# Cypress-Fairbanks Independent School District

# Thornton Middle School

# 2022-2023

# Mission Statement

In everything we do, Patriots will LEAD, contribute, and excel exemplifying the spirit, We Are One!

# Vision

Thornton Middle School exists to prepare, equip, and LEAD students to be 21st Century critical thinkers, problem solvers, visionaries, trend setters, and productive citizens as we prepare them for the next step in their educational journey.

# Comprehensive Needs Assessment

**Revised/Approved: May 17, 2022**

## Needs Assessment Overview

**Needs Assessment Overview Summary**

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

The campus used the following process to conduct the comprehensive needs assessment: In May 2022, content teams completed data digs and reviewed progress towards the 21-22 CIP goals, and discussed whether goals should be updated based on achievement data for the following school year. In August 2022, the Academic Achievement Specialist gathered data from the previous years' local assessments and STAAR testing data. The Director of Instruction provided copies of the prior year's CIP including the previous goals, problem statements, root cause statements, and strategies. The Thornton Instructional Leadership Team met on September 2nd to discuss the data and look for the strengths and weaknesses revealed. Based on the observations, the previous CIP and May suggestions were reviewed and revisions to the goals were considered. Each instructional leader met with their respective grade level and content teams to review the problem statement and root cause analysis; some teams went through their own root cause analysis and problem statement process. New problem statements and root causes were proposed. These team meetings occurred during the week of 9/5 - 9/9. The campus Leadership Team met on August 29th to review the Campus Improvement Plan with the updates suggested in May as well as review state testing data to determine a needs assessment and revision to goals and strategies. Each team sent a representative to meet with their department to finalize the draft of the problem statement, root cause, and strategies to be proposed for input from the CPOC committee in September.

The comprehensive needs assessment was reviewed and/or revised on the following dates: the CPOC meeting on May 16, 2022, at 3:30 PM over zoom, at the Campus Leadership Meeting on August 29th, the Campus Instructional Meeting on September 2nd, Team Planning Sessions from 9/5-9/9, and at the CPOC meeting on September 13, 2022.

In summary, the comprehensive needs assessment denotes the following: Planning for student engagement and rigorous instruction are limited and not maximized to the fullest for our AA, ELL, and Sped students. AA students are performing lower than other subgroups. K-level students are not being pushed with higher-level questioning. There is a lack of implementation of small group instruction in the classrooms.

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

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

The Campus Performance Objective Council (CPOC) met on May 16, 2022, and September 13, 2022, to develop the CNA and the strategies. Those meetings were held over zoom with school personnel joining from campus and parents, community members, and district representatives joining on the computer starting at 3:30 pm. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign-in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus

Improvement Plan.

During the meetings we: At the meeting, the most recent data available was shared with the committee. In May this was local assessment data and in August state testing data. This allowed for a conversation on strengths and weaknesses and concluded in a needs assessment. During the meetings, the committee was led through an agenda to review the current progress towards the 21-22 campus improvement plan goals, and then an opportunity to review the suggestions for goal revisions or replacement if the goals were achieved based on the identified needs from the data review. An opportunity for questions and feedback was provided. Once goals were established, strategies were presented as a plan for the campus to work towards this school year. An opportunity was provided for feedback on the strategies and/or suggestions for additional strategies. Representatives from each content who proposed the revisions and strategies were available to answer any clarifying questions.

Based on feedback from the committee, the campus has the following priorities for the current school year: Our SPED and African American students performed lower than other subgroups; meets and masters levels are significantly below district on Reading STAAR. Therefore, teachers will intentionally plan for differentiated instruction to meet the needs of all learners; intentionally plan for small group instruction; provide specific, and timely feedback on progress. Additionally, rigorous planning is not done and implemented consistently to provide differentiated instruction for ELL and SPED students for Approaches and K-level students for meets and masters' levels on district and state assessments. Therefore, the campus will implement the Fundamental 5 High Yield strategies on a regular basis in each classroom across the campus.

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 on 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.

# Demographics

**Demographics Summary**

Total Enrollment is 1554 with 778 males and 776 females.

Hispanic 860

Am Ind 7

Asian 67

Black 499

Pai 3

White 88

Multi Race 30

ESL 137

Sped 147

Free/Reduced lunch 1262

# Student Achievement

**Student Achievement Strengths**

**Math**

6<sup>th</sup> grade EB Masters exceeded the target percentage by 1% and met the district percentage

7<sup>th</sup> grade white students surpassed the target percentage by 9% in the approaches category at at-rick by 13% in the approaches category

All demographics exceeded the campus target in 7<sup>th</sup> grade masters

7<sup>th</sup> grade math meets exceeded the campus target by 7% and the at-risk target by 8%

100% of Algebra students passed at the Approaches level


**ELAR**

6<sup>th</sup> grade targets for approaches were exceeded by 8% in white and 11% for EB

6<sup>th</sup> grade masters increased 1% above the target for AA and 2% above the campus target for His

6<sup>th</sup> grade meets increased 9% above the target in white, 4% above in Sped and 7% above in EB

7<sup>th</sup> grade approaches had an All percentage 5% above the target at 81%

7<sup>th</sup> grade Masters had an All percentage 11% above the target at 37%

7<sup>th</sup> grade meets had an All percentage 12% above the target at 58%

8<sup>th</sup> grade approaches rose 4% above target for white and 7% above target for at-risk

