

# **Cypress-Fairbanks Independent School District**

## **Campbell Middle School**

**2023-2024**



# Mission Statement

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

## Vision

L.E.A.D.: Learn. Empower. Achieve. Dream.

# Comprehensive Needs Assessment

Revised/Approved: September 28, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

## SCHOOL PROFILE

Campbell Middle School is a campus in Houston, Texas. Campbell Middle School opened its doors in 1974. Campbell Middle School is projected to serve 1096 students in grades 6-8 during the 2023-2024 school year, which is a decrease from the previous year of 19.

## COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Campbell Middle School's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

### SPECIFIC DATA PIECES REVIEWED:

#### Improvement Planning Data

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

#### Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Identification data

#### Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS)
- Local benchmark and common assessment data

Date	Time	Location
Wed., Nov. 15, 2023		
Thurs., Feb. 8, 2024	3:45	Library
Wed., May 8, 2024	3:45	Library
We are Campbell! Learning to lead tomorrow by leading today!		

The problem statements and root causes are listed in each section of the needs assessment.

## SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically our White, special education, and AA populations did not meet targets in all subjects. Through the root cause analysis process, we identified teachers lacked intentional planning.

Our second identified priority problem is in the area of student achievement, specifically in the area of math where all student sub-pops are below our targets. Through the root cause analysis process, we identified lack of intentional planning and targeted analysis for small groups.

Our third identified priority problem is in the area of attendance, specifically teacher attendance is a lower percentage than student attendance. Through the root cause analysis process, we identified work overload as the key contributing factor.

# Student Achievement

## Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

	Strengths	Grow
ELAR	6th ESL! 7th ESL! 8th ESL!	Meets across the board Push SPED in meets and masters Push to meets and masters
Math	6th DPM 2 and 3! 7th DPM 2 and 3! 8th AA and ESL in App. Algebra - Approaches	White population White population White population White population and meets across
Science	ESL in Masters!	Large gaps from DPM2 to BCHM
Social Studies	Green!	Rigor increase from DPM2 to BCHM, SPED

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: White and SPED sub-pops are performing below targets. **Root Cause:** RLA: Teachers lacked intentional planning for small groups.

**Problem Statement 2:** Math: All populations are not meeting the intended targets. **Root Cause:** Math: Lack of intentional planning and targeted data analysis for small groups.

**Problem Statement 3:** Science: Did not meet target in Sped, AA, Hispanic, EB, ED, & White **Root Cause:** Science: Lack of planning enough checks for understanding to meet the needs of all students.

**Problem Statement 4:** Social Studies: All categories did not meet targets and a drop in masters. **Root Cause:** Social Studies: Teachers determined that there was a lack of intentional planning.

**Problem Statement 5:** Students are beginning the 2023-24 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.

**Problem Statement 7:** Targeted Support Math: White population is consistently performing below target. **Root Cause:** Need to make an effort to know each student, make

connections and allow their voice to be heard in the classroom.

# School Culture and Climate

## School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Collaboration and data driven decisions

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Teachers are not receiving enough opportunities for input **Root Cause:** Teachers weren't asked what type of feedback they prefer.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

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

Using the Employee Perception Survey, areas of growth were:

- 93% felt there were opportunities for professional growth
- 98% felt quality of work was expected
- 92% felt collaboration was encouraged and practiced

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff has high absenteeism **Root Cause:** Teacher/Paraprofessional Attendance: Feel overwhelmed by workload



# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

- Communication
  - Monthly newsletter
  - Bi-weekly parent call-outs with school reminders or updates
  - Campbell Connects Community Events

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents aren't provided enough opportunities for input **Root Cause:** School has not allowed enough opportunities for input







# Goals

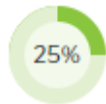




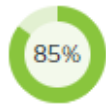


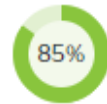


Revised/Approved: September 28, 2023







**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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: RLA:</b> Teachers will plan for intentional opportunities to check for understanding to monitor student comprehension and adjust throughout the lesson, then pull students needing extra support in small groups. <b>Strategy's Expected Result/Impact:</b> White, AA and Sped sub-pops will meet expected CIP targets. <b>Staff Responsible for Monitoring:</b> Principal, DI, AAS, CCIS and teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: Math:</b> Teachers will intentionally collect, track, and use data in planning to target small groups that will build student self-awareness of their own performance. In planning, teachers will also focus on instructional delivery and building relationships with all students. <b>Strategy's Expected Result/Impact:</b> All sub-pops will meet expected CIP targets. <b>Staff Responsible for Monitoring:</b> Principal, DI, AAS, CCIS, and teachers	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3: Science:</b> Teachers will purposely plan specific checks for understanding and make adjustments throughout the lesson cycle to meet the needs of all students. <b>Strategy's Expected Result/Impact:</b> Meet or exceed expected CIP targets. <b>Staff Responsible for Monitoring:</b> Principal, DI, AAS, CCIS, and teachers	Formative		
	Nov	Feb	May
			


