

Cypress-Fairbanks Independent School District

Watkins Middle School

2022-2023



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: Just prior to the May 20, 2022 CPOC meeting, each department reviewed local student assessment data to perform a root cause analysis. In this root cause analysis, team members identified the trending strengths and weaknesses of the students, wrote a problem statement, determined the root cause for this identified problem, and then drafted a strategy for the 2022-23 school year that would address this problem. After state assessment data was released, the teams met again in late August and used this data to determine whether the identified problem statement, root cause, and strategy still aligned with the student data or if adjustments needed to be made. On September 23, 2022, the CPOC committee met to review the Comprehensive Needs Assessment and the opportunity for feedback on revision was provided.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 20, 2022 and September 23, 2022.

In summary, the comprehensive needs assessment denotes the following: The threat of the COVID virus throughout the fall semester and in the early part of the spring semester has an impact on student engagement with others in the classroom and in parent engagement at campus events. Students continued to have academic gaps, and teachers were reluctant in small grouping with students due to the virus. Whole group teaching did not provide the differentiation that most students needed to overcome the academic gaps that exist and to further excel in the new content being provided.

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

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

The Campus Performance Objective Council (CPOC) met on May 20, 2022 and September 23, 2022 to develop the CNA and the strategies. Those meetings were held in the LGI room at Watkins Middle School starting at 7:00am. 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 May 20, 2022 CPOC meeting, our core-content teams presented the problems and root causes that were determined based on the summative trends in student data. They also spoke about their drafted goal for the 2022-23 school year. Members from the A-Team provided a synopsis of other data sources used in their needs assessment on school culture and climate. Once all of the STAAR data and TAPR reports were provided, the teams responsible for the CIP strategies met in late August to readdress their strategies and make any revisions they felt were needed. This included new staff on the teams. Following this, at the September 23, 2022 CPOC meeting, members from each of the respective teams presented any additions or changes that they felt were needed. After this meeting a draft of the CIP was sent out to the entire CPOC committee along with an additional survey. This allowed for the CPOC members to have more time to thoroughly review data and items presented in the CIP and provide input. The feedback from this survey

allows for further discussion the November 18th CPOC meeting so that any additional tweaks can be made to the CIP.

Based on feedback from the committee, the campus has the following priorities for the current school year: The planning and implementation of lessons will include small groups based on on-going data from unit tests and formative assessments. Providing additional software programs for students to practice and develop skills that they may lack at home or in the classroom is also another priority. Lastly, providing staff with professional development to learn additional strategies to help meet the needs of our academically diverse student groups is also highly recommended.

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

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

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

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

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

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

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

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

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

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

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

- Algebra STAAR EOC scores increased by 3% in approaches, 16% in meets, and 22% in masters.
- 8th grade Math STAAR scores increased by 5% in approaches.
- 8th grade Reading STAAR scores increased by 4% in approaches, 9% in meets, and 21% in masters.
- 7th grade Reading STAAR scores increased by 7% in approaches, 6% in meets, and 10% in masters.
- 6th grade Reading STAAR scores increased by 10% in meets and 4% in masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: There was a dramatic drop in scores overall for all students for traditionally high scoring areas such as fiction and plot. **Root Cause:** RLA: Teachers did not identify and prioritize strategies to help struggling students apply reading strategies when reading digitally to increase overall comprehension, text engagement, and decrease gaps.

Problem Statement 2: Math: All grade level data showed large student gaps from previous years prior to COVID. **Root Cause:** Math: Teachers did not provide enough opportunities for student engagement as they spent too much time reteaching skills in whole group that should have been taught in previous school years.

Problem Statement 3: Science: Students in the meets and masters categories decreased on STAAR and on district assessments. **Root Cause:** Science: Students were not supported in the paper to technology transition as well as helping them with the organization and use of their resources. Less hands-on activities were planned for due to COVID restrictions.