8<sup>th</sup> grade ALL had a 15% increase above target for masters

8<sup>th</sup> grade meets had an increase of 10% above target for SPED and 12% above target for EB


**Science**

8<sup>th</sup> grade approaches had an increase of 1% above target for SPED and 3% above target for EB

8<sup>th</sup> grade meets had an increase of 1% above target for the category of at-risk

**Social Studies**

8<sup>th</sup> grade approaches had a 40% for at-risk which was 5% above the campus target

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** RLA: Our SPED and African American students performed lower than other subgroups; meets and masters levels are significantly below district on Reading STAAR.   **Root Cause:** RLA: Teachers did not effectively differentiate instruction to meet the needs of all learners, plan for higher-level questioning, or consistently implement small group instruction.

**Problem Statement 2:** Math: Rigorous planning is not done and implemented consistently to provide differentiated instruction for ELL and SPED students for Approaches and K-level students for Meets and Masters levels on district and state assessments.   **Root Cause:** Math: We have not been intentional in pre-planning and planning for differentiation and rigor for all students.

**Problem Statement 3:** Science: There is a lack of rigor and differentiated instruction across SPED , LEP and K-Level populations.   **Root Cause:** Science: We have not planned consistently for various learner styles and special populations.

**Problem Statement 4:** Social Studies: Our African American students performed lower than our other subgroups. Targets were not met in our meets category for any subgroups. We are significantly below the district standards in meets and masters. Emergent Bilingual was the closest to meeting the district target.   **Root Cause:** Social Studies: The teacher did not effectively differentiate instruction to meet the need of all learning styles. Rigor's content was not implemented to challenge student knowledge; small group instruction was not consistently planned for and implemented. Data was not reviewed and utilized to determine academic deficits.

**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**

Thornton has maintained an acceptable attendance rate despite challenges faced with COVID-19 and the implementation of virtual learning for the first semester of the 21-22 school year. Staff worked to transition all students back to campus for full-time face-to-face instruction in January 2022. Our assistant principals, counselors, and attendance officers routinely meet with students and parents about attendance. Restorative discipline has continued to be a focus for our discipline implementing more restorative circles with students when disagreements occur. A full-time Behavior Interventionist was utilized on campus to curb the behavior. Thornton has maintained to be a safe campus by implementing all safety

drills, maintaining and updating emergency operation plans, and welcoming assistance from our district PD in the form of an officer on campus full-time and visiting officers throughout the year. The campus returned to face-to-face meetings for parent conferences which has assisted in building stronger collaboration between home and school.

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

**Problem Statement 1:** School Culture and Climate: Intentional planning has not been done to frequently acknowledge success of students and staff.   **Root Cause:** School Culture and Climate: Multiple taff members have not been involved in the planning and structure of Thornton events; their voices have not been heard.

# Staff Quality, Recruitment, and Retention

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

The staff is made up of diverse ethnicities. Over 35% of the staff has a Master's degree. More than 50% of the staff has over 5 years of experience with an average being 8 years of experience. Administrators attended career fairs at both the district level and outside of the district in an attempt to meet the potential staff. When interviewing new staff members, we take the approach of pulling in an interview panel from various academic levels and coaching levels to see all aspects of the candidate. Professional development opportunities are not only offered by the district but also at the campus level. Fundamental 5 professional development is available to all staff members on campus and was utilized for a 7-hour CTE professional development. Blended Learning professional development is provided to staff members during working hours on campus multiple times a year as well as a summer session. A mentor program is in place on campus to support new staff to the campus supported by two lead mentors.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff members do not feel appreciated and recognized. **Root Cause:** Teacher/Paraprofessional Attendance: Staff members are not surveyed to have a voice in the ways they would most feel acknowledged for their efforts.

# Parent and Community Engagement

**Parent and Community Engagement Strengths**

The campus invited families and community members back to the campus. Community events were held including a Tailgating Party, and spring and fall curriculum engagement nights. An 8th-grade awards ceremony and fine arts awards ceremonies were held in person with many parents in attendance. In addition, the campus hosted parent presentations about the Four Year Plans and College Academy supported by the counseling office. Many parents attended the Open House fall night and meet the teacher. An electives fair occurred face to face in the spring and was attended by many incoming 6th graders and their families. The principal, AP, and Counselor held virtual parent nights at each feeder middle school to welcomed incoming families to our campus.

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

**Problem Statement 1:** Parent and Community Engagement: We are not providing enough varied opportunities for our parents to be consistently involved. **Root Cause:** Parent and Community Engagement: We have a lack of systems in place to involve our parents outside of the large group campus-wide events.
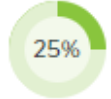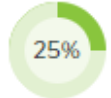
# Goals

