Cypress-Fairbanks Independent School District

Smith Middle School

2022-2023

Mission Statement

Smith Middle School provides an engaging and rigorous learning environment through the collaboration of the entire school community. Our supportive atmosphere promotes critical thinking ad problem solving, so students will be prepared to meet the demands of an ever-changing society.

Vision

LEAD - Learn. Empower. Achieve. Dream.

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Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: RLA: Using student data and goal setting ELAR teachers in grades 6, 7 & 8 will work to differentiate instruction through small groups and blended learning to support growth for students and focus on academic vocabulary. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal	40%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Math: Through purposeful planning, teachers in 6th, 7th and 8th grade will increase the use of blended learning, pulling small groups, and TEKS tutorials to focus on spiraling instruction and supporting student growth. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS	25%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Algebra: Teachers will through purposeful planning increase the use of blended learning, pulling small groups, and TEKS tutorials to increase the time spent on spiraling back to skills to support long-term mastery. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS	30%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Science: The teachers will regularly provide small group instruction, blended learning stations, and TEKS tutorials to support student growth in academic vocabulary and knowledge of previously taught skills using writing to gauge student comprehension. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS	35%		

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Social Studies: The teachers will utilize blended learning, small group instruction, and TEKS tutorials to focus on strategies that increase students' ability to analyze vocabulary in text and spiral back to previously taught skills and topics. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS	25%		

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 6: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	15%		

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 7: Dropout Prevention: The campus will follow up on students withdrawing or not attending school and communicate with parents on a consistent basis. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Registrar Attendance Aide Teachers Assistance Principals Counselors Principal	40%		

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** DI CCISs AAS	40%		

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Before/After School Program: Smith Middle School will provide extended day tutoring for students. **Strategy's Expected Result/Impact:** 80% of the students attending extended day tutorials during the 2022-23 school year will score in the meets category on all content STAAR tests. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Academic Achievement Specialists CCIS	35%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Extended Instructional Time: Smith Middle School will support student achievement by providing incentives for students achieving honor roll each 9 weeks, providing additional reading and math support with interventionists, and the use of Scholastic Scope, Flocbulary and Sumit K12 programs in order to move students from meets to masters. **Strategy's Expected Result/Impact:** Students scoring in the DNM category of the Reading and Math STAAR tests will be reduced and students scoring in the meets and masters categories will increase from the 2021-22 school year. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Academic Achievement Specialists CCIS	40%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Professional Development: Registration for content coaches, a special education teacher and two campus leaders to attend the Lead 4ward, Plan4ward professional development conference on impacting student growth. **Strategy's Expected Result/Impact:** Teachers will use their PLCs to plan for and provide differentiated instruction in order to meet students' needs. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Academic Achievement Specialists CCIS	100%	100%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Professional Development: Teachers will receive 1:1 coaching on implementing blended learning through station rotations with consultant Catlin Tucker. **Strategy's Expected Result/Impact:** Students scoring in the meets and masters categories of the STAAR test will increase from the 2021-22 school year. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Academic Achievement Specialists CCIS	0%		

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Mental Health Supports: School mentoring program **Strategy's Expected Result/Impact:** Through the implementation of monthly mentor luncheons, Smith Middle School, will show a decrease in disciplinary referrals by 1% for the 2022-23 school year. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Academic Achievement Specialists CCIS Counselors	30%		

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: The campus will ensure all students carry clear backpacks that meet the size standards created by CFISD. The campus will ensure all students wear campus ID badges and grade-specific colored lanyards. **Strategy's Expected Result/Impact:** All students will carry clear backpacks and wear ID badges in order to create a safe and secure environment for learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher DI	85%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher DI	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Student Attendance: School personnel will continue to track and contact parents of students who are continually late or absent. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 96%. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals Counselors Registrar	30%		

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 3% through the support of staff training and restorative resources.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Restorative Discipline: When working with Level 1 and Level 2 infractions, the campus administrators will seek to use conferencing, check-ins, PBIS STRONG, Saber Cash, mentoring program, and the Student PBIS Core Team. The administrators will monitor the progress of the student and provide additional resources as necessary to the students and staff. **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 3%. **Staff Responsible for Monitoring:** Assistant Principals Principal Counselors AAS	35%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: In-School Suspensions: Use parent conferences, restorative practices, and implement "stay away" contracts. **Strategy's Expected Result/Impact:** Total days lost due to In-School Suspensions for SPED and African American students will be reduced by 3%. **Staff Responsible for Monitoring:** Assistant Principals Principal SPED case managers	35%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Out of School Suspensions: Using restorative practices and implementing "stay away" contracts. Utilize the counselors for mediation. **Strategy's Expected Result/Impact:** Total days lost due to Out-of-school suspensions will be reduced by 3%. **Staff Responsible for Monitoring:** Assistant Principals Counselors Principal	35%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Smith placed 7 students into DAEP last year. We will continue supporting students and staff while also implementing restorative practices. **Strategy's Expected Result/Impact:** Limit the number of Discretionary Placements while considering alternative disciplinary actions. **Staff Responsible for Monitoring:** Principal Assistant Principals	45%		