Problem Statement 4: Social Studies: Students at approaches fell to 61% and students receiving special education services fell below the state average. **Root Cause:** Social Studies: We lacked the focus of spiraling in previous content and purposefully reteaching content in future units. There was no priority in spiraling or vertically aligning between grade levels.

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

- All campus safety drills were completed by the scheduled deadlines.
- PBIS posters were made available in all classrooms, restrooms, hallways, and large group spaces for student and staff reference.

School Culture and Climate Strengths

Student Attendance

- Student tardies remained low using the tardy system and the continued use of one way hallways.

Student Discipline

- PBIS posters were made available in all classrooms, restrooms, hallways, and large group spaces for student and staff reference.
- The BI and APs worked closely to implement restorative circles when appropriate.

Campus Safety

- All campus safety drills were completed by the scheduled deadlines.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Since students were able to work from Schoology at home during COVID protocols, our overall student attendance was lower than any previous year prior to COVID. **Root Cause:** School Culture and Climate: We do not have a consistent system in place to monitor attendance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- After attending professional development opportunities in person over the summer, teachers, administrators, and instructional coaches were able to use what they learned and shared with others in planning meetings, and coaching opportunities.
- Community building with our CACTUS Teams increased communication across all departments.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The Employee Perception Survey showed that staff appreciation was low in the 2021-22 school year. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers had to frequently cover classes since there was a shortage of substitutes.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Parents attending fine arts performances and sporting events doubled in the Spring than in the Fall semester.
- Parents were invited to attend the end of the year awards ceremony in person and filled most seats in the auditorium of Cy-Lakes High School.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent attendance rates for meetings and student performances were low for most of the year. **Root Cause:** Parent and Community Engagement : Due to COVID protocols that remained from August through January of the school year, many parents did not attend events in person.










Goals








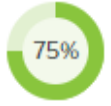


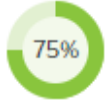

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.







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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Using data, we will purposefully plan lessons with small groups to increase rigor and differentiation in our lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELAR Teachers ELAR CCIS Reading Interventionists Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: We will utilize data to drive purposeful small group instruction and promote student discourse.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Math Teachers Math Interventionist Math CCIS Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will utilize collaborative planning and data analysis processes to design lessons that include purposeful small groups and hands on activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Science Teachers Science CCIS Appraiser</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: We will use collaborative planning processes to design lessons and assessments that are differentiated by process and content that meet individual student needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Social Studies CCIS Appraiser</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: The assistant principals will work with the Registrar, Counseling office, and AAS office to make contact and create an action plan with parents.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal APs Counselors Registrar</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Director of Instruction AAS DIHT CCIS Core-Content Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: monthly Bringing Out the Best Lessons, Project Safety Lessons, and the PBIS program.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal APs BI</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: At-risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: With Title 1 support, Watkins will implement the following:</p> <ol style="list-style-type: none"> Salaries - Hire five teachers to reduce the class sizes in math and reading and two instructional paraprofessionals to provide additional support to assist students in meeting or exceeding targets on the attached CIP target table. Extra duty pay will also be allocated for teachers and support staff in intervention programs outside of the school day such as Saturday school and our accelerated instruction after school program. Progress Learning - Students will utilize this software as an additional intervention at school and/or at home in meeting or exceeding instructional targets. Classroom headphones will also be purchased for use with this program in the classroom. PBIS Rewards - Staff member may use this program to provide students with incentives for demonstrating appropriate behavior in and out of the classroom. Creating a safe learning environment allows for all students to achieve their highest potential by eliminating distractions. School Supplies - At the beginning of the school year, all students will be provided with a pack of school supplies so that they begin the school year prepared with all materials needed. Classroom teachers will also be provided with content-specific supplies that enrich learning so that students may meet or exceed the targeted goals. Professional Development - Send staff to educational conferences to acquire more professional development to address the specific needs of our lowest performing student groups. Library Books - We will increase the circulation of books in the library to ensure that all students are able to check out books of their interest and at the appropriate reading level. <p>Staff Responsible for Monitoring: Principal DI APs BI AAS CCIS</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify













Discontinue

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

Performance Objective 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: Met Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: 85% of students who attend targeted tutorials will pass math and reading STAAR. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class size reduction teacher Strategy's Expected Result/Impact: 85% of students who are in this math class will pass the 22-23 STAAR exam. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education (SCE): We will provide targeted STAAR interventions for students after school and/or at Saturday enrichment school.</p> <p>Strategy's Expected Result/Impact: Our at-risk students will meet or exceed the STAAR performance targets as noted on the attached CIP table.</p> <p>Staff Responsible for Monitoring: Principal DI AAS CCIS</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 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		
<p>Strategy 1: Campus Safety: Hallway monitors will have temporary badges on hand to provide any student without a badge something to wear for the day, entry point for visitors will be the front vestibule, and staff will use a QR code when exiting or re-entering the building to provide data immediately to the Principal's secretary. Students will be given electronic rewards through the PBIS Rewards system for displaying appropriate and safe behavior at school.</p> <p>Strategy's Expected Result/Impact: No unwarranted visitors, and all students are recognizable.</p> <p>Staff Responsible for Monitoring: APs Principal Secretary</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal APs</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Assistant principals will use the Registrar's reports to identify students who are repeatedly missing class. The report will be made readily available for the A-Team at the weekly meeting. APs will work with the Counseling office and AAS office to develop action plans to determine a student's need to keep him/her on campus and evaluate any needs that may need to be met at home.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: APs Counselors Registrar AAS</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


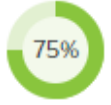








Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 2%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The assistant principals will work with the Counseling office and Behavior Interventionist to support students in responding to adult re-direction. The team will also focus on proactive mediation/restorative conferences between students to prevent any further incidents. We will combine these efforts with our PBIS initiative in continuing to set campus wide expectations for students.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 3%.</p> <p>Staff Responsible for Monitoring: APs Counselors Behavior Interventionist PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: The assistant principals will use restorative practices and community building activities in place of in-school discipline when appropriate.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 3%.</p> <p>Staff Responsible for Monitoring: APs Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: The assistant principals will meet weekly to discuss disciplinary actions taken, and confer with each other to develop re-entry plans that focus on the student identifying incorrect behavior and restoring relationships.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: APs Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: A discretionary placement team will be formed to determine whether a student should be placed at DAEP.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 25%.</p> <p>Staff Responsible for Monitoring: Principal APs</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: The assistant principals will work with the Counseling office and the Campus Resource Office to develop lessons to be presented during Advisory.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: APs Counselors</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: A campus incentive-based system has been implemented to promote staff attendance and decrease absenteeism.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal Principal Secretary Substitute Clerk</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 75% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff will receive professional development from educational entities such as the International Center for Leadership in Education, TASSP, ASCD, Region IV, etc.</p> <p>Strategy's Expected Result/Impact: Increase percentage of teacher retention and meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will increase communication with the community through our campus website, social media, and flyers sent home with students. We will also hold parent meetings and events throughout the year to create opportunities for parents to get involved more. To obtain more volunteers on our campus, we will provide volunteers with more specific information in a timely fashion and provide more choice in their involvement within each event.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal Parent Liaisons</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Dr. Abe Lozano	Principal
Administrator	Dr. Felicia Hayes	Director of Instruction
Administrator	Lacye Rhoads	Academic Achievement Specialist
Classroom Teacher	Oscar Campuzano	Math Teacher
Classroom Teacher	Kevin Cantara	Science Teacher
Classroom Teacher	Miriam Flowers	Science Teacher
Classroom Teacher	April Jackson	ELAR Teacher
Non-classroom Professional	Paula Garcia	Testing Coordinator
Classroom Teacher	Hannah Knapp	Math Teacher
Non-classroom Professional	Matthew Luce	Social Studies CCIS
Non-classroom Professional	Elizabeth (Nickie) Kennedy	Science CCIS
Non-classroom Professional	Kimberly Alvarado	Math CCIS
Non-classroom Professional	Katherine Bricarell	ELAR CCIS
District-level Professional	Ashley Clayburn	Administrator (LEA)
District-level Professional	Linda Sams	Administrator (LEA)
Parent	Katie Zendejas	Parent
Parent	Yadira Quintanilla	Parent
Community Representative	Stephanie Pye	Community Resident
Business Representative	Kenneth Norman	Business Representative
Paraprofessional	Donna Valdez	Paraprofessional
Classroom Teacher	Krysten Koriath	ELAR Teacher
Classroom Teacher	Michelle Ortiz	Math Teacher
Classroom Teacher	Taylor Suppo	SS Teacher
Classroom Teacher	Frank Turanski	SS Teacher
Classroom Teacher	Erin Wilson	SS Teacher
Classroom Teacher	Jennifer Beech	Science Teacher
Classroom Teacher	Stephanie Gomez	Math Teacher

