

Cypress-Fairbanks Independent School District

Thornton Middle School

2023-2024



Mission Statement

In everything we do, Patriots will LEAD, contribute, and excel exemplifying the spirit, We Are One!

Vision

Thornton Middle School exists to prepare, equip, and LEAD students to be 21st Century critical thinkers, problem solvers, visionaries, trend setters, and productive citizens as we prepare them for the next step in their educational journey.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: In May 2023, content teams completed data digs reviewed progress towards the 22-23 CIP goals, and discussed whether goals should be updated based on achievement data for the following school year. In May 2023, the Academic Achievement Specialist gathered data from the current year's local assessments and STAAR raw testing data. The Director of Instruction provided an electronic copy of the 22-23 year CIP including the goals, problem statements, root cause statements, and strategies. The Thornton Instructional Leadership Team in conjunction with CPOC met on May 16th to discuss the data and look for the strengths and weaknesses revealed. Based on the observations, the CIP, STAAR RAW data, and May suggestions were reviewed and revisions to the goals were considered. Each instructional leader met with their respective grade level and content teams to review the problem statement and root cause analysis during the August professional development week; some teams went through their own root cause analysis and problem statement process. New problem statements and root causes were proposed. These team meetings occurred during the week of 9/21-25. The campus Leadership Team met on September 11th to review the Campus Improvement Plan with the updates suggested in May and August as well as review state testing data to determine a needs assessment and revision to goals and strategies. Each team sent a representative to meet with their department to finalize the draft of the problem statement, root cause, and strategies to be proposed for input from the CPOC committee in September.

The comprehensive needs assessment was reviewed and/or revised on the following dates: the CPOC meeting on May 16, 2023, at 3:30 PM over Zoom, at the Campus Leadership Meeting on September 11, the Campus Instructional Meeting on September 6th, Team Planning Sessions from 9/12-14, and at the CPOC meeting on September 26, 2023.

In summary, the comprehensive needs assessment denotes the following: Planning for student engagement and rigorous instruction are limited and not maximized to the fullest for our AA, ELL, and Sped students. AA students are performing lower than other subgroups. K-level students are not being pushed with higher-level questioning. There is a lack of implementation of small group instruction in the classrooms.

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

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

The Campus Performance Objective Council (CPOC) met on May 16, 2023, and September 26, 2023, to develop the CNA and the strategies. Those meetings were held over Zoom and in person with school personnel from campus and parents, community members, and district representatives joining on the computer starting at 3:30 pm. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign-in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings, the most recent data available was shared with the committee. In May this was local assessment data and in August state testing data. This allowed for a

conversation on strengths and weaknesses and concluded with a needs assessment. During the meetings, the committee was led through an agenda to review the current progress towards the 22-23 campus improvement plan goals, and then an opportunity to review the suggestions for goal revisions or replacement if the goals were achieved based on the identified needs from the data review. An opportunity for questions and feedback was provided. Once goals were established, strategies were presented as a plan for the campus to work towards this school year. An opportunity was provided for feedback on the strategies and/or suggestions for additional strategies. Representatives from each content who proposed the revisions and strategies were available to answer any clarifying questions.

Based on feedback from the committee, the campus has the following priorities for the current school year: Our SPED and African American students performed lower than other subgroups; meets and masters levels are significantly below district on Reading STAAR. Therefore, teachers will intentionally plan for differentiated instruction to meet the needs of all learners; intentionally plan for small group instruction; and provide specific, and timely feedback on progress. Additionally, rigorous planning is not done and implemented consistently to provide differentiated instruction for ELL and SPED students for Approaches and K-level students for meets and masters' levels on district and state assessments. Therefore, the campus will implement the Fundamental 5 High Yield strategies on a regular basis in each classroom across the campus.

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

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

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

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

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

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

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

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

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

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

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

Demographics

Demographics Summary

Total Enrollment is 1404 with 752 males and 652 females.

