

Cypress-Fairbanks Independent School District

Rowe Middle School

2023-2024

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Rowe Middle School is a campus in Cypress, Texas. Rowe opened its doors in 2020. Rowe Middle School is projected to serve 1,351 students in grades 6-8 during the 2023-2024 school year, which is an increase from the previous year of 94 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Rowe 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:

- Spring 2023 Benchmark Assessments for Math grades 6-8
- Spring 2023 Benchmark Assessments for ELAR grades 6-8
- 2023 DPM Assessments for Science grades 6-8
- 2023 DPM Assessments for Social Studies grade 6-8
- 2023 DPM Assessments for Math, grades 6-8
- 2023 DPM Assessments for ELAR grades 6-8

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 11, 2023 and again on September 7, 2023 to develop and finalize the CNA. The meetings were held in the Rowe Middle School Library at 5:00 pm.

At the first meeting on May 11, 2023, principal Stacia Carew invited representatives from each content to share the results of their Root Cause Analysis, in which they shared a problem statements, root causes, and suggested strategies for improvement. The committee provided feedback and the strategies for the 2023-24 school year were documented as a base for 2023-24

planning.

At the second meeting on September 7, 2023, the CPOC committee reviewed the STAAR results using bar graphs that compared Rowe results to district averages, cluster averages, and targets. The committee determined that the problem statements and root causes identified in May were confirmed by the STAAR data and the 2023-24 academic improvement strategies were reviewed.

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 the Emergent Bilingual and Special Education students are performing lower than all other populations in math. Through the root cause analysis process, we identified that we as teachers are not providing tools such as anchor charts and varied practice opportunities for students to problem-solve for themselves.

Our second identified priority problem is in the area of student achievement, specifically the Emergent Bilingual students are performing significantly lower than all other students in Reading. Through the root cause analysis process, we identified we as teachers are not differentiating and meeting the individual literacy needs of our varied students.

Our third identified priority problem is in the area of parent and community engagement, specifically, our parent nights are not well attended and feedback from parents on surveys is minimal. Through the root cause analysis process, we identified that we are not engaging our parents in multiple ways, including social media.

Student Achievement

Student Achievement Strengths

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

Math

- 6th grade Economically Disadvantaged students exceeded the district and cluster rates at the approaches level.
- 6th grade Emergent Bilingual students exceeded their target at the Meets level by 2%.
- 7th grade students exceeded their target at the Approaches level by 5%.
- 7th grade students exceeded their target at the Meets level by 8%.
- 8th grade (math) students exceeded their target at the Approaches level by 4%.
- 8th grade (math) students exceeded their target at the Meets level by 10%.
- 8th grade (math) students exceeded their target at the Masters level by 1%.
- 100% of students in Algebra achieved at least Approaches on the EOC.
- Algebra students exceeded their target at the Masters level on the EOC by 2%.

Reading

- 6th grade students scored equal to or higher than our cluster average at the Approaches level in the following areas: All, Hispanic, African American, White, Economically Disadvantaged, Emergent Bilingual, and At-Risk.
- 6th grade students exceeded their target at the Meets level by 2%.
- 6th grade students scored equal to or higher than our cluster average at the Masters level in the following areas: All, Hispanic, African American, Economically Disadvantaged, Emergent Bilingual, At-Risk, and Special Education.
- 7th grade students scored equal to or higher than our cluster average at the Approaches and Meets levels in all subpopulation areas.
- 8th grade African American and Special Education students exceeded their targets at the Approaches level.
- 8th grade Emergent Bilingual students exceeded their target at the Meets level.
- 8th grade Economically Disadvantaged, Hispanic, and African American students scored higher than our cluster average at the Meets level.

Science

- African American and Emergent Bilingual students met or exceeded their targets at the Approaches level.
- Special Education students met their target at the Meets and Masters levels.
- African American, Hispanic, and Economically Disadvantaged students scored higher than the cluster average at the Masters level.