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Restorative Discipline: Smith MS will provide staff mentors to students in order to support skills for building positive relationships, resolving conflicts, and resisting negative peer pressure. **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 3%. **Staff Responsible for Monitoring:** Principal Assistant Principals AAS PBIS Core Teacher Team	45%		

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 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide rewards and treats for staff members with perfect attendance each 9 weeks. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 3%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principal, CCIS	40%		

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
Goal Setting

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High-Quality Professional Development: Teachers and paraprofessionals will be offered professional development on implementing a station rotation style of blended learning. **Strategy's Expected Result/Impact:** Teachers and paraprofessionals will effectively be able to offer differentiated instruction to support student growth by incorporating through incorporating technology and small group instruction. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals CCIS	40%		

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 3%.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: Increase parent and family engagement through the participation and support of the campus Color Run. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal Assistant Principal DI AAS Teachers Paraprofessionals	10%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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	% Approaches Growth Needed	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	% Meets Growth Needed	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	% Masters Growth Needed
Math	6	Smith	All	611	587	96%	97%	1%	491	80%	81%	1%	323	53%	54%	1%
Math	6	Smith	Hispanic	142	137	96%	97%	1%	110	77%	78%	1%	57	40%	41%	1%
Math	6	Smith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Smith	Asian	146	142	97%	98%	1%	134	92%	93%	1%	105	72%	73%	1%
Math	6	Smith	African Am.	66	57	86%	88%	2%	33	50%	51%	1%	20	30%	31%	1%
Math	6	Smith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Smith	White	232	228	98%	98%	0%	197	85%	86%	1%	126	54%	55%	1%
Math	6	Smith	Two or More	21	20	95%	96%	1%	15	71%	72%	1%	13	62%	63%	1%
Math	6	Smith	Eco. Dis.	87	78	90%	91%	1%	55	63%	64%	1%	32	37%	38%	1%
Math	6	Smith	Emergent Bilingual	28	24	86%	87%	1%	17	61%	62%	1%	8	29%	30%	1%
Math	6	Smith	At-Risk	188	168	89%	90%	1%	117	62%	63%	1%	68	36%	36%	0%
Math	6	Smith	SPED	43	30	70%	71%	1%	10	23%	24%	1%	2	5%	6%	1%
Math	7	Smith	All	649	623	96%	97%	1%	504	78%	79%	1%	342	53%	53%	0%
Math	7	Smith	Hispanic	132	123	93%	94%	1%	89	67%	68%	1%	49	37%	38%	1%
Math	7	Smith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Smith	Asian	135	133	99%	99%	0%	120	89%	90%	1%	102	76%	71%	-5%
Math	7	Smith	African Am.	78	70	90%	91%	1%	47	60%	61%	1%	21	27%	28%	1%
Math	7	Smith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Smith	White	273	267	98%	98%	0%	221	81%	82%	1%	149	55%	56%	1%
Math	7	Smith	Two or More	29	28	97%	98%	1%	25	86%	87%	1%	19	66%	67%	1%
Math	7	Smith	Eco. Dis.	86	78	91%	92%	1%	54	63%	64%	1%	36	42%	43%	1%
Math	7	Smith	Emergent Bilingual	20	17	85%	85%	0%	12	60%	61%	1%	7	35%	36%	1%
Math	7	Smith	At-Risk	181	160	88%	89%	1%	106	59%	60%	1%	66	36%	37%	1%
Math	7	Smith	SPED	35	26	74%	75%	1%	15	43%	44%	1%	6	17%	18%	1%