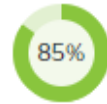





Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Social Studies: Teachers will intentionally plan diversified instructional strategies, incorporate engaging vocabulary strategies, and make connections by spiraling content. <b>Strategy's Expected Result/Impact:</b> Meet or exceed expected CIP targets. <b>Staff Responsible for Monitoring:</b> Principal, DI, AAS, CCIS, and teachers	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. <b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Dropout Prevention: Campus will work with attendance officer weekly. <b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Director of Instruction, AAS, CCIS	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education: Horizons Showcase, DaVinci Day, Student Council, Clubs, Guys In Ties, and Girls in Pearls Day, Hispanic Forum and Soccer Start <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9: At-Risk:</b> 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><b>Strategy's Expected Result/Impact:</b> With Title I support, Campbell will implement the following measures:</p> <ol style="list-style-type: none"> <li>1. Salaries- The class size reduction math teacher, math lab teacher, 2 social studies teachers and a testing coordinator.</li> <li>2. Substitute pay- When the class size reduction teacher is out, the Title I funds will cover the substitute.</li> <li>3. Temporary Worker- Will use a worker to assist in interventions in the Spring.</li> <li>4. Online learning- Use the funds to purchase IXL math program and Brain Pop to assist with classwork, interventions and practice.</li> <li>5. Professional Development- Teachers will choose books of their choice to supplement their goal for the year.</li> <li>6. Extra Duty- Teachers will be supplemented for staying after school for mandatory tutorials, and planning or trainings outside the working hours.</li> <li>7. Reading Materials- Teachers will use period magazines to supplement assignments and for extended reading connected to the content and real-world events.</li> <li>8. Student Snacks- Snacks will be purchased for students staying for Accelerated tutoring days afterschool and on special teacher work days.</li> <li>9. Buses- The funds will be used to purchase buses for field trips for life skills and Hispanic forum trip.</li> <li>10. Field Trip- Funds will be used to help purchase tickets for life skills students and Hispanic forum trip.</li> <li>11. Instructional supplies- Supplies will be bought for teachers to use in the classroom, and for PBIS and the Well Managed Schools program.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, DI</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**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		
<b>Strategy 1:</b> Before/After School Program: In order to close the achievement gaps created by COVID-19, we will use data to assign specific students to tutorials organized by TEK/needed skill during Before/after school tutoring and Saturday camps. <b>Strategy's Expected Result/Impact:</b> Students attending the 2023-24 TEKS tutorials will show a 15% growth from their previous years STAAR test and/or most recent diagnostic exam. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Closing the Gap: Reduce learning gaps created by COVID-19 <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on attached data tables. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Mental Health Supports: Provide interest clubs and implement Well-Managed School/PBIS. <b>Strategy's Expected Result/Impact:</b> Reduce discipline infractions <b>Staff Responsible for Monitoring:</b> principal	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Professional Development: We will use funding to train four new instructional coaches with Sibme Coaching the Coach sessions. <b>Strategy's Expected Result/Impact:</b> meet or exceed targets on attached data table. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
	N/A		



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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**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 4: Targeted Support:** By the end of the current school year, the campus will meet the Closing the Gaps targets in the following student group: White

**Evaluation Data Sources:** STAAR Data









Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Math: Implement math lab intervention class in 7th and 8th grade for students not meeting grade level expectations on STAAR. <b>Strategy's Expected Result/Impact:</b> Additional small group instruction will allow students to make further gains in learning and close the achievement gaps. <b>Staff Responsible for Monitoring:</b> DI, AAS, & math CCIS	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Math: Teachers will use high yield questioning strategies and informal assessments to frequently check for students' understanding of the material throughout frequently throughout the lesson. <b>Strategy's Expected Result/Impact:</b> Teachers will have a clear understanding of students' knowledge of skill before moving to next topic. <b>Staff Responsible for Monitoring:</b> Math teacher/CCIS/DI	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