Social Studies

- Students exceeded their targets in the following areas at the Approaches level: All, African American, White, Hispanic, Economically Disadvantaged, Emergent Bilingual, and At-Risk.
- Students exceeded their targets in the following areas at the Meets level: All, African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, and At-Risk.
- Students met or exceeded their targets in the following areas at the Masters level: All, African American, Hispanic, Economically Disadvantaged, At-Risk, and SpEd.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: There is a performance gap of more than 15% between Emergent Bilingual learners and all students at the Approaching, Meets, and Masters levels.

Root Cause: RLA: Teachers are not consistently providing students with differentiated opportunities to practice academic vocabulary through student discourse in small groups.

Problem Statement 2: Math: There is a significant performance gap at the meets level between Special Education students and All students; as well as between Emergent Bilingual Students and All students. Less than 10% of all students earned masters on the 2023 STAAR. **Root Cause:** Math: Teachers are not providing students with the tools support independent problem solving and opportunities to collaborate and practice.

Problem Statement 3: Science: Less than half (48%) of students earned Meets on the 2023 STAAR assessment. **Root Cause:** Science: Teachers are not consistently providing students with differentiated opportunities to apply academic vocabulary through critical writing and academic discourse when learning new concepts.

Problem Statement 4: Social Studies: There is a performance gap between Emergent Bilingual students and All students at the Approaches level of 26%. **Root Cause:** Social Studies: Teachers are not directly teaching vocabulary and consistently providing students with opportunities to practice and apply it through speaking and writing.

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.

School Culture and Climate

School Culture and Climate Strengths

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

According to the Employee Perception Survey, 96% or more agreed or strongly agreed in the following areas:

- The work I am asked to do directly relates to my job.
- Opportunities for professional growth are available.
- Information is available to help me do my job effectively.
- Quality work is expected of me.
- Various forms of feedback are given to me to help me improve performance.
- Information related to my job is accessible.
- Staff appreciation is built in to school culture.
- I am clear about my job responsibilities.
- Decisions are data-driven.

PBIS

Students at Rowe work to be S.T.R.O.N.G: scholarly, trustworthy, respectful, ownership, noble, and grateful. Our matrix is taught to students during Jag Camp on the first 3 days of school, and they are posted throughout the school and referred to regularly. Students who demonstrate the desired behavior standards are rewarded with Jag Swag and are able to purchase various prizes from the school store.

Staff members have the opportunities to receive Rowe Dough from one another in recognition for effort and support. Administrators provide treats that staff can purchase with their earned Rowe Dough.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According the the Employee perception survey results. only 90% of staff feel that opportunities are available to provide input. **Root Cause:** We are not providing opportunities for collaboration and feedback.

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.

This year, Rowe welcomed 31 new teachers, 5 new paraprofessionals, and 4 new administrators. New staff members participated in New Staff Orientation and were assigned to a mentor teacher. Additionally, new staff are invited to attend monthly share sessions on campus for just-in-time news and professional learning.

100% of our staff participated in August staff development, which included required trainings, as well as choice in instructional trainings. Additionally, over 90% of our staff attended a Blended Learning Day prior to the start of contract in which Marcia Kish began our training on Blended Learning lesson facilitation. Ms. Kish returns to Rowe on a monthly basis to provide feedback and additional instruction for teachers. 90% of our staff also participated in the Digital Learning Conference in July of 2023.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The attendance rate for teachers and paraprofessional staff was 92% during the 2022-23 school year. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers do not understand the importance and positive impacts of quality first-time instruction from a highly qualified professional. Additionally, they do not realize the detrimental effect of high staff absences on student performance.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Rowe hosts a number of parent events throughout the school year. Prior to the first day of school, parents and students are invited to Jag Express, where students can pick up their schedules, tour the facility, and purchase various supplies. Students and parents also get the chance to meet staff members and learn about various school procedures.

During the second week of school, we hosted Open House where parents were invited to visit their child's classrooms and obtain course information and teacher information.

These beginning-of-the-year events have been well-attended.

Other parent events offered included our CPOC open forum meeting, Literacy Night, Graduation planning meetings, and our Title I parent Meeting.