Hispanic 808

Am Ind 10

Asian 61

Black 413

Pai 3

White 73

Multi Race 36

ESL 340

Sped 179

Free/Reduced lunch 1263

Student Achievement

Student Achievement Summary

2023-24 Needs Assessment

ELAR- incorporating the writing into the curriculum – small group instruction

MATH-more use of online calculators and small group instruction training are necessary.

SCI – Students are improving at analyzing charts and graphs –intentionally planning for differentiation needed.

SS – Additional small group instruction is necessary; more work on new question types

Resetting what planning sessions are and what small group looks like

Student Achievement Strengths

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

- 2% increase masters in 6th math
- 4% increase in meets for 6th math
- 8% increase in 6th math for approaches
- maintained 16% masters for 6th reading
- 9% increase for 6th ELA approaches
- 8% increase ALgebra masters
- 2% increase for 8th math in masters
- 100% approaches in Algebra
- 11% increase in 8th math in approaches
- 3% increase in Social Studies masters 8th grade
- 14% increase in Social Studies meets 8th grade
- 10% increase in Social Studies approaches 8th grade

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: There is a lack of exposure to academic vocabulary, critical thinking, and critical writing in classrooms. **Root Cause:** RLA: Teachers do not effectively plan for exposure of vocabulary, critical thinking, and critical writing in the classroom.

Problem Statement 2: Math: The Special Education students at Thornton performed lower than those in the cluster. **Root Cause:** Math: Lack of planning and instruction that is differentiated for all subpopulations.

Problem Statement 3: Science: There is a lack of planning for differentiated instruction across all levels. **Root Cause:** Science: We lack an understanding of planning for and implementing equitable learning environments.

Problem Statement 4: Social Studies: Our White Population performed lowest in mastery; targets were unmet. We are significantly below the district standards in meets and mastery. Our Sped population performed the lowest in the mastery category and did not meet or exceed the district target. **Root Cause:** Social Studies: The teacher did not effectively differentiate instruction to meet the needs of all learning styles.

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.

Despite challenges, Thornton has maintained an acceptable attendance rate; our assistant principals, counselors, and attendance officers routinely meet with students and parents about attendance. Restorative discipline has continued to be a focus for our discipline, implementing more restorative circles with students when disagreements occur. A full-time Behavior Interventionist was utilized on campus to curb the behavior. The master schedule allowed a certified teacher from each of the four content areas to visit the discipline management class daily. Thornton has maintained to be a safe campus by implementing all safety drills, maintaining and updating emergency operation plans, and welcoming assistance from our district PD in the form of an officer on campus full-time and visiting officers throughout the year. The campus returned to face-to-face meetings for parent conferences, which has assisted in building stronger collaboration between home and school. The campus encourages staff members to join various committees, including the solution seekers. PBIS is active on campus, and teachers recognize the student of the month. Field trip opportunities returned to campus after COVID including athletics, GT and Hispanic Scholars trips.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Intentional planning has not been done to frequently acknowledge the success of students and staff who are always meeting campus expectations. **Root Cause:** Many staff members and parents have not been involved in the planning and structure of Thornton events; their voices have not been heard.

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.

The staff is made up of diverse ethnicities. Over 35% of the staff has a Master's degree. More than 50% of the staff has over five years of experience, with an average of 8 years of experience. Administrators attended career fairs at the district level and outside the district to meet the potential staff. When interviewing new staff members, we pull in an interview panel from various academic levels and coaching levels to see all aspects of the candidate. Professional development opportunities are offered by the district and at the campus level. Two campus time equivalent opportunities for professional development were provided to staff members. Day one was attending the summer digital learning conference, and day two was completing a campus-built Schoology course that staff could complete on their own to earn two days off during the month of November. An emphasis on special education and 504 paperwork and accommodations was a highlight of campus professional development provided to staff during the school day. A mentor program is in place on campus to support new staff to the campus supported by two lead mentors.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff members do not feel appreciated and recognized. **Root Cause:** Teacher/Paraprofessional Attendance: Staff members are not surveyed to have a voice in the specific ways they would most feel acknowledged for their efforts.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

