100% | 100% | 325 | 100% | 100% | 97% | 323 | 99% | 100% | 81% |
| Algebra I | 8 | Spillane | Hispanic | 73 | 73 | 100% | 100% | 100% | 73 | 100% | 100% | 97% | 71 | 97% | 100% | 71% |
| Algebra I | 8 | Spillane | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Algebra I | 8 | Spillane | Asian | 57 | 57 | 100% | 100% | 100% | 57 | 100% | 100% | 97% | 57 | 100% | 100% | 91% |
| Algebra I | 8 | Spillane | African Am. | 25 | 25 | 100% | 100% | 100% | 25 | 100% | 100% | 95% | 25 | 100% | 100% | 71% |
| Algebra I | 8 | Spillane | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Algebra I | 8 | Spillane | White | 155 | 155 | 100% | 100% | 100% | 155 | 100% | 100% | 97% | 155 | 100% | 100% | 84% |
| Algebra I | 8 | Spillane | Two or More | 15 | 15 | 100% | 100% | 100% | 15 | 100% | 100% | 96% | 15 | 100% | 100% | 74% |
| Algebra I | 8 | Spillane | Eco. Dis. | 58 | 58 | 100% | 100% | 100% | 58 | 100% | 100% | 93% | 58 | 100% | 100% | 69% |
| Algebra I | 8 | Spillane | Emergent Bilingual | 5 | 5 | 100% | 100% | 100% | 5 | 100% | 100% | 100% | 5 | 100% | 100% | 86% |
| Algebra I | 8 | Spillane | At-Risk | 48 | 48 | 100% | 100% | 100% | 48 | 100% | 100% | 97% | 47 | 98% | 100% | 80% |
| Algebra I | 8 | Spillane | SPED | 5 | 5 | 100% | 100% | 100% | 5 | 100% | 100% | 100% | 5 | 100% | 100% | 100% |

# 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.