

Cypress-Fairbanks Independent School District

Smith Middle School

2023-2024



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 and problem solving, so students will be prepared to meet the demands of an ever-changing society.

Vision

LEAD - Learn. Empower. Achieve. Dream.

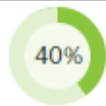
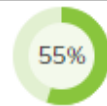

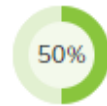
Comprehensive Needs Assessment




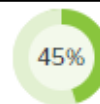


Goals











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 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		
Strategy 1: RLA: Through purposeful planning, teachers will increase the number of opportunities that students have to practice responding using the different question types represented on STAAR. They will do so by embedding the question types in assignments, in blended learning rotations, exit tickets, and in small groups. 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	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Through purposeful planning, teachers will increase the number of opportunities that students have to practice responding using the different question types represented on STAAR. They will do so by embedding the question types in assignments, in blended learning rotations, exit tickets, and in small groups. 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	Formative		
	Nov	Feb	May
			






Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Through purposeful planning, teachers will increase the number of opportunities that students have to practice responding using the different question types represented on STAAR. They will do so by embedding the question types in assignments, in blended learning rotations, exit tickets, and in small groups. 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	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Through purposeful planning, teachers will increase the number of opportunities that students have to practice responding using the different question types represented on STAAR. They will do so by embedding the question types in assignments, in blended learning rotations, exit tickets, and in small groups. 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	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 Assistant Principal AAS	Formative		
	Nov	Feb	May
			









Strategy 6 Details	Formative Reviews		
Strategy 6: 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	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: DI CCISs AAS	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: Before/Afters School Tutoring - Students attending additional tutoring will be provided with support to close learning gaps or receive accelerated learning support. Strategy's Expected Result/Impact: 80% of the students attending extended day tutorials during the 2023-24 school year will score in the meets category on content STAAR tests. Staff Responsible for Monitoring: Principal DI AAS CCISs	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table. Staff Responsible for Monitoring: Principal DI AAS	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Mental Health Supports: Monthly Mentor Luncheons - Smith MS will provide staff mentors to students that will offer the opportunity for those students needing relationship support skills such as developing positive relationships, resolving conflicts, resisting negative peer pressure and effective communication through monthly meetings. (snacks, games, drinks) Strategy's Expected Result/Impact: Through the implementation of monthly mentor luncheons, Smith Middle School will show a decrease in disciplinary referrals by .5% for the 2023-24 school year. Staff Responsible for Monitoring: Principal AAS DI Counselors	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Smith Middle School will support student achievement by providing incentives/recognitions (Spirit Sticks) for students receiving honor roll each 9 weeks. In addition, provide additional math and reading support using Scholastic Scope, Flocabulary, and Sumit K12 programs to move students from Meets to Masters. Strategy's Expected Result/Impact: 95% of Smith Middle School students who previously scored at the Masters level will move back to the Masters level. Thus increasing increase daily academic performance, which will increase students receiving honor roll recognition. Staff Responsible for Monitoring: Principal AAS DI CCISs	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Smith Middle will provide additional instructional resources for teachers to implement blended learning. These resources include Quizizz and Seidlitz Education. Teachers will use Seidlitz Education resources to assist in planning for small group instruction, and Quizizz to create blended learning rotations. Professional development will be provided by Blend Education LLC, and book studies using the following books: Shift Writing and 50 Strategies to Boost Cognitive Engagement. Strategy's Expected Result/Impact: Increased fidelity of teachers using blended learning in the classroom, which will increase small group instruction. In addition increase in students' writing and student engagement. Staff Responsible for Monitoring: Principal AAS DI CCISs	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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	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: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal Assistant Principal Teacher DI	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 Assistant Principal Attendance Secretary Teachers Counselors	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 Assistant Principal Attendance Secretary Teachers Counselors	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: Restorative Discipline: Smith MS will 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. 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 0%. Staff Responsible for Monitoring: Principal Assistant Principals AAS PBIS Core Teacher Team	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. 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: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals Principal Counselors AAS	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 3%.









Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% 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, 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		
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	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will receive additional coaching and resources to continue the path to a blended learning classroom. Strategy's Expected Result/Impact: Increase student performance across RLA, Math, Science, and Social Studies. Staff Responsible for Monitoring: Principal DI AAS 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 by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Increase parent and family engagement through the participation and support of the campus Color Run, student fine arts performances, and activities. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal Assistant Principal DI AAS Teachers Paraprofessionals	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	Rebecca Koop	Principal
Teacher #1	Katherine Coleman	Teacher #1
Teacher #2	Madison Majewski	Teacher #2
Teacher #3	Melissa Kirby	Teacher #3
Teacher #5	Richard Knight	Teacher #5
Teacher #6	Carol Tegethoff	Teacher #6
Teacher #7	Rachel Wallauer	Teacher #7
Teacher #8	Matt Sibert	Teacher #8
Other School Leader (Nonteaching Professional) #1	Marti Kristynik	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Kimberly Michels	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Darin Crawford	Administrator (LEA) #1
Parent #1	Beth Matysiewski	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Jodie Smith	Community Member #1
Community Member #2	Loretta Chebookjian	Community Member #2
Business Representative #1	Amy Lippincott	Business Representative #1
Business Representative #2	Kim Vranna	Business Representative #2
Classroom Teacher	Erick Peters	Teacher
Classroom Teacher	Catherine Wallwin	Teacher

Addendums

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

Content	Gr.	Campus	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	Smith	MS 1	All	719	687	96%	96%	0%	602	84%	86%	2%	397	55%	57%	2%
Reading	6	Smith	MS 1	Hispanic	148	141	95%	96%	1%	118	80%	82%	2%	73	49%	51%	2%
Reading	6	Smith	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Smith	MS 1	Asian	196	191	97%	98%	1%	182	93%	95%	2%	148	76%	78%	2%
Reading	6	Smith	MS 1	African Am.	88	80	91%	93%	2%	61	69%	71%	2%	34	39%	41%	2%
Reading	6	Smith	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Smith	MS 1	White	254	243	96%	97%	1%	215	85%	87%	2%	129	51%	53%	2%
Reading	6	Smith	MS 1	Two or More	31	30	97%	98%	1%	24	77%	79%	2%	13	42%	44%	2%
Reading	6	Smith	MS 1	Eco. Dis.	91	83	91%	93%	2%	60	66%	68%	2%	27	30%	32%	2%
Reading	6	Smith	MS 1	LEP Current	59	48	81%	83%	2%	32	54%	56%	2%	9	15%	17%	2%
Reading	6	Smith	MS 1	At-Risk	227	203	89%	91%	2%	151	67%	69%	2%	71	31%	33%	2%
Reading	6	Smith	MS 1	SPED	47	31	66%	68%	2%	16	34%	36%	2%	*	*	*	*
Reading	7	Smith	MS 1	All	687	660	96%	98%	2%	604	88%	90%	2%	454	66%	68%	2%
Reading	7	Smith	MS 1	Hispanic	152	146	96%	98%	2%	129	85%	87%	2%	93	61%	63%	2%
Reading	7	Smith	MS 1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Smith	MS 1	Asian	184	179	97%	98%	1%	175	95%	97%	2%	148	80%	82%	2%
Reading	7	Smith	MS 1	African Am.	71	61	86%	88%	2%	47	66%	68%	2%	28	39%	41%	2%
Reading	7	Smith	MS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Smith	MS 1	White	245	240	98%	99%	1%	222	91%	93%	2%	160	65%	67%	2%
Reading	7	Smith	MS 1	Two or More	30	29	97%	98%	1%	26	87%	89%	2%	20	67%	69%	2%
Reading	7	Smith	MS 1	Eco. Dis.	91	83	91%	93%	2%	68	75%	77%	2%	42	46%	48%	2%
Reading	7	Smith	MS 1	LEP Current	38	30	79%	81%	2%	27	71%	73%	2%	14	37%	39%	2%
Reading	7	Smith	MS 1	At-Risk	185	160	86%	88%	2%	130	70%	72%	2%	84	45%	47%	2%
Reading	7	Smith	MS 1	SPED	44	28	64%	66%	2%	17	39%	41%	2%	5	11%	13%	2%
Reading	8	Smith	MS 1	All	679	665	98%	99%	1%	614	90%	92%	2%	460	68%	70%	2%
Reading	8	Smith	MS 1	Hispanic	145	141	97%	98%	1%	123	85%	87%	2%	83	57%	59%	2%
Reading	8	Smith	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Smith	MS 1	Asian	150	149	99%	99%	0%	145	97%	99%	2%	130	87%	89%	2%
Reading	8	Smith	MS 1	African Am.	87	83	95%	97%	2%	74	85%	87%	2%	47	54%	56%	2%
Reading	8	Smith	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Smith	MS 1	White	265	260	98%	99%	1%	242	91%	93%	2%	178	67%	69%	2%
Reading	8	Smith	MS 1	Two or More	30	30	100%	100%	0%	28	93%	95%	2%	20	67%	69%	2%
Reading	8	Smith	MS 1	Eco. Dis.	99	93	94%	96%	2%	73	74%	76%	2%	47	47%	49%	2%
Reading	8	Smith	MS 1	LEP Current	22	21	95%	97%	2%	17	77%	79%	2%	11	50%	52%	2%
Reading	8	Smith	MS 1	At-Risk	150	139	93%	95%	2%	121	81%	83%	2%	86	57%	59%	2%
Reading	8	Smith	MS 1	SPED	29	19	66%	68%	2%	12	41%	43%	2%	*	*	*	*
Math	6	Smith	MS 1	All	705	675	96%	98%	2%	556	79%	81%	2%	366	52%	54%	2%
Math	6	Smith	MS 1	Hispanic	147	136	93%	95%	2%	107	73%	75%	2%	66	45%	47%	2%
Math	6	Smith	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*