The campus continues to welcome parents back after COVID had many events going virtual. Community events included a Tailgating Party and spring and fall curriculum engagement nights. An 8th-grade and fine arts awards ceremony was held in person with many parents in attendance. In addition, the campus hosted parent presentations about the Four Year Plans and College Academy supported by the counseling office. Many parents attended the Open House fall night and met the teacher. An electives fair occurred face to face in the spring and was attended by many incoming 6th graders and their families and 7th and 8th graders. The campus partnered with Cypress Park HS to highlight our students at the Vertical GT Showcase. The principal, AP, Counselor, and DI visited each feeder elementary school to welcome incoming students' families to our campus.

Problem Statements Identifying Parent and Community Engagement Needs



Problem Statement 1: We are not providing enough varied opportunities for our parents to engage actively. **Root Cause:** We lack parent voice in creating opportunities to involve our parents outside of the large group campus-wide attendance of events.





Goals

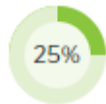

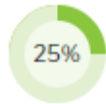

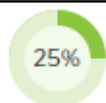
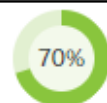
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

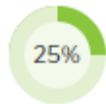

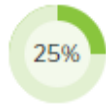

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.







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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will increase exposure of vocabulary, critical thinking, and writing as determined by regular analysis of assessment data that identify specific standards students have not mastered.</p> <p>Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables.</p> <p>-Implement 3-week checkpoints regularly for data specifically pertaining to vocabulary, critical thinking, and critical writing.</p> <p>-Analyze checkpoint data/samples and determine areas for reteach</p> <p>-Plan instruction that provides ample, ongoing opportunities for exposure of determined critical skills</p> <p>-Develop and maintain a progress monitoring tool to track classroom exposure to academic vocabulary, critical thinking, and critical writing.</p> <p>-Teachers will intentionally plan for small group instruction using relevant student data and high-quality resources as well as constantly provide specific, timely feedback to students in writing.</p> <p>-Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals ELAR CCIS ELAR teachers Interventionists</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Math teachers will consistently plan for differentiated lessons and small group instruction (with a focus on EB, AA, SPED, and K-Level) to provide support in the problem-solving process and skills.</p> <p>Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables.</p> <ul style="list-style-type: none"> -Increase in Blended Learning opportunities in the classroom -Consistent small group instruction -Increase in student-to-student collaboration -Provide critical writing opportunities -Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary. -Math interventionist <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Math CCIS Math teachers Math Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will plan for differentiation in learning across all levels, emphasizing intentional small groupings, hands-on learning (Labs, project-based learning, problem-based learning, inquiry-based learning, blended learning), interactive learning software, and vocabulary and writing development in science. Teachers will seek and attend one professional development per 9 weeks regarding equity in learning. Teachers will use data to drive instruction and boost diverse learner experience in their classrooms, reaching all untapped students and closing learning gaps.</p> <p>Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables.</p> <ul style="list-style-type: none"> -Implementation of Interactive software (educandy, quizzes, google slides for drag and drops, flashcards, kahoot) -Use of blended learning for small groups and differentiated instruction. -Use of project based learning for rigor and deep analysis. -Use of Fundamental 5 for rigor -Use of STAAR camp for readiness and supporting skills -Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary. <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Science CCIS Science teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: The teacher will consistently and intentionally plan out lessons thoroughly with all student learning styles in mind. The lesson will be rigorous and relevant, with the student's needs at the forefront. We will utilize vocabulary and academic terminology to equip students with required verbiage to be successful. Data will be analyzed and viewed to make adequate adjustments to ensure that students are mastering the TEKS Strategy's Expected Result/Impact: -Meet or exceed the targets on the attached CIP target tables. -Implementation of Interactive Word Walls from The Science Toolkit training -Increase in culturally relevant learning connections, conversations. and writing opportunities. -Additional Title I funded personnel to provide for classroom reduction in lowering student to teacher ratio and assisting in meeting our students goals in the content area and a substitute staff member when necessary. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Social Studies CCIS Social Studies teachers	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: The campus will work with families to keep all students actively engaged in the learning process. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Engage remote learners daily. Home visits to students who miss several days of school. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Registrar Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers	Formative		
	Nov	Feb	May
			