**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:** Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** RLA: Teachers will intentionally plan for differentiated instruction to meet the needs of all learners; intentionally plan for small group instruction; provide specific, timely feedback on progress. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. <br> Increased wait time for student thoughts and responses and providing multiple opportunities to reinforce skills. <br> Increase vocabulary by teaching dictionary skills, pronunciation of words and teaching word part skills. <br> Support students by meeting them where they are by scaffolding their learning. <br> Increase student interest and engagement by growing a wide range of books based on Lexile level, interest, topic, and genre. <br> Promote authentic literacy in the class by utilizing interactive journals. <br> Grow leadership capacity through a consultant with Lead Your School for effective planning practices. <br> **Staff Responsible for Monitoring:** Principal <br> Director of Instruction <br> Assistant Principals <br> ELAR CCIS <br> ELAR teachers <br> Interventionists | 25% | 50% | 80% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Writing: Teachers will intentionally plan for small group instruction using relevant student data and high-quality resources as well as constantly provide specific, timely feedback to students in writing. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Utilizing Fundamental 5 Strategies provided by Lead Your School consultants will assist in ensuring our students meet or exceed their instructional goals. <br> **Staff Responsible for Monitoring:** Principal <br> Director of Instruction <br> ELAR CCIS | 25% | 60% | 80% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Math: Teachers will consistently plan for differentiated lessons and small group instruction (with a focus on EL, AA, SpEd, K-level) in order to provide support in the problem-solving process and skills. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Increase in Blended Learning opportunities in the classroom Consistent small group instruction Increase in student-to-student collaboration Provide critical writing opportunities Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary. Temporary Worker math interventionist Work with Consultant M. Kish on planning for and incorporating Blended Learning lessons **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Math CCIS Math teachers | 25% | 50% | 75% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Science: Teachers will consistently plan for hands-on small group activities, with an emphasis on vocabulary development through Interactive learning software, reading comprehension, student-to-student collaboration, and project-based learning. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Implementation of Interactive software (educandy, quizzes, google slides for drag and drops, flashcards, kahoot) Use of blended learning for small groups and differentiated instruction. Use of project based learning for rigor and deep analysis. Use of Fundamental 5 for rigor Use of STAAR camp for readiness and supporting skills Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Science CCIS Science teachers | 25% | 50% | 50% |

| **Strategy 5 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 5:** Social Studies: The teacher will consistently and intentionally plan out lessons thoroughly with all student learning styles in mind. The lesson will be rigorous and relevant, with the student's needs at the forefront. Data will be analyzed and viewed to make adequate adjustments to ensure that students are mastering the TEKs. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Implementation of Interactive Word Walls from The Science Toolkit training Increase in culturally relevant learning connections, conversations. and writing opportunities. Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Social Studies CCIS Social Studies teachers | 25% | 50% | 75% |

| **Strategy 6 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 6:** Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal | 30% | 50% | 100% |

| **Strategy 7 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 7:** Dropout Prevention:  The campus will work with families to keep all students actively engaged in the learning process. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%. Engage remote learners daily. Home visits to students who miss several days of school. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Counselors Registrar Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers | 25% | 35% | 70% |

| Strategy 8 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 8:** Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Reduce the instructional loss as a result of loss of direct instruction. Based on student performance, students will be identified by content specialist. Targeted students will be placed in small groups for focused remediation, both face to face and virtual. Students will be provided with motivational resources, incentives, or rewards as students' progress. CCIS are writing lessons to close the achievement gap based on current student deficiencies. Students are provided materials and resources such as folders, paper, subscriptions and other supplies as needed. **Staff Responsible for Monitoring:** Principal Director of Instruction Academic Achievement Specialist CCIS Teachers | 25% | 65% | 80% |

| Strategy 9 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 9:** Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:<br>Science Olympiad<br>-Destination Imagination<br>-Support Campus Fine Arts Programs of Band, choir, art<br>-STEAM Club<br>-Girls in Coding<br>-Explore UT Field Trip<br>-Hispanic Forum Field Trip | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Encourage female students in STEM Allow students opportunities to experience success outside of the classroom Expose students to real world application opportunities **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Counselors Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers | 25% | 50% | 70% |

| Strategy 10 Details | Formative Reviews |
|---|---|

| Strategy 10 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 10:** At-risk, African American, Hispanic and Special Education students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Thornton will implement the following measures. Increase in usage of Fundamental 5 strategies by working with Lead your School Consultants to assist in meeting or exceeding targets on the attached CIP target table. Lead Your School Consultant will provide guidance and support to campus instructional leaders in the area of planning to support at risk students in meeting the attached CIP target table. Library books: Increase in on-level reading outside of school to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. Engage in rigorous planning, data digs, tutorials, and professional development to assist in meeting the instructional and behavioral goals of the campus as specified in the CIP. Utilize a campus data meeting room complete with displayed data walls and the ability to project data for team discussion. Providing essential resources and materials utilized in instructional settings (including non-consumable supplies) to assist in ensuring all students meet or exceed their instructional goals. Professional Development - The leadership team, teaching staff, and paraprofessionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Students will be provided with motivational resources, small incentives, or rewards. Providing school supplies and materials for academic success. Provide outreach opportunities for parents, families, and students to facilitate a stronger parent, community, and school partnership. Providing Mentoring Program to assist in monitoring and motivating student progress toward their academic and instructional goals. Provide a variety of student interest clubs to provide for the social needs of our students. After-school tutorial programs both face-to-face and virtual assist in ensuring interventions are taking place to assist in meeting or exceeding targets on the attached CIP target table. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Counselors Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers | 10% | 55% | 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