Math	8	Smith	All	170	163	96%	97%	1%	106	62%	63%	1%	31	18%	19%	1%
Math	8	Smith	Hispanic	46	46	100%	100%	0%	21	46%	47%	1%	3	7%	8%	1%
Math	8	Smith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Smith	Asian	31	31	100%	100%	0%	27	87%	88%	1%	19	61%	62%	1%
Math	8	Smith	African Am.	43	39	91%	92%	1%	25	58%	59%	1%	4	9%	10%	1%
Math	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	Student Group	Tested 2022	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	% Approaches Growth Needed	2022: Meets Grade Level		2023 Meets Incremental Growth Target	% Meets Growth Needed	2022: Masters Grade Level		2023 Masters Incremental Growth Target	% Masters Growth Needed
				#	#	%			#	%			#	%		
Math	8	Smith	White	44	41	93%	94%	1%	29	66%	67%	1%	4	9%	10%	1%
Math	8	Smith	Two or More	6	6	100%	100%	0%	4	67%	68%	1%	1	17%	18%	1%
Math	8	Smith	Eco. Dis.	44	40	91%	92%	1%	22	50%	51%	1%	4	9%	10%	1%
Math	8	Smith	Emergent Bilingual	8	8	100%	100%	0%	4	50%	51%	1%	2	25%	26%	1%
Math	8	Smith	At-Risk	83	77	93%	94%	1%	40	48%	49%	1%	7	8%	9%	1%
Math	8	Smith	SPED	22	16	73%	74%	1%	4	18%	19%	1%	1	5%	5%	0%
Reading	6	Smith	All	628	594	95%	96%	1%	515	82%	83%	1%	386	61%	62%	1%
Reading	6	Smith	Hispanic	142	137	96%	97%	1%	115	81%	82%	1%	81	57%	58%	1%
Reading	6	Smith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Smith	Asian	156	148	95%	96%	1%	139	89%	90%	1%	104	67%	68%	1%
Reading	6	Smith	African Am.	68	58	85%	86%	1%	39	57%	58%	1%	28	41%	42%	1%
Reading	6	Smith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Smith	White	233	224	96%	97%	1%	196	84%	85%	1%	150	64%	65%	1%
Reading	6	Smith	Two or More	24	23	96%	97%	1%	22	92%	93%	1%	20	83%	84%	1%
Reading	6	Smith	Eco. Dis.	87	76	87%	88%	1%	55	63%	64%	1%	33	38%	39%	1%
Reading	6	Smith	Emergent Bilingual	28	20	71%	72%	1%	11	39%	40%	1%	6	21%	22%	1%
Reading	6	Smith	At-Risk	190	165	87%	88%	1%	121	64%	65%	1%	75	39%	40%	1%
Reading	6	Smith	SPED	43	26	60%	61%	1%	11	26%	27%	1%	6	14%	15%	1%
Reading	7	Smith	All	656	644	98%	98%	0%	604	92%	93%	1%	494	75%	76%	1%
Reading	7	Smith	Hispanic	133	129	97%	98%	1%	117	88%	89%	1%	89	67%	68%	1%
Reading	7	Smith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Smith	Asian	144	142	99%	99%	0%	139	97%	98%	1%	122	85%	86%	1%
Reading	7	Smith	African Am.	78	76	97%	97%	0%	67	86%	87%	1%	52	67%	68%	1%
Reading	7	Smith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Smith	White	273	269	99%	99%	0%	257	94%	95%	1%	210	77%	78%	1%
Reading	7	Smith	Two or More	26	26	100%	100%	0%	22	85%	86%	1%	19	73%	74%	1%
Reading	7	Smith	Eco. Dis.	88	83	94%	95%	1%	72	82%	83%	1%	52	59%	60%	1%
Reading	7	Smith	Emergent Bilingual	20	18	90%	91%	1%	15	75%	76%	1%	9	45%	46%	1%
Reading	7	Smith	At-Risk	184	172	93%	94%	1%	146	79%	80%	1%	97	53%	54%	1%
Reading	7	Smith	SPED	35	27	77%	78%	1%	18	51%	52%	1%	7	20%	21%	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	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	% Approaches Growth Needed	2022: Meets Grade Level		2023 Meets Incremental Growth Target	% Meets Growth Needed	2022: Masters Grade Level		2023 Masters Incremental Growth Target	% Masters Growth Needed
				#	#	%			#	%			#	%		
Reading	8	Smith	All	548	535	98%	99%	1%	489	89%	90%	1%	411	75%	76%	1%
Reading	8	Smith	Hispanic	127	123	97%	98%	1%	103	81%	82%	1%	85	67%	68%	1%
Reading	8	Smith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Smith	Asian	105	105	100%	100%	0%	99	94%	95%	1%	83	79%	80%	1%
Reading	8	Smith	African Am.	75	70	93%	94%	1%	60	80%	81%	1%	48	64%	65%	1%
Reading	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Smith	White	215	211	98%	98%	0%	202	94%	95%	1%	174	81%	82%	1%