All parents are invited to join our VIPS and volunteer in various ways throughout the school year.

Events in which students are performing, such as music concerts and athletic events are also well-attended by Rowe families.

Problem Statements Identifying Parent and Community Engagement Needs







Problem Statement 1: Less than 5% of parents responded to our Title I parent survey in the spring of 2023. **Root Cause:** We are not engaging parents with electronic communication that they find valuable.




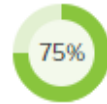



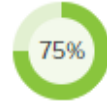


Goals







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 the end of 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		
Strategy 1: RLA: We will facilitate blended learning lessons and small group instruction that include critical reading and writing and academic discourse on a weekly basis. Strategy's Expected Result/Impact: Student engagement will improve. Students will meet or exceed CIP targets. Staff Responsible for Monitoring: CCIS, Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: We will provide students with direct instruction that models the use of anchor charts as a tool to support independent practice. Additionally, we will provide students opportunities to engage in collaboration in small groups and independent practice, using anchor charts. The anchor charts can be used as a foundation for supplemental aids to support special education learners. Strategy's Expected Result/Impact: Students will meet or exceed CIP targets. Staff Responsible for Monitoring: CCIS, Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will provide opportunities for students to learn, practice, and apply academic vocabulary during each unit. Students will experience blended learning lessons that engage them in reading, critical writing, and academic discourse on a weekly basis. Strategy's Expected Result/Impact: Students will meet or exceed targets. Staff Responsible for Monitoring: CCIS, Director of Instruction	Formative		
	Nov	Feb	May
			









Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will provide opportunities for students to learn, practice, and apply academic vocabulary during each unit. Students will experience blended learning lessons that engage them in reading, critical writing, and academic discourse on a weekly basis. Strategy's Expected Result/Impact: Students will meet or exceed targets. Staff Responsible for Monitoring: CCIS, Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: Assistant Principals work with the campus Registrar, grade level counselors, and district attendance officer to monitor dropout rates. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Assistant Principals Academic Achievement Specialists Grade Level Counselors Registrar	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Academic Achievement Specialists Director of Instruction CCIS Teachers	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Guidance Lessons and various clubs. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Counselors	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 I support, Rowe will implement the following measures:</p> <ol style="list-style-type: none"> 1. Salaries--Class size reduction teachers in math, reading, and science, as well as a testing coordinator and additional instructional coach for reading will help increase student achievement to meet or exceed CIP targets. 2. Substitute Pay--When the class size reduction teachers are absent, substitutes will be compensated through Title I funds. 3. Extra Duty Pay--Teaching staff who provide interventions to increase student achievement after school hours are compensated through Title I funds. 4. Parent and Family Involvement--snacks, supplies, and teacher compensation for parent events that occur after school hours will be through Title I funds. This supports our goal of increasing parent involvement and participation at Rowe Middle School. 5. Instructional Supplies--In order to improve student engagement and meet our CIP academic targets, we will use Title I funds to purchase instructional supplies used to support Blended Learning activities. 6. Subscriptions for Reading Material--In order to provide engaging text to support our academic literacy improvement goal, we will use Title I funds to purchase current reading material. 7. Staff Development Supplies--Staff will participate in staff development that supports campus instructional goals, their professional goals, and student achievement. <p>Staff Responsible for Monitoring: Principal</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		
Strategy 1: Before/After School Program: After School Tutoring - AI, TEKS Tutorials, and Regular Tutorials Strategy's Expected Result/Impact: By the end of the 23-24 school year, students' STAAR scores will increase 10% higher than the previous year. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Development: DSD Professional Development - Marcia Kish Strategy's Expected Result/Impact: By the end of the 23-24 school year, students' performance will have increased by 10% on STAAR. Staff Responsible for Monitoring: Principal	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 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		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk in reading intervention classes with required reading course material. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: 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 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		
Strategy 1: Campus Safety: We will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus ID and backpack policy and procedures. Strategy's Expected Result/Impact: Students will be prepared to learn daily with materials and supplies located in a clear backpack and ID badges around their neck, visible to all personnel. Staff Responsible for Monitoring: Assistant Principals Campus Administrators Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: Our campus will be prepared for emergency situations. Staff Responsible for Monitoring: Assistant Principals	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		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: 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		
Strategy 1: 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. Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc.). Strategy's Expected Result/Impact: 1. Grade level AP/Counselor partner together to conduct peer mediation in an ongoing manner 2. ALT codes are used to expose students to physical/tangible education pieces such as articles, Q&A, reflection, etc. 3. Behavior Interventionist will work with grade level APs, students, and teachers using a tiered continuum of support for emerging, recurrent, and critical behaviors. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. We will conduct parent conferences to prevent and address students' escalated behaviors. Students and teachers will be taught our PBIS expectations, STRONG. A campus rubric with location expectations will be taught during the beginning of the year Jag Camp, JAG STRONG Time, Code of Conduct meetings, and revisited regularly during class. Strategy's Expected Result/Impact: 1. Students have a better understanding of behavior expectations and what they look like in all areas of the school. 2. Behavior incidents will decrease by 10%. Staff Responsible for Monitoring: Assistant Principals and Behavior Interventionist	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 be greater than or equal to 90%.









Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Each grading period staff with perfect attendance will be celebrated at the faculty meetings. These staff members will be recognized for their attendance each grading period. Strategy's Expected Result/Impact: We are expecting better attendance rates due to recognizing perfect attendance. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Each semester, all staff are invited to provide feedback and suggestions directly to the principal in Jag Chat--I am Listening Meetings. These will occur during October and February. Strategy's Expected Result/Impact: Teaching staff and administration will work toward continuous improvement through collaboration and communication. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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, 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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus-Wide Blended Learning Training by Marcia Kish. Strategy's Expected Result/Impact: Blended Learning will be implemented campus-wide. 1. CTE Professional Development Training consisted of a full day of differentiated Blended Learning hosted by Marcia Kish. 2. Marcia Kish will visit our campus, throughout the school year, to provide staff with ongoing Blended Learning Training and feedback. Staff Responsible for Monitoring: Director of Instruction Principal Instructional Team	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Content Instructional Specialists (CCIS) will read and apply coaching strategies from The Impact Cycle by Jim Knight in order to provide teachers with quality feedback. Strategy's Expected Result/Impact: Teachers will improve in areas of their own practice chosen by them. Staff Responsible for Monitoring: Director of Instruction 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 be greater than or equal to 50%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parent events will be offered throughout the year, including Jag Express, Open House, Literacy Night, Fall Bingo Night, STAAR prep Night, Electives showcase, and 4-year plan meetings. Strategy's Expected Result/Impact: Parent involvement will increase by 5%. Staff Responsible for Monitoring: Academic Achievement Specialists Director of Instruction Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Rowe Middle School will increase frequency and modality of parent communication through weekly social media posts about both academics and athletics. Additionally, parents will receive communication through School Messenger and the electronic marquee. Strategy's Expected Result/Impact: Parents will be more informed about events occurring at Rowe Middle School, and participation will increase. Staff Responsible for Monitoring: Director of Instruction Principal	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	Stacia Carew	Principal
Classroom Teacher	Kelleigh O'Donnell	Math Teacher
Teacher #2	Danielle Pittsley	Science Teacher
Teacher #3	Kassandra Moncada	CTE Teacher
Teacher #4	Abigail Fenske	Social Studies Teacher
Teacher #5	Kathryn McGuire	ELA Teacher
Teacher #6	Mark Donahue	Fine Arts Teacher
Teacher #7	Elizabeth Hughes	Special Education Teacher
Teacher #8	Jasmine Green	PE Teacher
Other School Leader (Nonteaching Professional) #1	Robert Erickson	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Cynthia Garicia	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Jacqueline Lewis	Administrator (LEA) #1
Administrator (LEA) #2	Paul Zevallos	Administrator (LEA) #2
Parent #1	John Cordero	Parent #1
Parent #2	Jessica Alvarez	Parent #2
Community Member #1	Stanley Scott	Community Member #1
Community Member #2	Tanner Sprinkel	Community Member #2
Business Representative #1	Rachel Kennedy	Business Representative #1
Business Representative #2	Vu Hong	Business Representative #2
Paraprofessional #1	Rocio Rincon	Paraprofessional #1
Paraprofessional #2	Maria Botello	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Candice Gorden	Behavior Interventionist
Other School Leader (Nonteaching Professional) #4	Johanna Houston	Counselor
District-level Professional	Elizabeth McDowell	District Professional
Other School Leader (Nonteaching Professional) #1	Rhonda Wilmer	CCIS
Other School Leader (Nonteaching Professional) #2	Lindsay Patrick	CCIS
Other School Leader (Nonteaching Professional) #4	Jessica Bashay	CCIS