> **Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Before/After School Program: tutoring and Saturday school | **Formative** | | |
| **Strategy's Expected Result/Impact:** Throughout the 2022-23 school year, we will use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19. By June 2023, students will meet or exceed the STAAR performance targets as noted on the CIP data table. **Staff Responsible for Monitoring:** Principal | **Nov** | **Feb** | **May** |
|  | 40% | 70% | 100% |
| Strategy 2 Details | Formative Reviews | | |
| **Strategy 2:** Professional Staffing: Core content area interventionist | **Formative** | | |
| **Strategy's Expected Result/Impact:** Throughout the 2022-23 school year, we will use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19. By June 2023, students will meet or exceed the STAAR performance targets as noted on the CIP data table with the help of pull outs provided by a math interventionist. **Staff Responsible for Monitoring:** Principal | **Nov** | **Feb** | **May** |
|  | 100% | 100% | 100% |
| Strategy 3 Details | Formative Reviews | | |
| **Strategy 3:** Intentional Planning for Interventions | **Formative** | | |
| **Strategy's Expected Result/Impact:** Throughout the 2022-23 school year, we will use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19. By June 2023, students will meet or exceed the STAAR performance targets as noted on the CIP data table. Staff will respond with intervention plans for students who do not meet those targets. **Staff Responsible for Monitoring:** Principal | **Nov** | **Feb** | **May** |
|  | N/A | 60% | 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

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** State Compensatory Education (SCE): Provide additional support to at-risk students by providing after-school staff support for intervention tutorials. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets on the attached data table | 25% | 60% | 100% |
| **Staff Responsible for Monitoring:** Principal, Classroom Teachers, Director of Instruction, AAS | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Provide additional support to at-risk students by providing mailed parent communications with academic and attendance updates. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Maintain clear communication with parents on student progress to support meeting or exceeding STAAR targets on the attached data table. | 40% | 50% | 100% |
| **Staff Responsible for Monitoring:** Principal | | | |

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

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

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

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

    **Summative Evaluation:** Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Campus Safety:  We will enforce the following layers of safety: | **Formative** | | |
| - Clear backpacks | **Nov** | **Feb** | **May** |
| - Student ID badges<br>- Staff ID badges<br>- Reduction of entry/exit points<br>- Reduction and awareness of visitors in the building<br>- Primary and secondary reunification sites<br>-Weekly door checks<br><br>  **Strategy's Expected Result/Impact:** 100% of students and staff will know the layers of safety and respond appropriately to safety protocol.<br>  **Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principals<br>Counselors<br>DI Helping Teacher<br>Academic Achievement Specialist<br>Behavior Interventionist<br>CCIS<br>Staff | 25% | 50% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Conduct Emergency Safety Drills:  Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), and Metal Detector throughout the year. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
|   **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines with students and staff responding appropriately to safety protocols.<br>  **Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principals | 50% | 75% | 100% |

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

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

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

    **Evaluation Data Sources:** Student attendance records

    **Summative Evaluation:** Some progress made toward meeting Objective
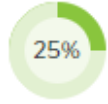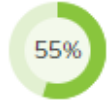
| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Student Attendance: Campus-wide student incentive boosters will be provided through PBIS in addition to administrators aggressively monitoring attendance trends. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 98.8%.<br>**Staff Responsible for Monitoring:** Principal<br>Director of Instruction<br>Assistant Principals<br>Counselors<br>Behavior Interventionist<br>Academic Achievement Specialist<br>CCIS<br>PBIS student Incentive Committee | 20% | 50% | 80% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Student Attendance: Campus-wide tardy process supported by the tardy calculator system to reduce the number of students arriving to class late and arriving to class absent after 10 minutes. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Student tardies will decrease by 15%.<br>**Staff Responsible for Monitoring:** Principal, APs | N/A | 15% | 10% |

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

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

**Performance Objective 3:** Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

    **Evaluation Data Sources:** Discipline reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Restorative Discipline: Positive Behavior reinforcers will be utilized more frequently to reduce incident frequency. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 10%.<br>PBIS Boosters utilized<br>Mediations with administrators, Behavior Interventionist and counselors<br>Social Skills are taught to all students.<br>Proactive measures such as parent/guardian meetings, behavior contracts, and student support plans will be used<br>RMC has been revamped to produce optimal learning, restore relationships, teach social skills, and address self-reflection for desired behaviors.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Behavior Interventionist | **Nov** | **Feb** | **May** |
| | 25% | 30% | 45% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** In School Suspensions for Sped AA students will be reduced by 10% by increasing restorative sessions with students facilitated by campus administrators. | **Formative** | | |
| **Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will be reduced by 10%.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Behavior Interventionist<br>SPED CCIS | **Nov** | **Feb** | **May** |
| | 25% | 40% | 50% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Out of School Suspensions: We will increase restorative sessions with students and parents/guardians. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Out-of-school suspensions will be reduced by 25%.<br>Implementation of parent/guardian meetings, behavioral contracts, and student support plans.<br>Transition meetings will take place when students return to campus.<br>A campus/newsletter will include behavior tips for parents.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Behavior Interventionist | **Nov** | **Feb** | **May** |
| | 25% | 40% | 65% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Disciplinary Alternative Education Program (DAEP) Placements: We will continue to foster stronger relationships with parents/ guardians to better understand our students. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** DAEP placements of African American students will be reduced by 25%. Students will have a transition meeting upon return from DAEP. Student support plans will be utilized to address individual needs. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Behavior Interventionist | 25% | 40% | 70% |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Violence Prevention: the campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Violent Incidents will be reduced by 25%. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Behavior Interventionist | 25% | 55% | 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 2%.