Committee Role	Name	Position
Classroom Teacher	Kezia Sadler	Science Teacher

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Math	6	Watkins	All	481	297	62%	69%	69%	125	26%	28%	28%	38	8%	10%	7%
Math	6	Watkins	Hispanic	291	181	62%	68%	65%	69	24%	26%	23%	19	7%	9%	5%
Math	6	Watkins	Am. Indian	6	4	67%	68%	*	1	17%	29%	*	0	0%	1%	*
Math	6	Watkins	Asian	22	18	82%	86%	93%	15	68%	70%	74%	6	27%	29%	33%
Math	6	Watkins	African Am.	109	59	54%	62%	69%	19	17%	20%	19%	4	4%	6%	*
Math	6	Watkins	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Watkins	White	40	26	65%	75%	78%	16	40%	42%	48%	8	20%	22%	12%
Math	6	Watkins	Two or More	13	9	69%	79%	63%	5	38%	40%	31%	1	8%	9%	*
Math	6	Watkins	Eco. Dis.	369	220	60%	66%	66%	84	23%	25%	24%	21	6%	8%	6%
Math	6	Watkins	Emergent Bilingual	108	46	43%	45%	56%	13	12%	14%	17%	3	3%	4%	4%
Math	6	Watkins	At-Risk	363	199	55%	63%	63%	67	18%	20%	21%	20	6%	7%	5%
Math	6	Watkins	SPED	64	20	31%	33%	35%	5	8%	10%	13%	2	3%	4%	*
Math	7	Watkins	All	505	254	50%	56%	51%	105	21%	23%	23%	40	8%	10%	5%
Math	7	Watkins	Hispanic	278	136	49%	53%	53%	45	16%	18%	23%	15	5%	8%	3%
Math	7	Watkins	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Watkins	Asian	32	27	84%	95%	76%	21	66%	68%	60%	13	41%	43%	20%
Math	7	Watkins	African Am.	132	56	42%	49%	39%	16	12%	14%	10%	5	4%	6%	*
Math	7	Watkins	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Watkins	White	43	23	53%	63%	61%	15	35%	37%	42%	4	9%	11%	*
Math	7	Watkins	Two or More	15	11	73%	75%	47%	8	53%	55%	*	3	20%	21%	*
Math	7	Watkins	Eco. Dis.	385	179	46%	56%	50%	66	17%	19%	22%	26	7%	9%	3%
Math	7	Watkins	Emergent Bilingual	94	32	34%	36%	36%	6	6%	8%	15%	1	1%	2%	*
Math	7	Watkins	At-Risk	358	154	43%	48%	45%	48	13%	15%	18%	19	5%	7%	2%
Math	7	Watkins	SPED	46	8	17%	25%	16%	3	7%	9%	*	1	2%	3%	*
Math	8	Watkins	All	369	238	64%	66%	55%	67	18%	20%	19%	7	2%	5%	3%
Math	8	Watkins	Hispanic	224	151	67%	68%	56%	44	20%	22%	18%	4	2%	5%	*
Math	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Watkins	Asian	9	7	78%	80%	*	5	56%	58%	*	2	22%	24%	*
Math	8	Watkins	African Am.	105	58	55%	57%	59%	14	13%	15%	20%	0	0%	4%	*
Math	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Watkins	White	22	18	82%	84%	39%	4	18%	20%	22%	1	5%	6%	*
Math	8	Watkins	Two or More	7	2	29%	50%	*	0	0%	2%	*	0	0%	2%	*
Math	8	Watkins	Eco. Dis.	287	181	63%	65%	57%	58	20%	22%	20%	5	2%	4%	2%
Math	8	Watkins	Emergent Bilingual	60	33	55%	57%	52%	7	12%	14%	15%	1	2%	3%	*
Math	8	Watkins	At-Risk	287	178	62%	64%	54%	37	13%	15%	17%	3	1%	4%	2%
Math	8	Watkins	SPED	38	11	29%	33%	25%	2	5%	8%	*	0	0%	1%	*