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

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




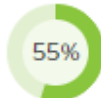




**Evaluation Data Sources:** Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus Safety: Students are expected to be 100% compliant in wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. Teachers will continue to enforce the 10/10 Rule and closely monitor restrooms and hallways. <b>Strategy's Expected Result/Impact:</b> Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. <b>Staff Responsible for Monitoring:</b> Principal, APs, all staff	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. <b>Staff Responsible for Monitoring:</b> Principal, APs	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**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 current school year, student attendance will be at 95% or higher.

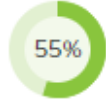







**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**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:** The campus will use restorative discipline practices.







**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Campus will continue to use Bringing Out the Best lessons through advisory. <b>Strategy's Expected Result/Impact:</b> Violent Incidents will be 0%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, counselors	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will follow the PBIS school-wide expectations to reinforce positive behaviors. PBIS I and II leadership teachers will coach and train staff with common language and strategies throughout the school year. Staff will increase positive timely communication with parents. Code of Conduct talks will be held within the first 2 weeks of school and within the first 2 weeks of the spring semester. We will also review the PBIS expectations that will be held within the first 2 weeks of spring semester. Implement monthly Bringing Out the Best lessons. <b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Project Safety Coordinator, Counselors, BI	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.







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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Acknowledge and reward staff members each month to promote staff attendance and decrease absenteeism. <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%. <b>Staff Responsible for Monitoring:</b> Principal, DI	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, teachers will receive job targeted professional development based on individual needs. Administrators, coaches, and teachers will receive instruction from Pete Hall on how to become a reflective practitioner to increase student achievement.







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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> High-Quality Professional Development: Provide multiple choices of professional development to meet teachers' individual needs such as Wisdom Wednesdays, coaching/feedback and use of Sibme Videos. Teachers will be given opportunities to observe each other's classrooms.  <b>Strategy's Expected Result/Impact:</b> Teachers will grow in areas they choose and will have a higher job satisfaction. <b>Staff Responsible for Monitoring:</b> Principal,DI, CCIS	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**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 current school year, parent and family engagement will increase participation by having more participation in activities than the previous year, and the campus will offer new ways to encourage that participation.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent and Family Engagement: Send bi-weekly communication out to families, hold parent meetings throughout the year, counselors will hold Brown Bag lunches, and will send out a survey in the Fall and one in the Spring for input. Staff will hold Campbell Connects with the community. Staff will send individualized postcards and mail outs to families. <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase in each activity from previous year. <b>Staff Responsible for Monitoring:</b> Principal, DI, and Counselors	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# 2023-2024 CPOC

Committee Role	Name	Position
Principal	Rashad Godbolt	Principal
Teacher #1	Raquel Armstead	BASIC ELAR
Teacher #2	Emma Erskine	7th Math
Teacher #3	Joy Mock	7th Science
Teacher #4	Autumn Gipson	6th World Cultures
Teacher #5	Krista Hays	Reading Workshop
Teacher #6	Norma Waltman	7th Math
Teacher #7	Alayna Day	8th Science
Teacher #8	Chris Patterson	Band
Other School Leader (Nonteaching Professional) #1	Courtney Banks	Testing Coordinator
Other School Leader (Nonteaching Professional) #2	Angie Yurch	Director of Instruction
Administrator (LEA) #1	Shante Taylor	Counselor
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Parent #1	Carlisha Clark	Parent #1 (6th)
Parent #2	Helen Nguyen	Parent #2 (6th)
Community Member #1	Helen Le	Community Member #1
Community Member #2	Ava Taing	Community Member #2
Business Representative #1	Danielle Crowley	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Maury Mendiola	Secretary to Director of Instruction
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Cathy Litzinger	Director of Instruction Helping Teacher
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4