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

**Summative Evaluation:** Some progress made toward meeting Objective

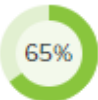| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teacher/Paraprofessional Attendance: Increased frequency of staff morale events. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. | **Nov** | **Feb** | **May** |
| Develop a stronger staff morale committee. Through PBIS (staff incentives) teachers will be rewarded for attendance. Assign Leaders to designated roles in the staff morale area. **Staff Responsible for Monitoring:** Principal Director of Instruction Leadership Team Behavior Interventionist | 30% | 40% | 55% |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | |

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

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

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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** High-Quality Professional Development: ESL Study groups, GT certification opportunities, implementing fundamental 5 strategies, and Technology sessions with a campus or district leader are all opportunities available to staff. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Additional Staff members acquire their GT certification<br>Additional staff members become ESL certified<br>Blended learning classrooms provide for more differentiation of student needs<br>Staff are better equipped to meet the emotional needs of the students<br>Opportunities are provided to staff to grow in their field by attending professional development specific to their content.<br>**Staff Responsible for Monitoring:** Director of Instruction | 25% | 45% | 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 20%.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Parent and Family Engagement: Through PBIS, VIPS Committee Teachers and staff will work to build opportunities with all campus and community stake holders. We will consistently communicate and afford opportunities for parents to be actively involved. Such opportunities include but are not limited to:<br><br>-4 CPOC meetings<br>-Morning and afternoon Principal Coffee Sessions<br>-Open House with Title I parent meeting<br>-Patriot Express/Meet the Teacher<br>-Electives Night<br>-Fall Curriculum Night<br>-Spring Curriculum Night<br>-Support provided for the English for Parents community program<br>-College Academy Parent Informational Meetings<br>-Four Year Planning Informational<br>Dyslexia Parent Meeting<br>-Mail out of information | Formative | | |
| | Nov | Feb | May |
| | 25% | 50% | 50% |
|     **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 20%.<br>    100% of parents have the opportunity attend a meeting at a time that best suits their needs.<br>    Parent resources and snacks will be provided to assist parents in coming to events immediately from work.<br>    Extra duty pay will be utilized to extend the contract day of staff to support parent events.<br>    A campus translator will be provided for parents of students who have another language other than English so they feel more comfortable attending events.<br>    Paper copies of pertinent school resources will be provided to parents through mailouts.<br>    **Staff Responsible for Monitoring:** Principal<br>    Director of Instruction<br>    Assistant Principals<br>    Counselors<br>    DI Helping Teacher<br>    Academic Achievement Specialist<br>    Behavior Interventionist<br>    CCIS<br>    Staff | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

# 2022-2023 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Principal | Reginal Mitchell | Principal |
| Classroom Teacher | Benjamin Mondesir | Teacher #1 |
| Classroom Teacher | John Auguste | Teacher #2 |
| Classroom Teacher | Karen Crosby | Teacher #3 |
| Classroom Teacher | Ashley Clewis | Teacher #4 |
| Classroom Teacher | Alyssa Rodriguez | Teacher #5 |
| Classroom Teacher | Jeffery Heidenreich | Teacher #6 |
| Classroom Teacher | D'Andre Harbin | Teacher #7 |
| Classroom Teacher | Aaron Buntin | Teacher #8 |
| Non-classroom Professional | Samitra Kang | Other School Leader #1 |
| Non-classroom Professional | Beth Muyskens | Other School Leader #2 |
| Non-classroom Professional | Erica Wells | Other School Leader #3 |
| Non-classroom Professional | Mary Becher | Other School Leader #4 |
| District-level Professional | Ashley Clayburn | Administrator (LEA) #1 |
| District-level Professional | Karen Leon | Administrator (LEA) #2 |
| Parent | Edit Patino | Parent #1 |
| Parent | Mary Helen Varela | parent #2 |
| Community Representative | Dannie Anderson | Community Resident #1 |
| Community Representative | Jose Recinos | Community Resident #2 |
| Business Representative | Stephanie Houston | Business Representative #1 |
| Business Representative | Tim Hill | Business Representative #2 |
| Paraprofessional | Gloria Jarvis | Paraprofessional #1 |
| Paraprofessional | Tabitha Owens | Paraprofessional #2 |