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #3	Christine Zwerneman	CCIS
Non-classroom Professional	Gretchen Moreira	Testing Coordinator

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	Rowe	MS 2	All	419	314	75%	80%	5%	228	54%	60%	6%	104	25%	30%	5%
Reading	6	Rowe	MS 2	Hispanic	247	182	74%	79%	5%	133	54%	60%	6%	62	25%	30%	5%
Reading	6	Rowe	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Rowe	MS 2	Asian	18	16	89%	95%	6%	14	78%	83%	5%	10	56%	61%	5%
Reading	6	Rowe	MS 2	African Am.	119	82	69%	75%	6%	56	47%	55%	8%	24	20%	25%	5%
Reading	6	Rowe	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Rowe	MS 2	White	26	26	100%	100%	0%	19	73%	78%	5%	5	19%	24%	5%
Reading	6	Rowe	MS 2	Two or More	9	8	89%	95%	6%	6	67%	72%	5%	*	*	*	*
Reading	6	Rowe	MS 2	Eco. Dis.	333	248	74%	80%	6%	176	53%	60%	7%	79	24%	29%	5%
Reading	6	Rowe	MS 2	LEP Current	106	62	58%	63%	5%	30	28%	35%	7%	9	8%	15%	7%
Reading	6	Rowe	MS 2	At-Risk	290	202	70%	75%	5%	131	45%	50%	5%	48	17%	22%	5%
Reading	6	Rowe	MS 2	SPED	62	18	29%	34%	5%	*	*	*	*	*	*	*	*
Reading	7	Rowe	MS 2	All	449	352	78%	83%	5%	235	52%	58%	6%	89	20%	25%	5%
Reading	7	Rowe	MS 2	Hispanic	264	198	75%	80%	5%	130	49%	54%	5%	48	18%	23%	5%
Reading	7	Rowe	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Rowe	MS 2	Asian	16	16	100%	100%	0%	12	75%	85%	10%	5	31%	36%	5%
Reading	7	Rowe	MS 2	African Am.	132	105	80%	85%	5%	70	53%	60%	7%	30	23%	28%	5%
Reading	7	Rowe	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Rowe	MS 2	White	23	22	96%	100%	4%	16	70%	75%	5%	5	22%	27%	5%
Reading	7	Rowe	MS 2	Two or More	13	11	85%	90%	5%	7	54%	60%	6%	*	*	*	*
Reading	7	Rowe	MS 2	Eco. Dis.	347	273	79%	84%	5%	181	52%	58%	6%	69	20%	25%	5%
Reading	7	Rowe	MS 2	LEP Current	115	66	57%	62%	5%	31	27%	35%	8%	*	*	*	*
Reading	7	Rowe	MS 2	At-Risk	304	228	75%	80%	5%	130	43%	50%	7%	32	11%	16%	5%
Reading	7	Rowe	MS 2	SPED	43	19	44%	50%	6%	9	21%	35%	14%	*	*	*	*
Reading	8	Rowe	MS 2	All	459	384	84%	90%	6%	258	56%	61%	5%	112	24%	30%	6%
Reading	8	Rowe	MS 2	Hispanic	283	229	81%	86%	5%	156	55%	60%	5%	67	24%	29%	5%
Reading	8	Rowe	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Rowe	MS 2	Asian	17	17	100%	100%	0%	12	71%	76%	5%	8	47%	54%	7%
Reading	8	Rowe	MS 2	African Am.	127	107	84%	90%	6%	70	55%	60%	5%	26	20%	25%	5%
Reading	8	Rowe	MS 2	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Rowe	MS 2	White	21	20	95%	100%	5%	14	67%	72%	5%	7	33%	39%	6%
Reading	8	Rowe	MS 2	Two or More	9	9	100%	100%	0%	5	56%	61%	5%	*	*	*	*
Reading	8	Rowe	MS 2	Eco. Dis.	349	284	81%	86%	5%	193	55%	60%	5%	77	22%	28%	6%
Reading	8	Rowe	MS 2	LEP Current	93	52	56%	61%	5%	24	26%	35%	9%	*	*	*	*
Reading	8	Rowe	MS 2	At-Risk	319	251	79%	85%	6%	148	46%	51%	5%	50	16%	22%	6%