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	Smith	MS 1	Asian	185	185	100%	100%	0%	177	96%	98%	2%	142	77%	79%	2%
Math	6	Smith	MS 1	African Am.	86	73	85%	87%	2%	48	56%	58%	2%	29	34%	36%	2%
Math	6	Smith	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Smith	MS 1	White	254	250	98%	99%	1%	201	79%	81%	2%	115	45%	47%	2%
Math	6	Smith	MS 1	Two or More	31	29	94%	96%	2%	21	68%	70%	2%	12	39%	41%	2%
Math	6	Smith	MS 1	Eco. Dis.	90	79	88%	90%	2%	55	61%	63%	2%	27	30%	32%	2%
Math	6	Smith	MS 1	LEP Current	58	52	90%	92%	2%	36	62%	64%	2%	15	26%	28%	2%
Math	6	Smith	MS 1	At-Risk	225	204	91%	93%	2%	140	62%	64%	2%	75	33%	35%	2%
Math	6	Smith	MS 1	SPED	47	36	77%	79%	2%	12	26%	28%	2%	*	*	*	*
Math	7	Smith	MS 1	All	668	622	93%	95%	2%	546	82%	85%	3%	299	45%	47%	2%
Math	7	Smith	MS 1	Hispanic	150	140	93%	95%	2%	121	81%	83%	2%	55	37%	39%	2%
Math	7	Smith	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Smith	MS 1	Asian	166	160	96%	98%	2%	151	91%	93%	2%	109	66%	68%	2%
Math	7	Smith	MS 1	African Am.	73	55	75%	77%	2%	41	56%	58%	2%	16	22%	24%	2%
Math	7	Smith	MS 1	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Smith	MS 1	White	248	239	96%	98%	2%	208	84%	86%	2%	103	42%	44%	2%
Math	7	Smith	MS 1	Two or More	27	25	93%	95%	2%	22	81%	83%	2%	13	48%	50%	2%
Math	7	Smith	MS 1	Eco. Dis.	92	78	85%	87%	2%	66	72%	74%	2%	30	33%	35%	2%
Math	7	Smith	MS 1	LEP Current	38	31	82%	84%	2%	26	68%	70%	2%	11	29%	31%	2%
Math	7	Smith	MS 1	At-Risk	183	150	82%	84%	2%	112	61%	63%	2%	64	35%	37%	2%
Math	7	Smith	MS 1	SPED	44	26	59%	61%	2%	9	20%	22%	2%	*	*	*	*
Math	8	Smith	MS 1	All	237	214	90%	92%	2%	167	70%	72%	2%	69	29%	31%	2%
Math	8	Smith	MS 1	Hispanic	62	57	92%	94%	2%	37	60%	62%	2%	11	18%	20%	2%
Math	8	Smith	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Smith	MS 1	Asian	51	50	98%	99%	1%	46	90%	92%	2%	37	73%	75%	2%
Math	8	Smith	MS 1	African Am.	38	33	87%	89%	2%	27	71%	73%	2%	7	18%	20%	2%
Math	8	Smith	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Smith	MS 1	White	75	64	85%	87%	2%	50	67%	69%	2%	9	12%	14%	2%
Math	8	Smith	MS 1	Two or More	10	9	90%	92%	2%	6	60%	62%	2%	*	*	*	*
Math	8	Smith	MS 1	Eco. Dis.	48	40	83%	85%	2%	29	60%	62%	2%	6	13%	15%	2%
Math	8	Smith	MS 1	LEP Current	12	9	75%	77%	2%	8	67%	69%	2%	*	*	*	*