Reading	8	Smith	Two or More	25	25	100%	100%	0%	24	96%	97%	1%	20	80%	81%	1%
Reading	8	Smith	Eco. Dis.	87	82	94%	95%	1%	65	75%	76%	1%	52	60%	61%	1%
Reading	8	Smith	Emergent Bilingual	9	9	100%	100%	0%	7	78%	79%	1%	3	33%	34%	1%
Reading	8	Smith	At-Risk	133	122	92%	93%	1%	92	69%	70%	1%	62	47%	48%	1%
Reading	8	Smith	SPED	27	21	78%	79%	1%	11	41%	42%	1%	5	19%	20%	1%
Science	8	Smith	All	547	526	96%	97%	1%	470	86%	87%	1%	363	66%	67%	1%
Science	8	Smith	Hispanic	127	120	94%	95%	1%	99	78%	79%	1%	71	56%	57%	1%
Science	8	Smith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Smith	Asian	105	104	99%	99%	0%	98	93%	94%	1%	88	84%	85%	1%
Science	8	Smith	African Am.	74	67	91%	92%	1%	55	74%	75%	1%	34	46%	47%	1%
Science	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Smith	White	215	209	97%	98%	1%	196	91%	92%	1%	152	71%	72%	1%
Science	8	Smith	Two or More	25	25	100%	100%	0%	21	84%	85%	1%	17	68%	69%	1%
Science	8	Smith	Eco. Dis.	87	80	92%	93%	1%	63	72%	73%	1%	44	51%	52%	1%
Science	8	Smith	Emergent Bilingual	9	9	100%	100%	0%	5	56%	57%	1%	3	33%	34%	1%
Science	8	Smith	At-Risk	132	116	88%	89%	1%	79	60%	61%	1%	46	35%	36%	1%
Science	8	Smith	SPED	27	15	56%	57%	1%	8	30%	31%	1%	4	15%	36%	21%
Social Studies	8	Smith	All	548	517	94%	95%	1%	395	72%	73%	1%	314	57%	58%	1%
Social Studies	8	Smith	Hispanic	127	116	91%	92%	1%	84	66%	67%	1%	69	54%	55%	1%
Social Studies	8	Smith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Smith	Asian	105	103	98%	99%	1%	89	85%	86%	1%	73	70%	71%	1%
Social Studies	8	Smith	African Am.	75	65	87%	88%	1%	47	63%	64%	1%	30	40%	41%	1%
Social Studies	8	Smith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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	% Approaches Growth Needed	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	% Meets Growth Needed	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	% Masters Growth Needed
Social Studies	8	Smith	White	215	208	97%	98%	1%	155	72%	73%	1%	127	59%	60%	1%
Social Studies	8	Smith	Two or More	25	24	96%	97%	1%	20	80%	81%	1%	15	60%	61%	1%
Social Studies	8	Smith	Eco. Dis.	87	77	89%	90%	1%	54	62%	63%	1%	37	43%	44%	1%
Social Studies	8	Smith	Emergent Bilingual	9	8	89%	90%	1%	6	67%	68%	1%	3	33%	34%	1%
Social Studies	8	Smith	At-Risk	133	109	82%	83%	1%	61	46%	46%	0%	41	31%	32%	1%
Social Studies	8	Smith	SPED	27	14	52%	53%	1%	7	26%	26%	0%	4	15%	16%	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	Campus	Student Group	Tested 2022	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	% Approaches Growth Needed	2022: Meets Grade Level		2023 Meets Incremental Growth Target	% Meets Growth Needed	2022: Masters Grade Level		2023 Masters Incremental Growth Target	% Masters Growth Needed
			#	#	%			#	%			#	%		
Algebra I	Smith	All	401	401	100%	100%	0%	398	99%	99%	0%	377	94%	95%	1%
Algebra I	Smith	Hispanic	82	82	100%	100%	0%	80	98%	99%	1%	76	93%	94%	1%
Algebra I	Smith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Smith	Asian	93	93	100%	100%	0%	93	100%	100%	0%	91	98%	99%	1%
Algebra I	Smith	African Am.	33	33	100%	100%	0%	33	100%	100%	0%	30	91%	92%	1%
Algebra I	Smith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Smith	White	172	172	100%	100%	0%	171	99%	100%	1%	160	93%	94%	1%
Algebra I	Smith	Two or More	19	19	100%	100%	0%	19	100%	100%	0%	18	95%	96%	1%
Algebra I	Smith	Eco. Dis.	41	41	100%	100%	0%	41	100%	100%	0%	40	98%	99%	1%
Algebra I	Smith	Emergent Bilingual	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Smith	At-Risk	54	54	100%	100%	0%	52	96%	97%	1%	46	85%	87%	2%
Algebra I	Smith	SPED	6	6	100%	100%	0%	6	100%	100%	0%	5	83%	85%	2%

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.