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	8	Rowe	MS 2	SPED	33	18	55%	60%	5%	*	*	*	*	*	*	*	*
Math	6	Rowe	MS 2	All	417	288	69%	75%	6%	132	32%	40%	8%	39	9%	15%	6%
Math	6	Rowe	MS 2	Hispanic	247	172	70%	75%	5%	72	29%	35%	6%	21	9%	15%	6%
Math	6	Rowe	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Rowe	MS 2	Asian	18	16	89%	95%	6%	12	67%	75%	8%	8	44%	50%	6%
Math	6	Rowe	MS 2	African Am.	117	69	59%	65%	6%	31	26%	35%	9%	7	6%	12%	6%
Math	6	Rowe	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Rowe	MS 2	White	26	24	92%	100%	8%	13	50%	55%	5%	*	*	*	*
Math	6	Rowe	MS 2	Two or More	9	7	78%	85%	7%	*	*	*	*	*	*	*	*
Math	6	Rowe	MS 2	Eco. Dis.	330	230	70%	75%	5%	95	29%	35%	6%	27	8%	15%	7%
Math	6	Rowe	MS 2	LEP Current	105	61	58%	63%	5%	18	17%	23%	6%	*	*	*	*
Math	6	Rowe	MS 2	At-Risk	288	183	64%	70%	6%	68	24%	30%	6%	20	7%	14%	7%
Math	6	Rowe	MS 2	SPED	62	19	31%	40%	9%	*	*	*	*	*	*	*	*
Math	7	Rowe	MS 2	All	449	300	67%	73%	6%	168	37%	43%	6%	28	6%	12%	6%
Math	7	Rowe	MS 2	Hispanic	265	163	62%	67%	5%	90	34%	40%	6%	13	5%	11%	6%
Math	7	Rowe	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Rowe	MS 2	Asian	16	15	94%	100%	6%	13	81%	87%	6%	5	31%	37%	6%
Math	7	Rowe	MS 2	African Am.	132	92	70%	75%	5%	50	38%	44%	6%	9	7%	13%	6%
Math	7	Rowe	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Rowe	MS 2	White	23	19	83%	90%	7%	9	39%	45%	6%	*	*	*	*
Math	7	Rowe	MS 2	Two or More	12	10	83%	88%	5%	5	42%	50%	8%	*	*	*	*
Math	7	Rowe	MS 2	Eco. Dis.	347	230	66%	71%	5%	120	35%	40%	5%	16	5%	11%	6%
Math	7	Rowe	MS 2	LEP Current	113	56	50%	55%	5%	21	19%	25%	6%	*	*	*	*
Math	7	Rowe	MS 2	At-Risk	304	178	59%	65%	6%	83	27%	35%	8%	13	4%	9%	5%
Math	7	Rowe	MS 2	SPED	42	12	29%	35%	6%	*	*	*	*	*	*	*	*
Math	8	Rowe	MS 2	All	322	218	68%	73%	5%	110	34%	40%	6%	25	8%	15%	7%
Math	8	Rowe	MS 2	Hispanic	194	127	65%	70%	5%	59	30%	35%	5%	14	7%	14%	7%
Math	8	Rowe	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Rowe	MS 2	Asian	8	8	100%	100%	0%	*	*	*	*	*	*	*	*
Math	8	Rowe	MS 2	African Am.	100	67	67%	75%	8%	38	38%	45%	7%	7	7%	14%	7%
Math	8	Rowe	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Rowe	MS 2	White	12	9	75%	80%	5%	5	42%	50%	8%	*	*	*	*
Math	8	Rowe	MS 2	Two or More	7	6	86%	90%	4%	*	*	*	*	*	*	*	*
Math	8	Rowe	MS 2	Eco. Dis.	247	166	67%	73%	6%	80	32%	38%	6%	19	8%	15%	7%
Math	8	Rowe	MS 2	LEP Current	87	48	55%	60%	5%	23	26%	32%	6%	*	*	*	*