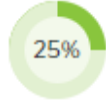







Strategy 7 Details	Formative Reviews		
Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Reduce the instructional loss as a result of loss of direct instruction. Based on student performance, students will be identified by content specialist. Targeted students will be placed in small groups for focused remediation, both face to face and virtual. Students will be provided with motivational resources, incentives, or rewards as students' progress. CCIS are writing lessons to close the achievement gap based on current student deficiencies. Students are provided materials and resources such as folders, paper, subscriptions and other supplies as needed. Staff Responsible for Monitoring: Principal Director of Instruction Academic Achievement Specialist CCIS Teachers	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Science Olympiad -Destination Imagination -Support Campus Fine Arts Programs of Band, choir, art -STEAM Club -Girls in Coding -Explore UT Field Trip -Hispanic Forum Field Trip Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Encourage female students in STEM Allow students opportunities to experience success outside of the classroom Expose students to real world application opportunities Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers	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, Thornton will implement the following measures:</p> <ol style="list-style-type: none"> 1. Salaries - The 7 class-size reduction teachers in history (3), math (2), reading and science will assist with meeting our students' goals in all content areas. 2. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. 3. Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. 4. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. 5. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. 6. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP. 7. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP. 8. Parent Involvement - We will increase parent involvement through the year with events like Patriot Express, Open House, Curriculum Night, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. 9. Tardy Calculator Subscription - We will increase student attendance by tracking tardies for all students. 10. Supplies - Classroom supplies such as wireless keyboards for Promethean boards will increase teacher proximity and support our instructional goals as specified in the CIP. <p>Staff Responsible for Monitoring: Principal DI AP Counselors</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: Before/after school tutoring - Targeted tutorials to close the achievement gap in identified students. Strategy's Expected Result/Impact: By the end of the 2023-24 school year, STAAR scores in all content areas will increase by 3% in the meets category. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Saturday STAAR Camps - Students will participate in Saturday instructional rotations to fill in identified academic gaps prior to taking the 23-24 STAAR exams. Strategy's Expected Result/Impact: All student demographic groups will increase STAAR scores in the meets category by 3% in all content areas tested. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: All student demographic groups will increase STAAR scores in the meets category by 3% in all content areas tested. 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. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: State Compensatory Education: Provide additional support to at-risk students by providing mailed parent communications with academic and attendance updates. Strategy's Expected Result/Impact: Maintain clear communication with parents on student progress to support meeting or exceeding STAAR 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.



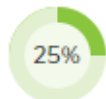

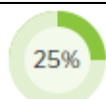





Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will enforce the following layers of safety: - Clear backpacks - Student ID badges - Staff ID badges - Reduction of entry/exit points - Reduction and awareness of visitors in the building - Primary and secondary reunification sites - Weekly door checks Strategy's Expected Result/Impact: 100% of students and staff will know the layers of safety and respond appropriately to safety protocol. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff	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), and Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines with students and staff responding appropriately to safety protocols. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals	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 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