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Reading	6	Watkins	All	480	322	67%	69%	73%	181	38%	40%	44%	78	16%	18%	17%		
Reading	6	Watkins	Hispanic	291	199	68%	70%	70%	119	41%	43%	40%	47	16%	18%	13%		
Reading	6	Watkins	Am. Indian	6	4	67%	69%	*	3	50%	52%	*	2	33%	35%	*		
Reading	6	Watkins	Asian	22	18	82%	85%	96%	12	55%	57%	67%	6	27%	29%	30%		
Reading	6	Watkins	African Am.	108	63	58%	64%	70%	24	22%	24%	39%	11	10%	12%	14%		
Reading	6	Watkins	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	6	Watkins	White	40	27	68%	74%	82%	18	45%	47%	61%	10	25%	26%	35%		
Reading	6	Watkins	Two or More	13	11	85%	86%	75%	5	38%	40%	50%	2	15%	17%	*		
Reading	6	Watkins	Eco. Dis.	368	242	66%	68%	71%	132	36%	38%	40%	55	15%	17%	15%		
Reading	6	Watkins	Emergent Bilingual	108	52	48%	50%	56%	18	17%	19%	26%	4	4%	5%	6%		
Reading	6	Watkins	At-Risk	362	222	61%	63%	69%	111	31%	33%	36%	38	10%	12%	12%		
Reading	6	Watkins	SPED	63	15	24%	30%	32%	5	8%	10%	16%	3	5%	6%	10%		
Reading	7	Watkins	All	506	414	82%	84%	72%	281	56%	58%	44%	188	37%	38%	20%		
Reading	7	Watkins	Hispanic	279	227	81%	83%	73%	150	54%	56%	47%	101	36%	38%	21%		
Reading	7	Watkins	Am. Indian	*	*	*	*	100%	*	*	*	*	*	*	*	*		
Reading	7	Watkins	Asian	32	30	94%	95%	88%	26	81%	83%	64%	22	69%	70%	28%		
Reading	7	Watkins	African Am.	132	104	79%	81%	61%	66	50%	52%	28%	35	27%	28%	11%		
Reading	7	Watkins	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	7	Watkins	White	43	37	86%	88%	78%	28	65%	67%	56%	21	49%	51%	33%		
Reading	7	Watkins	Two or More	15	12	80%	82%	80%	9	60%	62%	33%	7	47%	48%	*		
Reading	7	Watkins	Eco. Dis.	385	312	81%	83%	70%	204	53%	55%	42%	126	33%	35%	18%		
Reading	7	Watkins	Emergent Bilingual	94	57	61%	63%	53%	20	21%	23%	18%	13	14%	16%	6%		
Reading	7	Watkins	At-Risk	358	276	77%	79%	68%	173	48%	50%	37%	102	28%	29%	15%		
Reading	7	Watkins	SPED	46	24	52%	54%	36%	9	20%	21%	8%	4	9%	10%	*		
Reading	8	Watkins	All	523	436	83%	85%	79%	301	58%	60%	48%	192	37%	38%	21%		
Reading	8	Watkins	Hispanic	310	258	83%	85%	78%	175	56%	58%	46%	109	35%	36%	17%		
Reading	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Watkins	Asian	34	33	97%	98%	93%	27	79%	81%	86%	22	65%	66%	64%		
Reading	8	Watkins	African Am.	122	94	77%	79%	74%	59	48%	50%	39%	33	27%	28%	12%		
Reading	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	8	Watkins	White	45	41	91%	92%	83%	34	76%	78%	66%	24	53%	54%	39%		
Reading	8	Watkins	Two or More	10	8	80%	82%	86%	4	40%	42%	43%	3	30%	31%	*		
Reading	8	Watkins	Eco. Dis.	387	318	82%	84%	78%	214	55%	57%	42%	128	33%	32%	18%		
Reading	8	Watkins	Emergent Bilingual	63	29	46%	48%	54%	10	16%	18%	16%	7	11%	12%	7%		
Reading	8	Watkins	At-Risk	360	282	78%	80%	76%	169	47%	49%	40%	89	25%	26%	14%		
Reading	8	Watkins	SPED	41	16	39%	42%	45%	8	20%	21%	16%	3	7%	8%	*		