# 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 # | 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 | Thornton | All | 484 | 273 | 56% | 61% | 64% | 112 | 23% | 28% | 27% | 30 | 6% | 11% | 8% |
| Math | 6 | Thornton | Hispanic | 276 | 147 | 53% | 58% | 63% | 55 | 20% | 25% | 24% | 12 | 4% | 9% | 5% |
| Math | 6 | Thornton | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 6 | Thornton | Asian | 24 | 18 | 75% | 80% | 95% | 12 | 50% | 55% | 70% | 7 | 29% | 34% | 45% |
| Math | 6 | Thornton | African Am. | 145 | 78 | 54% | 59% | 62% | 30 | 21% | 26% | 25% | 7 | 5% | 9% | 6% |
| Math | 6 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 6 | Thornton | White | 27 | 20 | 74% | 79% | 62% | 13 | 48% | 53% | * | 4 | 15% | 19% | * |
| Math | 6 | Thornton | Two or More | 9 | 7 | 78% | 83% | 64% | 1 | 11% | 16% | * | 0 | 0% | 5% | * |
| Math | 6 | Thornton | Eco. Dis. | 387 | 213 | 55% | 60% | 63% | 77 | 20% | 25% | 27% | 21 | 5% | 10% | 7% |
| Math | 6 | Thornton | Emergent Bilingual | 130 | 54 | 42% | 47% | 52% | 17 | 13% | 18% | 16% | 6 | 5% | 10% | 5% |
| Math | 6 | Thornton | At-Risk | 362 | 184 | 51% | 56% | 60% | 58 | 16% | 21% | 23% | 18 | 5% | 10% | 5% |
| Math | 6 | Thornton | SPED | 64 | 15 | 23% | 28% | 26% | 1 | 2% | 7% | * | 0 | 0% | 5% | * |
| Math | 7 | Thornton | All | 507 | 312 | 62% | 67% | 57% | 168 | 33% | 38% | 29% | 75 | 15% | 20% | 7% |
| Math | 7 | Thornton | Hispanic | 284 | 172 | 61% | 66% | 53% | 94 | 33% | 38% | 27% | 35 | 12% | 17% | 5% |
| Math | 7 | Thornton | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 7 | Thornton | Asian | 25 | 23 | 92% | 97% | 65% | 16 | 64% | 69% | 43% | 10 | 40% | 45% | * |
| Math | 7 | Thornton | African Am. | 152 | 81 | 53% | 58% | 56% | 37 | 24% | 29% | 27% | 17 | 11% | 16% | 6% |
| Math | 7 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 7 | Thornton | White | 30 | 26 | 87% | 92% | 76% | 16 | 53% | 58% | 52% | 10 | 33% | 38% | 20% |
| Math | 7 | Thornton | Two or More | 10 | 6 | 60% | 65% | 89% | 4 | 40% | 45% | * | 3 | 30% | 35% | * |
| Math | 7 | Thornton | Eco. Dis. | 411 | 241 | 59% | 64% | 56% | 133 | 32% | 37% | 27% | 58 | 14% | 19% | 5% |
| Math | 7 | Thornton | Emergent Bilingual | 95 | 40 | 42% | 47% | 40% | 14 | 15% | 20% | 21% | 6 | 6% | 11% | * |
| Math | 7 | Thornton | At-Risk | 361 | 192 | 53% | 58% | 48% | 87 | 24% | 29% | 21% | 32 | 9% | 14% | 4% |
| Math | 7 | Thornton | SPED | 47 | 16 | 34% | 39% | 12% | 2 | 4% | 9% | * | 2 | 4% | 9% | * |
| Math | 8 | Thornton | All | 319 | 170 | 53% | 58% | 65% | 46 | 14% | 19% | 25% | 6 | 2% | 7% | 4% |
| Math | 8 | Thornton | Hispanic | 171 | 95 | 56% | 61% | 66% | 19 | 11% | 16% | 26% | 3 | 2% | 7% | 4% |
| Math | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 8 | Thornton | Asian | 5 | 3 | 60% | 65% | 85% | 2 | 40% | 45% | 77% | 1 | 20% | 25% | * |
| Math | 8 | Thornton | African Am. | 118 | 59 | 50% | 55% | 60% | 21 | 18% | 23% | 20% | 2 | 2% | 7% | * |
| Math | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 8 | Thornton | White | 9 | 5 | 56% | 61% | 78% | 2 | 22% | 27% | * | 0 | 0% | 5% | * |
| Math | 8 | Thornton | Two or More | 13 | 7 | 54% | 59% | 45% | 2 | 15% | 20% | * | 0 | 0% | 5% | * |
| Math | 8 | Thornton | Eco. Dis. | 265 | 136 | 51% | 56% | 66% | 37 | 14% | 19% | 27% | 5 | 2% | 7% | 5% |
| Math | 8 | Thornton | Emergent Bilingual | 54 | 24 | 44% | 49% | 60% | 5 | 9% | 14% | 22% | 0 | 0% | 5% | * |
| Math | 8 | Thornton | At-Risk | 265 | 127 | 48% | 53% | 60% | 30 | 11% | 16% | 21% | 3 | 1% | 6% | 3% |
| Math | 8 | Thornton | SPED | 38 | 9 | 24% | 29% | 35% | 3 | 8% | 13% | * | 0 | 0% | 5% | * |

| | | | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Content | Gr. | Campus | Student Group | 2022 | | | | | | | | | | | | |
| | | | | # | # | % | | | # | % | | | # | % | | |
| Reading | 6 | Thornton | All | 483 | 301 | 62% | 67% | 71% | 158 | 33% | 38% | 46% | 79 | 16% | 21% | 16% |
| Reading | 6 | Thornton | Hispanic | 275 | 177 | 64% | 69% | 68% | 89 | 32% | 37% | 43% | 44 | 16% | 21% | 11% |
| Reading | 6 | Thornton | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 6 | Thornton | Asian | 24 | 16 | 67% | 72% | 95% | 12 | 50% | 55% | 75% | 7 | 29% | 34% | 55% |
| Reading | 6 | Thornton | African Am. | 145 | 78 | 54% | 59% | 71% | 39 | 27% | 32% | 46% | 23 | 16% | 21% | 16% |
| Reading | 6 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 6 | Thornton | White | 27 | 23 | 85% | 90% | 83% | 14 | 52% | 57% | 42% | 5 | 19% | 24% | * |
| Reading | 6 | Thornton | Two or More | 9 | 6 | 67% | 72% | 73% | 4 | 44% | 49% | 55% | 0 | 0% | 5% | * |
| Reading | 6 | Thornton | Eco. Dis. | 386 | 233 | 60% | 65% | 70% | 114 | 30% | 35% | 45% | 54 | 14% | 19% | 14% |
| Reading | 6 | Thornton | Emergent Bilingual | 130 | 58 | 45% | 50% | 58% | 22 | 17% | 22% | 29% | 5 | 4% | 9% | 6% |
| Reading | 6 | Thornton | At-Risk | 361 | 204 | 57% | 62% | 67% | 90 | 25% | 30% | 41% | 38 | 11% | 16% | 12% |
| Reading | 6 | Thornton | SPED | 64 | 19 | 30% | 35% | 31% | 7 | 11% | 16% | * | 1 | 2% | 7% | * |
| Reading | 7 | Thornton | All | 505 | 410 | 81% | 86% | 74% | 291 | 58% | 63% | 48% | 188 | 37% | 42% | 19% |
| Reading | 7 | Thornton | Hispanic | 283 | 227 | 80% | 85% | 73% | 157 | 55% | 60% | 48% | 94 | 33% | 38% | 18% |
| Reading | 7 | Thornton | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 7 | Thornton | Asian | 25 | 23 | 92% | 97% | 78% | 18 | 72% | 77% | 57% | 15 | 60% | 65% | 35% |
| Reading | 7 | Thornton | African Am. | 151 | 122 | 81% | 86% | 71% | 84 | 56% | 61% | 46% | 57 | 38% | 43% | 18% |
| Reading | 7 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 7 | Thornton | White | 30 | 26 | 87% | 92% | 92% | 22 | 73% | 78% | 54% | 15 | 50% | 55% | 19% |
| Reading | 7 | Thornton | Two or More | 10 | 7 | 70% | 75% | 89% | 7 | 70% | 75% | 56% | 6 | 60% | 65% | * |
| Reading | 7 | Thornton | Eco. Dis. | 409 | 327 | 80% | 85% | 73% | 223 | 55% | 60% | 47% | 142 | 35% | 40% | 17% |
| Reading | 7 | Thornton | Emergent Bilingual | 95 | 52 | 55% | 60% | 52% | 26 | 27% | 32% | 24% | 8 | 8% | 13% | 8% |
| Reading | 7 | Thornton | At-Risk | 361 | 276 | 76% | 81% | 68% | 175 | 48% | 53% | 39% | 96 | 27% | 32% | 11% |
| Reading | 7 | Thornton | SPED | 47 | 21 | 45% | 50% | 29% | 10 | 21% | 26% | * | 6 | 13% | 18% | * |
| Reading | 8 | Thornton | All | 509 | 444 | 87% | 92% | 79% | 311 | 61% | 66% | 49% | 199 | 39% | 44% | 20% |
| Reading | 8 | Thornton | Hispanic | 279 | 240 | 86% | 91% | 75% | 175 | 63% | 68% | 48% | 106 | 38% | 43% | 17% |
| Reading | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 8 | Thornton | Asian | 25 | 24 | 96% | 100% | 96% | 22 | 88% | 93% | 77% | 16 | 64% | 69% | 42% |
| Reading | 8 | Thornton | African Am. | 166 | 145 | 87% | 92% | 81% | 90 | 54% | 59% | 46% | 59 | 36% | 41% | 18% |
| Reading | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 8 | Thornton | White | 19 | 18 | 95% | 100% | 83% | 13 | 68% | 73% | 52% | 10 | 53% | 58% | 26% |
| Reading | 8 | Thornton | Two or More | 15 | 12 | 80% | 85% | 79% | 8 | 53% | 58% | 63% | 6 | 40% | 45% | 37% |
| Reading | 8 | Thornton | Eco. Dis. | 406 | 352 | 87% | 92% | 79% | 241 | 59% | 64% | 51% | 149 | 37% | 42% | 21% |
| Reading | 8 | Thornton | Emergent Bilingual | 57 | 33 | 58% | 63% | 52% | 15 | 26% | 31% | 17% | 7 | 12% | 17% | * |
| Reading | 8 | Thornton | At-Risk | 368 | 307 | 83% | 88% | 73% | 190 | 52% | 57% | 40% | 103 | 28% | 33% | 12% |
| Reading | 8 | Thornton | SPED | 40 | 22 | 55% | 60% | 43% | 10 | 25% | 30% | 11% | 5 | 13% | 18% | * |