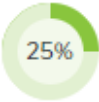







Evaluation Data Sources: Student attendance records

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
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus-wide tardy process supported by the tardy calculator system to reduce the number of students arriving to class late and arriving to class absent after 10 minutes. Strategy's Expected Result/Impact: Decrease of tardies by 15% Increase in class attendance Staff Responsible for Monitoring: Principal APs	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 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. The campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Behavior Interventionist	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. Positive Behavior reinforcers will be utilized more frequently to reduce incident frequency. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist	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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Increased frequency of staff morale events. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Develop a stronger staff morale committee. Through PBIS (staff incentives) teachers will be rewarded for attendance. Assign Leaders to designated roles in the staff morale area. Staff Responsible for Monitoring: Principal Director of Instruction Leadership Team Behavior Interventionist	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, 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: ESL Study groups, GT certification opportunities, implementing fundamental 5 strategies, and Technology sessions with a campus or district leader are all opportunities available to staff. Strategy's Expected Result/Impact: Additional Staff members acquire their GT certification Additional staff members become ESL certified Blended learning classrooms provide for more differentiation of student needs Staff are better equipped to meet the emotional needs of the students Opportunities are provided to staff to grow in their field by attending professional development specific to their content. Staff Responsible for Monitoring: Director of Instruction	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 20%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Through PBIS, VIPS Committee Teachers and staff will work to build opportunities with all campus and community stake holders. We will consistently communicate and afford opportunities for parents to be actively involved. Such opportunities include but are not limited to:</p> <ul style="list-style-type: none"> -4 CPOC meetings -Counselor Conversation Meetings -Open House with Title I parent meeting -Patriot Express/Meet the Teacher -Electives Night -Fall Curriculum Night -Spring Curriculum Night -Support provided for the English for Parents community program -College Academy Parent Informational Meetings -Four Year Planning Informational Dyslexia Parent Meeting -Mail out of information <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%. 100% of parents have the opportunity attend a meeting at a time that best suits their needs. Parent resources and snacks will be provided to assist parents in coming to events immediately from work. Extra duty pay will be utilized to extend the contract day of staff to support parent events. A campus translator will be provided for parents of students who have another language other than English so they feel more comfortable attending events. Paper copies of pertinent school resources will be provided to parents through mailouts.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Reginal Mitchell	Principal
Administrator	Mary Becher	Director Of Instruction
Administrator	Terrence Archie	Assistant Principal 6th Grade
Administrator	Steve Martinez	Assistant Principal 7th Grade
Administrator	Becky Rodriguez	Assistant Principal 8th Grade
Administrator	Kimberly Wilson	Academic Achievement Specialist
Administrator	Glen Kirk	Academic Achievement Specialist
Administrator	Jessica Ervin	Behavior Interventionist
Non-classroom Professional	Ailcia Ridge	Counselor 6th Grade
Non-classroom Professional	Natalie Ospina	Counselor 7th Grade
Non-classroom Professional	Sherri Jacob	Counselor 8th Grade
Non-classroom Professional	Jennifer Seams	DI Helping Teacher
Non-classroom Professional	Erica Wells	Testing Cordinator
District-level Professional	Stacie Davis	District
Non-classroom Professional	Victoria Thomas	CCIS
Non-classroom Professional	Adetria Singleton	CCIS
Non-classroom Professional	Susan Smith	CCIS
Non-classroom Professional	Sarah Gonzalez	CCIS
Non-classroom Professional	Jeffrey Heidenreich	CCIS
Classroom Teacher	Valeria Polanco	6th Grade ELAR
Classroom Teacher	Shumerian Curtis	7th Grade ELAR
Classroom Teacher	Lee Kelly	8th Grade ELAR
Classroom Teacher	Daniel Foster	6th Grade Math
Classroom Teacher	Candis Jackson	7th Grade Math
Classroom Teacher	Alyssa Rodriguez	8th Grade Math
Classroom Teacher	Michael Eatmon	6th Grade Science
Classroom Teacher	Hannah Estupinan	7th Grade Science