Math	8	Smith	MS 1	At-Risk	75	59	79%	81%	2%	36	48%	51%	3%	13	17%	19%	2%
Math	8	Smith	MS 1	SPED	27	17	63%	65%	2%	10	37%	39%	2%	*	*	*	*
Science	8	Smith	MS 1	All	680	666	98%	99%	1%	599	88%	91%	3%	386	57%	59%	2%
Science	8	Smith	MS 1	Hispanic	145	141	97%	99%	2%	115	79%	81%	2%	63	43%	45%	2%
Science	8	Smith	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Smith	MS 1	Asian	150	150	100%	100%	0%	145	97%	99%	2%	112	75%	77%	2%
Science	8	Smith	MS 1	African Am.	87	82	94%	96%	2%	69	79%	81%	2%	32	37%	39%	2%
Science	8	Smith	MS 1	Pac. Islander	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	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												
					#	#	%	%		#	%	%		#	%	%	
Science	8	Smith	MS 1	White	266	261	98%	99%	1%	240	90%	92%	2%	159	60%	62%	2%
Science	8	Smith	MS 1	Two or More	30	30	100%	100%	0%	28	93%	95%	2%	18	60%	62%	2%
Science	8	Smith	MS 1	Eco. Dis.	100	94	94%	96%	2%	72	72%	74%	2%	42	42%	44%	2%
Science	8	Smith	MS 1	LEP Current	22	21	95%	98%	3%	18	82%	84%	2%	9	41%	43%	2%
Science	8	Smith	MS 1	At-Risk	150	142	95%	97%	2%	109	73%	75%	2%	64	43%	45%	2%
Science	8	Smith	MS 1	SPED	29	22	76%	78%	2%	13	45%	47%	2%	*	*	*	*
Social Studies	8	Smith	MS 1	All	677	636	94%	96%	2%	517	76%	78%	2%	368	54%	56%	2%
Social Studies	8	Smith	MS 1	Hispanic	145	131	90%	92%	2%	96	66%	68%	2%	67	46%	48%	2%
Social Studies	8	Smith	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Smith	MS 1	Asian	150	145	97%	98%	1%	134	89%	91%	2%	109	73%	75%	2%
Social Studies	8	Smith	MS 1	African Am.	85	79	93%	95%	2%	57	67%	69%	2%	32	38%	40%	2%
Social Studies	8	Smith	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Smith	MS 1	White	265	252	95%	97%	2%	205	77%	79%	2%	140	53%	55%	2%
Social Studies	8	Smith	MS 1	Two or More	30	27	90%	92%	2%	23	77%	79%	2%	18	60%	62%	2%
Social Studies	8	Smith	MS 1	Eco. Dis.	100	86	86%	88%	2%	59	59%	61%	2%	35	35%	37%	2%
Social Studies	8	Smith	MS 1	LEP Current	22	18	82%	84%	2%	13	59%	61%	2%	6	27%	29%	2%
Social Studies	8	Smith	MS 1	At-Risk	150	123	82%	84%	2%	95	63%	65%	2%	65	43%	45%	2%
Social Studies	8	Smith	MS 1	SPED	29	16	55%	57%	2%	10	34%	36%	2%	5	17%	19%	2%

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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