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	8	Rowe	MS 2	At-Risk	243	154	63%	68%	5%	66	27%	33%	6%	11	5%	10%	5%
Math	8	Rowe	MS 2	SPED	32	11	34%	50%	16%	5	16%	25%	9%	*	*	*	*
Science	8	Rowe	MS 2	All	459	352	77%	82%	5%	222	48%	55%	7%	82	18%	23%	5%
Science	8	Rowe	MS 2	Hispanic	284	210	74%	79%	5%	134	47%	55%	8%	52	18%	23%	5%
Science	8	Rowe	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Rowe	MS 2	Asian	17	14	82%	87%	5%	10	59%	65%	6%	7	41%	47%	6%
Science	8	Rowe	MS 2	African Am.	127	101	80%	85%	5%	57	45%	50%	5%	17	13%	20%	7%
Science	8	Rowe	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Rowe	MS 2	White	21	20	95%	100%	5%	15	71%	77%	6%	5	24%	30%	6%
Science	8	Rowe	MS 2	Two or More	9	6	67%	72%	5%	5	56%	62%	6%	*	*	*	*
Science	8	Rowe	MS 2	Eco. Dis.	350	266	76%	81%	5%	165	47%	53%	6%	53	15%	20%	5%
Science	8	Rowe	MS 2	LEP Current	93	56	60%	65%	5%	22	24%	30%	6%	*	*	*	*
Science	8	Rowe	MS 2	At-Risk	319	230	72%	77%	5%	122	38%	44%	6%	41	13%	18%	5%
Science	8	Rowe	MS 2	SPED	33	12	36%	50%	14%	7	21%	30%	9%	*	*	*	*
Social Studies	8	Rowe	MS 2	All	459	288	63%	68%	5%	139	30%	35%	5%	51	11%	17%	6%
Social Studies	8	Rowe	MS 2	Hispanic	284	169	60%	65%	5%	85	30%	35%	5%	34	12%	19%	7%
Social Studies	8	Rowe	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	MS 2	Asian	17	15	88%	93%	5%	10	59%	64%	5%	*	*	*	*
Social Studies	8	Rowe	MS 2	African Am.	127	79	62%	68%	6%	34	27%	32%	5%	11	9%	15%	6%
Social Studies	8	Rowe	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	MS 2	White	21	17	81%	86%	5%	6	29%	34%	5%	*	*	*	*
Social Studies	8	Rowe	MS 2	Two or More	9	7	78%	83%	5%	*	*	*	*	*	*	*	*
Social Studies	8	Rowe	MS 2	Eco. Dis.	350	215	61%	66%	5%	98	28%	33%	5%	34	10%	15%	5%
Social Studies	8	Rowe	MS 2	LEP Current	93	34	37%	50%	13%	11	12%	17%	5%	*	*	*	*
Social Studies	8	Rowe	MS 2	At-Risk	319	172	54%	60%	6%	73	23%	28%	5%	25	8%	15%	7%
Social Studies	8	Rowe	MS 2	SPED	33	7	21%	40%	19%	*	*	*	*	*	*	*	*

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

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