# 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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Reading	6	Campbell	MS 3	All	352	248	70%	75%	5%	154	44%	47%	3%	54	15%	18%	3%
Reading	6	Campbell	MS 3	Hispanic	147	110	75%	78%	3%	64	44%	47%	3%	18	12%	15%	3%
Reading	6	Campbell	MS 3	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Campbell	MS 3	Asian	30	28	93%	96%	3%	24	80%	83%	3%	14	47%	50%	3%
Reading	6	Campbell	MS 3	African Am.	129	78	60%	64%	4%	46	36%	40%	4%	13	10%	13%	3%
Reading	6	Campbell	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Campbell	MS 3	White	24	19	79%	82%	3%	11	46%	60%	14%	5	21%	24%	3%
Reading	6	Campbell	MS 3	Two or More	18	11	61%	64%	3%	8	44%	47%	3%	*	*	*	*
Reading	6	Campbell	MS 3	Eco. Dis.	279	190	68%	71%	3%	115	41%	45%	4%	38	14%	17%	3%
Reading	6	Campbell	MS 3	LEP Current	84	55	65%	68%	3%	27	32%	36%	4%	5	6%	9%	3%
Reading	6	Campbell	MS 3	At-Risk	247	160	65%	68%	3%	86	35%	38%	3%	25	10%	13%	3%
Reading	6	Campbell	MS 3	SPED	41	9	22%	26%	4%	*	*	*	*	*	*	*	*
Reading	7	Campbell	MS 3	All	334	233	70%	75%	5%	137	41%	45%	4%	63	19%	22%	3%
Reading	7	Campbell	MS 3	Hispanic	151	108	72%	76%	4%	66	44%	47%	3%	27	18%	21%	3%
Reading	7	Campbell	MS 3	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Campbell	MS 3	Asian	21	20	95%	98%	3%	17	81%	84%	3%	13	62%	65%	3%
Reading	7	Campbell	MS 3	African Am.	122	75	61%	66%	5%	35	29%	32%	3%	14	11%	14%	3%
Reading	7	Campbell	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Campbell	MS 3	White	22	18	82%	87%	5%	12	55%	60%	5%	6	27%	32%	5%
Reading	7	Campbell	MS 3	Two or More	14	10	71%	74%	3%	7	50%	53%	3%	*	*	*	*
Reading	7	Campbell	MS 3	Eco. Dis.	255	175	69%	72%	3%	94	37%	40%	3%	43	17%	20%	3%
Reading	7	Campbell	MS 3	LEP Current	63	35	56%	59%	3%	12	19%	29%	10%	*	*	*	*
Reading	7	Campbell	MS 3	At-Risk	225	146	65%	68%	3%	72	32%	35%	3%	29	13%	16%	3%
Reading	7	Campbell	MS 3	SPED	30	8	27%	30%	3%	*	*	*	*	*	*	*	*
Reading	8	Campbell	MS 3	All	408	334	82%	85%	3%	206	50%	53%	3%	89	22%	25%	3%
Reading	8	Campbell	MS 3	Hispanic	185	149	81%	84%	3%	98	53%	56%	3%	40	22%	25%	3%
Reading	8	Campbell	MS 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Campbell	MS 3	Asian	37	35	95%	98%	3%	30	81%	84%	3%	20	54%	57%	3%
Reading	8	Campbell	MS 3	African Am.	151	120	79%	82%	3%	57	38%	41%	3%	20	13%	16%	3%
Reading	8	Campbell	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Campbell	MS 3	White	22	21	95%	98%	3%	16	73%	76%	3%	7	32%	35%	3%
Reading	8	Campbell	MS 3	Two or More	10	7	70%	73%	3%	*	*	*	*	*	*	*	*
Reading	8	Campbell	MS 3	Eco. Dis.	293	237	81%	84%	3%	132	45%	48%	3%	58	20%	23%	3%
Reading	8	Campbell	MS 3	LEP Current	76	45	59%	62%	3%	20	26%	29%	3%	5	7%	10%	3%
Reading	8	Campbell	MS 3	At-Risk	284	220	77%	80%	3%	127	45%	48%	3%	51	18%	21%	3%
Reading	8	Campbell	MS 3	SPED	22	8	36%	40%	4%	*	*	*	*	*	*	*	*
Math	6	Campbell	MS 3	All	350	227	65%	68%	3%	97	28%	31%	3%	31	9%	12%	3%
Math	6	Campbell	MS 3	Hispanic	146	102	70%	73%	3%	37	25%	40%	15%	10	7%	10%	3%
Math	6	Campbell	MS 3	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Campbell	MS 3	Asian	30	28	93%	96%	3%	23	77%	82%	5%	14	47%	50%	3%