Committee Role	Name	Position
Classroom Teacher	Amari Shields	8th Grade Science
Classroom Teacher	Rev. John Davis	6th Grade World Culture
Classroom Teacher	Jadad Platt	7th Grade Texas History
Classroom Teacher	Vacancy Vacancy	8th Grade U.S. History
Business Representative #1	Alex Soler	Business Rep.
Business Representative #2	Mason Holt	Business Rep.
Community Member #1	Dannie Anderson	Community Member
Community Member #2	Stephanie Houston	Community Member
Parent #1	Erin Jones	Parent
Parent #2	Edit Patino	Parent
Other School Leader #1	Jeananne Curington	Librarian
Paraprofessional	Christina Gonzales	Paraprofessional

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	Thornton	MS 3	All	412	291	71%	76%	5%	188	46%	50%	4%	66	16%	18%	2%
Reading	6	Thornton	MS 3	Hispanic	245	166	68%	73%	5%	105	43%	47%	4%	28	11%	13%	2%
Reading	6	Thornton	MS 3	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Thornton	MS 3	Asian	20	19	95%	100%	5%	15	75%	79%	4%	11	55%	57%	2%
Reading	6	Thornton	MS 3	African Am.	119	85	71%	76%	5%	55	46%	50%	4%	19	16%	18%	2%
Reading	6	Thornton	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Thornton	MS 3	White	12	10	83%	88%	5%	5	42%	46%	4%	*	*	*	*
Reading	6	Thornton	MS 3	Two or More	11	8	73%	78%	5%	6	55%	59%	4%	*	*	*	*
Reading	6	Thornton	MS 3	Eco. Dis.	326	227	70%	75%	5%	147	45%	49%	4%	47	14%	16%	2%
Reading	6	Thornton	MS 3	LEP Current	135	78	58%	63%	5%	39	29%	33%	4%	8	6%	8%	2%
Reading	6	Thornton	MS 3	At-Risk	314	210	67%	70%	5%	128	41%	45%	4%	38	12%	14%	2%
Reading	6	Thornton	MS 3	SPED	39	12	31%	36%	5%	*	*	*	*	*	*	*	*
Reading	7	Thornton	MS 3	All	460	340	74%	80%	6%	222	48%	52%	4%	87	19%	22%	3%
Reading	7	Thornton	MS 3	Hispanic	267	194	73%	78%	5%	127	48%	52%	4%	47	18%	21%	3%
Reading	7	Thornton	MS 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Thornton	MS 3	Asian	23	18	78%	83%	5%	13	57%	61%	4%	8	35%	38%	3%
Reading	7	Thornton	MS 3	African Am.	132	94	71%	76%	5%	61	46%	50%	4%	24	18%	21%	3%
Reading	7	Thornton	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Thornton	MS 3	White	26	24	92%	97%	5%	14	54%	58%	4%	5	19%	22%	3%
Reading	7	Thornton	MS 3	Two or More	9	8	89%	94%	5%	5	56%	60%	4%	*	*	*	*
Reading	7	Thornton	MS 3	Eco. Dis.	357	262	73%	78%	5%	168	47%	51%	4%	61	17%	20%	3%
Reading	7	Thornton	MS 3	LEP Current	121	63	52%	57%	5%	29	24%	28%	4%	10	8%	11%	3%
Reading	7	Thornton	MS 3	At-Risk	344	234	68%	73%	5%	134	39%	43%	4%	39	11%	14%	3%
Reading	7	Thornton	MS 3	SPED	51	15	29%	34%	5%	*	*	*	*	*	*	*	*
Reading	8	Thornton	MS 3	All	498	392	79%	84%	5%	246	49%	52%	3%	98	20%	22%	2%
Reading	8	Thornton	MS 3	Hispanic	285	215	75%	80%	5%	136	48%	51%	3%	49	17%	19%	2%