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Science	8	Watkins	All	524	400	76%	78%	66%	239	46%	48%	39%	121	23%	25%	14%
Science	8	Watkins	Hispanic	311	239	77%	79%	65%	137	44%	46%	37%	65	21%	23%	9%
Science	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Watkins	Asian	34	32	94%	95%	96%	30	88%	89%	82%	22	65%	67%	50%
Science	8	Watkins	African Am.	122	84	69%	71%	60%	40	33%	37%	26%	11	9%	11%	10%
Science	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Watkins	White	45	38	84%	86%	71%	27	60%	62%	59%	20	44%	46%	29%
Science	8	Watkins	Two or More	10	6	60%	70%	79%	4	40%	42%	43%	3	30%	32%	36%
Science	8	Watkins	Eco. Dis.	387	289	75%	77%	65%	166	43%	45%	36%	73	19%	21%	10%
Science	8	Watkins	Emergent Bilingual	64	24	38%	40%	43%	12	19%	21%	18%	3	5%	7%	*
Science	8	Watkins	At-Risk	361	254	70%	72%	61%	121	34%	36%	30%	45	12%	14%	8%
Science	8	Watkins	SPED	41	12	29%	33%	31%	6	15%	16%	13%	2	5%	6%	*
Social Studies	8	Watkins	All	523	318	61%	65%	62%	136	26%	28%	33%	59	11%	14%	15%
Social Studies	8	Watkins	Hispanic	310	179	58%	61%	59%	72	23%	25%	30%	27	9%	12%	10%
Social Studies	8	Watkins	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	Asian	34	31	91%	93%	86%	20	59%	61%	64%	14	41%	43%	46%
Social Studies	8	Watkins	African Am.	122	68	56%	60%	63%	26	21%	23%	27%	8	7%	10%	15%
Social Studies	8	Watkins	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	White	45	35	78%	80%	66%	16	36%	38%	49%	8	18%	21%	27%
Social Studies	8	Watkins	Two or More	10	4	40%	50%	64%	2	20%	22%	36%	2	20%	22%	*
Social Studies	8	Watkins	Eco. Dis.	386	225	58%	64%	62%	85	22%	24%	29%	32	8%	11%	11%
Social Studies	8	Watkins	Emergent Bilingual	64	17	27%	29%	36%	7	11%	12%	14%	1	2%	3%	5%
Social Studies	8	Watkins	At-Risk	360	181	50%	53%	56%	58	16%	20%	26%	19	5%	7%	10%
Social Studies	8	Watkins	SPED	42	8	19%	30%	22%	2	5%	7%	11%	1	2%	3%	*

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Middle School Content Area Standard Expectations

English Language Arts/Reading (Grade 6-8)

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

Mathematics

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

Secondary Science

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

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

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

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

Social Studies

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

LOTE

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