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	6	Campbell	MS 3	African Am.	128	67	52%	58%	6%	22	17%	31%	14%	5	4%	7%	3%
Math	6	Campbell	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Campbell	MS 3	White	24	19	79%	82%	3%	10	42%	59%	17%	*	*	*	*
Math	6	Campbell	MS 3	Two or More	18	9	50%	53%	3%	5	28%	31%	3%	*	*	*	*
Math	6	Campbell	MS 3	Eco. Dis.	277	171	62%	65%	3%	68	25%	36%	11%	22	8%	11%	3%
Math	6	Campbell	MS 3	LEP Current	83	51	61%	64%	3%	18	22%	40%	18%	6	7%	10%	3%
Math	6	Campbell	MS 3	At-Risk	245	146	60%	63%	3%	54	22%	25%	3%	15	6%	9%	3%
Math	6	Campbell	MS 3	SPED	41	10	24%	30%	6%	*	*	*	*	*	*	*	*
Math	7	Campbell	MS 3	All	334	171	51%	54%	3%	107	32%	35%	3%	20	6%	9%	3%
Math	7	Campbell	MS 3	Hispanic	152	85	56%	59%	3%	50	33%	40%	7%	8	5%	8%	3%
Math	7	Campbell	MS 3	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Campbell	MS 3	Asian	21	19	90%	93%	3%	18	86%	89%	3%	8	38%	41%	3%
Math	7	Campbell	MS 3	African Am.	121	47	39%	44%	5%	25	21%	31%	10%	*	*	*	*
Math	7	Campbell	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Campbell	MS 3	White	22	13	59%	62%	3%	10	45%	59%	14%	*	*	*	*
Math	7	Campbell	MS 3	Two or More	14	6	43%	46%	3%	*	*	*	*	*	*	*	*
Math	7	Campbell	MS 3	Eco. Dis.	255	123	48%	51%	3%	69	27%	36%	9%	14	5%	8%	3%
Math	7	Campbell	MS 3	LEP Current	63	24	38%	41%	3%	12	19%	40%	21%	*	*	*	*
Math	7	Campbell	MS 3	At-Risk	225	94	42%	45%	3%	52	23%	26%	3%	12	5%	8%	3%
Math	7	Campbell	MS 3	SPED	29	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Campbell	MS 3	All	289	176	61%	64%	3%	67	23%	26%	3%	10	3%	6%	3%
Math	8	Campbell	MS 3	Hispanic	132	87	66%	69%	3%	28	21%	40%	19%	6	5%	8%	3%
Math	8	Campbell	MS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Campbell	MS 3	Asian	10	8	80%	83%	3%	7	70%	82%	12%	*	*	*	*
Math	8	Campbell	MS 3	African Am.	129	73	57%	60%	3%	29	22%	31%	9%	*	*	*	*
Math	8	Campbell	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Campbell	MS 3	White	8	5	63%	76%	13%	*	*	*	*	*	*	*	*
Math	8	Campbell	MS 3	Two or More	8	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Campbell	MS 3	Eco. Dis.	225	130	58%	63%	5%	47	21%	36%	15%	6	3%	6%	3%
Math	8	Campbell	MS 3	LEP Current	62	35	56%	59%	3%	10	16%	40%	24%	*	*	*	*
Math	8	Campbell	MS 3	At-Risk	214	119	56%	59%	3%	40	19%	22%	3%	5	2%	5%	3%
Math	8	Campbell	MS 3	SPED	21	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Campbell	MS 3	All	413	293	71%	74%	3%	187	45%	50%	5%	51	12%	15%	3%
Science	8	Campbell	MS 3	Hispanic	188	130	69%	72%	3%	84	45%	50%	5%	21	11%	14%	3%
Science	8	Campbell	MS 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Campbell	MS 3	Asian	37	35	95%	98%	3%	33	89%	92%	3%	17	46%	49%	3%
Science	8	Campbell	MS 3	African Am.	153	99	65%	68%	3%	51	33%	38%	5%	*	*	*	*
Science	8	Campbell	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Campbell	MS 3	White	22	19	86%	89%	3%	14	64%	70%	6%	9	41%	44%	3%
Science	8	Campbell	MS 3	Two or More	10	7	70%	73%	3%	*	*	*	*	*	*	*	*

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

[illegible]

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

[illegible]

# **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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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**

## **MS ELA 6-8 Standard Expectations**

- 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 routines to teach and reinforce critical TEKS [think aloud, explicit instruction, 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 to 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 students 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 graphing technology 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