Reading	8	Thornton	MS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Thornton	MS 3	Asian	26	25	96%	100%	4%	20	77%	80%	3%	11	42%	44%	2%
Reading	8	Thornton	MS 3	African Am.	142	115	81%	87%	4%	65	46%	49%	3%	25	18%	20%	2%
Reading	8	Thornton	MS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Thornton	MS 3	White	23	19	83%	88%	5%	12	52%	55%	3%	6	26%	28%	2%
Reading	8	Thornton	MS 3	Two or More	19	15	79%	84%	5%	12	63%	66%	3%	7	37%	39%	2%
Reading	8	Thornton	MS 3	Eco. Dis.	377	296	79%	84%	5%	191	51%	54%	3%	79	21%	22%	1%
Reading	8	Thornton	MS 3	LEP Current	102	53	52%	57%	5%	17	17%	20%	3%	*	*	*	*
Reading	8	Thornton	MS 3	At-Risk	349	254	73%	78%	5%	140	40%	43%	3%	42	12%	14%	2%
Reading	8	Thornton	MS 3	SPED	46	20	43%	48%	5%	5	11%	14%	3%	*	*	*	*
Math	6	Thornton	MS 3	All	409	262	64%	67%	3%	110	27%	30%	3%	31	8%	11%	3%
Math	6	Thornton	MS 3	Hispanic	242	152	63%	66%	3%	57	24%	27%	3%	11	5%	8%	3%
Math	6	Thornton	MS 3	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Thornton	MS 3	Asian	20	19	95%	98%	3%	14	70%	73%	3%	9	45%	48%	3%
Math	6	Thornton	MS 3	African Am.	118	73	62%	65%	3%	30	25%	28%	3%	7	6%	9%	3%
Math	6	Thornton	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Thornton	MS 3	White	13	8	62%	65%	3%	*	*	*	*	*	*	*	*
Math	6	Thornton	MS 3	Two or More	11	7	64%	67%	3%	*	*	*	*	*	*	*	*
Math	6	Thornton	MS 3	Eco. Dis.	322	202	63%	66%	3%	86	27%	30%	3%	24	7%	10%	3%
Math	6	Thornton	MS 3	LEP Current	132	68	52%	55%	3%	21	16%	19%	3%	7	5%	8%	3%
Math	6	Thornton	MS 3	At-Risk	310	187	60%	63%	3%	70	23%	26%	3%	17	5%	8%	3%
Math	6	Thornton	MS 3	SPED	39	10	26%	29%	3%	*	*	*	*	*	*	*	*
Math	7	Thornton	MS 3	All	458	260	57%	60%	3%	135	29%	32%	3%	30	7%	10%	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	7	Thornton	MS 3	Hispanic	266	142	53%	56%	3%	72	27%	30%	3%	13	5%	8%	3%
Math	7	Thornton	MS 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Thornton	MS 3	Asian	23	15	65%	68%	3%	10	43%	46%	3%	*	*	*	*
Math	7	Thornton	MS 3	African Am.	132	74	56%	59%	3%	36	27%	30%	3%	8	6%	9%	3%
Math	7	Thornton	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Thornton	MS 3	White	25	19	76%	79%	3%	13	52%	55%	3%	5	20%	23%	3%
Math	7	Thornton	MS 3	Two or More	9	8	89%	92%	3%	*	*	*	*	*	*	*	*
Math	7	Thornton	MS 3	Eco. Dis.	354	197	56%	59%	3%	97	27%	30%	3%	18	5%	8%	3%
Math	7	Thornton	MS 3	LEP Current	120	48	40%	43%	3%	25	21%	24%	3%	*	*	*	*
Math	7	Thornton	MS 3	At-Risk	341	165	48%	51%	3%	70	21%	24%	3%	12	4%	7%	3%
Math	7	Thornton	MS 3	SPED	51	6	12%	15%	3%	*	*	*	*	*	*	*	*
Math	8	Thornton	MS 3	All	335	217	65%	68%	3%	85	25%	28%	3%	14	4%	7%	3%
Math	8	Thornton	MS 3	Hispanic	194	128	66%	69%	3%	51	26%	29%	3%	8	4%	7%	3%