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

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

| Content | Gr. | Campus | Student Group | Tested 2022 # | 2022: Approaches Grade Level # | 2022: Approaches Grade Level % | 2023 Approaches Incremental Growth Target | 2023: Approaches Grade Level | 2022: Meets Grade Level # | 2022: Meets Grade Level % | 2023 Meets Incremental Growth Target | 2023: Meets Grade Level | 2022: Masters Grade Level # | 2022: Masters Grade Level % | 2023 Masters Incremental Growth Target | 2023: Masters Grade Level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Science | 8 | Thornton | All | 512 | 375 | 73% | 78% | 70% | 204 | 40% | 45% | 36% | 74 | 14% | 19% | 7% |
| Science | 8 | Thornton | Hispanic | 280 | 208 | 74% | 79% | 69% | 115 | 41% | 46% | 37% | 37 | 13% | 18% | 7% |
| Science | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 8 | Thornton | Asian | 25 | 23 | 92% | 97% | 88% | 21 | 84% | 89% | 65% | 15 | 60% | 65% | 23% |
| Science | 8 | Thornton | African Am. | 168 | 114 | 68% | 73% | 64% | 51 | 30% | 35% | 27% | 18 | 11% | 16% | 4% |
| Science | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 8 | Thornton | White | 19 | 15 | 79% | 84% | 91% | 11 | 58% | 63% | 57% | 3 | 16% | 21% | * |
| Science | 8 | Thornton | Two or More | 15 | 11 | 73% | 78% | 63% | 4 | 27% | 32% | 32% | 0 | 0% | 5% | * |
| Science | 8 | Thornton | Eco. Dis. | 409 | 288 | 70% | 75% | 69% | 148 | 36% | 41% | 37% | 55 | 13% | 18% | 7% |
| Science | 8 | Thornton | Emergent Bilingual | 56 | 25 | 45% | 50% | 48% | 10 | 18% | 23% | 16% | 1 | 2% | 7% | * |
| Science | 8 | Thornton | At-Risk | 369 | 247 | 67% | 72% | 63% | 106 | 29% | 34% | 28% | 26 | 7% | 12% | 4% |
| Science | 8 | Thornton | SPED | 39 | 17 | 44% | 49% | 37% | 4 | 10% | 15% | 15% | 1 | 3% | 8% | * |
| Social Studies | 8 | Thornton | All | 511 | 262 | 51% | 55% | 61% | 86 | 17% | 20% | 31% | 45 | 9% | 12% | 12% |
| Social Studies | 8 | Thornton | Hispanic | 280 | 140 | 50% | 53% | 59% | 38 | 14% | 25% | 32% | 20 | 7% | 9% | 13% |
| Social Studies | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Thornton | Asian | 25 | 22 | 88% | 93% | 88% | 16 | 64% | 69% | 50% | 10 | 40% | 45% | 23% |
| Social Studies | 8 | Thornton | African Am. | 167 | 77 | 46% | 50% | 58% | 28 | 17% | 20% | 23% | 13 | 8% | 11% | 8% |
| Social Studies | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Thornton | White | 19 | 13 | 68% | 70% | 83% | 3 | 16% | 20% | 39% | 1 | 5% | 8% | * |
| Social Studies | 8 | Thornton | Two or More | 15 | 7 | 47% | 52% | 53% | 1 | 7% | 12% | 42% | 1 | 7% | 12% | * |
| Social Studies | 8 | Thornton | Eco. Dis. | 407 | 199 | 49% | 52% | 59% | 64 | 16% | 20% | 31% | 37 | 9% | 10% | 13% |
| Social Studies | 8 | Thornton | Emergent Bilingual | 57 | 12 | 21% | 25% | 37% | 2 | 4% | 6% | 13% | 2 | 4% | 6% | 5% |
| Social Studies | 8 | Thornton | At-Risk | 367 | 147 | 40% | 42% | 52% | 31 | 8% | 10% | 24% | 14 | 4% | 7% | 9% |
| Social Studies | 8 | Thornton | SPED | 39 | 11 | 28% | 30% | 28% | 3 | 8% | 10% | 13% | 2 | 5% | 7% | * |

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 | Thornton | All | 190 | 190 | 100% | 100% | 100% | 155 | 82% | 87% | 88% | 96 | 51% | 56% | 59% |
| Algebra I | 8 | Thornton | Hispanic | 108 | 108 | 100% | 100% | 100% | 90 | 83% | 88% | 87% | 49 | 45% | 50% | 57% |
| Algebra I | 8 | Thornton | Am. Indian | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Algebra I | 8 | Thornton | Asian | 19 | 19 | 100% | 100% | 100% | 19 | 100% | 100% | 100% | 18 | 95% | 100% | 77% |
| Algebra I | 8 | Thornton | African Am. | 48 | 48 | 100% | 100% | 100% | 35 | 73% | 78% | 89% | 21 | 44% | 49% | 57% |
| Algebra I | 8 | Thornton | Pac. Islander | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Algebra I | 8 | Thornton | White | 10 | 10 | 100% | 100% | 100% | 9 | 90% | 95% | 79% | 6 | 60% | 65% | 64% |
| Algebra I | 8 | Thornton | Two or More | * | * | * | * | 100% | * | * | * | 100% | * | * | * | 63% |
| Algebra I | 8 | Thornton | Eco. Dis. | 137 | 137 | 100% | 100% | 100% | 110 | 80% | 85% | 88% | 64 | 47% | 52% | 59% |
| Algebra I | 8 | Thornton | Emergent Bilingual | * | * | * | * | 100% | * | * | * | 77% | * | * | * | 46% |
| Algebra I | 8 | Thornton | At-Risk | 100 | 100 | 100% | 100% | 100% | 76 | 76% | 81% | 81% | 39 | 39% | 44% | 55% |
| Algebra I | 8 | Thornton | SPED | * | * | * | * | * | * | * | * | * | * | * | * | * |

# CYPRESS-FAIRBANKS ISD
## Standard Expectations

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

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

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

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

Updated July 2020 / HB

# 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.