Math	8	Thornton	MS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Thornton	MS 3	Asian	13	11	85%	88%	3%	10	77%	80%	3%	*	*	*	*
Math	8	Thornton	MS 3	African Am.	105	63	60%	63%	3%	21	20%	23%	3%	*	*	*	*
Math	8	Thornton	MS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Thornton	MS 3	White	9	7	78%	81%	3%	*	*	*	*	*	*	*	*
Math	8	Thornton	MS 3	Two or More	11	5	45%	48%	3%	*	*	*	*	*	*	*	*
Math	8	Thornton	MS 3	Eco. Dis.	263	173	66%	69%	3%	71	27%	30%	3%	14	5%	8%	3%
Math	8	Thornton	MS 3	LEP Current	89	53	60%	63%	3%	20	22%	25%	3%	*	*	*	*
Math	8	Thornton	MS 3	At-Risk	265	159	60%	63%	3%	56	21%	24%	3%	7	3%	6%	3%
Math	8	Thornton	MS 3	SPED	43	15	35%	38%	3%	*	*	*	*	*	*	*	*
Science	8	Thornton	MS 3	All	498	347	70%	80%	10%	181	36%	46%	10%	36	7%	20%	13%
Science	8	Thornton	MS 3	Hispanic	285	197	69%	76%	7%	106	37%	44%	7%	20	7%	14%	7%
Science	8	Thornton	MS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Thornton	MS 3	Asian	26	23	88%	95%	7%	17	65%	72%	7%	6	23%	30%	7%
Science	8	Thornton	MS 3	African Am.	142	91	64%	71%	7%	38	27%	34%	7%	6	4%	15%	11%
Science	8	Thornton	MS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Thornton	MS 3	White	23	21	91%	95%	4%	13	57%	67%	10%	*	*	*	*
Science	8	Thornton	MS 3	Two or More	19	12	63%	70%	7%	6	32%	40%	8%	*	*	*	*
Science	8	Thornton	MS 3	Eco. Dis.	378	262	69%	79%	10%	138	37%	47%	10%	26	7%	17%	10%
Science	8	Thornton	MS 3	LEP Current	103	49	48%	53%	5%	16	16%	21%	5%	*	*	*	*
Science	8	Thornton	MS 3	At-Risk	350	221	63%	68%	5%	98	28%	33%	5%	13	4%	9%	5%
Science	8	Thornton	MS 3	SPED	46	17	37%	41%	4%	7	15%	19%	4%	*	*	*	*
Social Studies	8	Thornton	MS 3	All	497	304	61%	67%	6%	153	31%	35%	4%	61	12%	15%	3%
Social Studies	8	Thornton	MS 3	Hispanic	284	167	59%	64%	5%	90	32%	32%	0%	37	13%	15%	2%
Social Studies	8	Thornton	MS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Thornton	MS 3	Asian	26	23	88%	91%	3%	13	50%	54%	4%	6	23%	25%	2%
Social Studies	8	Thornton	MS 3	African Am.	142	82	58%	62%	4%	33	23%	27%	4%	12	8%	10%	2%
Social Studies	8	Thornton	MS 3	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Thornton	MS 3	White	23	19	83%	88%	5%	9	39%	44%	5%	*	*	*	*
Social Studies	8	Thornton	MS 3	Two or More	19	10	53%	56%	3%	8	42%	46%	4%	*	*	*	*
Social Studies	8	Thornton	MS 3	Eco. Dis.	376	222	59%	63%	4%	115	31%	35%	4%	47	13%	15%	2%
Social Studies	8	Thornton	MS 3	LEP Current	103	38	37%	40%	3%	13	13%	18%	5%	5	5%	7%	2%
Social Studies	8	Thornton	MS 3	At-Risk	348	181	52%	57%	5%	82	24%	29%	5%	32	9%	11%	2%
Social Studies	8	Thornton	MS 3	SPED	46	13	28%	32%	4%	6	13%	18%	5%	*	*	*	*

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

[illegible]