Cypress-Fairbanks Independent School District

Anthony Middle School

2023-2024

Mission Statement

Anthony Middle School is an innovative community that empowers students to be productive and responsible citizens by cultivating relationships, embracing diversity, and inspiring excellence in a safe and supportive environment.

We provide opportunities for all learners!

Vision

LEAD: Learn. Empower. Achieve. Dream.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

Science:

- Overall, Anthony Science students performed at or higher in each sub-population within each performance level on the 2023 STAAR exam.
- At the Masters Level, African American and SPED students exceeded the targets.
- At the Meets level, Emergent Bilingual exceeded the targets.
- At the Approaches level, Emergent Bilingual and SPED students exceeded the targets.

Math:

- In 7th grade math, the Economically Disadvantaged, Emergent Bilinguals, White and Special Education student populations all surpassed their targets in the Meets category.
- In 8th grade math, the Special Education student group exceeded the target by 4% on the 2023 STAAR exam.

- In Algebra, the African American student group exceeded the target by 5% on the 2023 STAAR exam.

Social Studies:

- Anthony students scored higher than the district average at the Approaches, Meets, and Masters levels on the 2023 STAAR exam.
- The percentage of Emergent Bilingual students earning Approaches and Meets exceeded the 2023 testing target.
- The percentage of African American students earning Meets and Masters exceeded the 2023 testing target.

RLA:

- At the Approaches level, Anthony Emergent Bilinguals and Special Education students exceeded the target by 6 and 22 percentage points, respectively on the 2023 STAAR reading exam. Anthony exceeded the target in overall performance at the Meets level on the reading STAAR exam.
- In 7th grade reading, Anthony scored above the district average at the Approaches, Meets, and Masters level on the 2023 STAAR exam.
- In 8th grade reading, the African American, White, Emergent Bilingual student groups met or exceeded the target at the Meets level on the 2023 STAAR exam. At the Masters Level, all student groups exceeded the district's performance with the exception of Special Education meeting the district average performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: There is a performance gap at the masters performance level with all student groups. **Root Cause:** RLA: There is a lack of opportunity for students to engage in student discourse to strengthen critical thinking skills and application of vocabulary.

Problem Statement 2: Math: There is a performance gap at the masters performance level with the Economically Disadvantaged student group.   **Root Cause:** Math: There is a lack of instructional opportunities provided for students to build retrieval skills needed to understand rigorous material.

Problem Statement 3: Science: There is a performance gap at the masters performance level with Emergent Bilingual students.   **Root Cause:** Science: There is a lack of opportunity for students to process the vocabulary using multiple learning modalities.

Problem Statement 4: Social Studies: There is a performance gap in the meets and masters performance levels between the Hispanic student group and all students.   **Root Cause:** Social Studies: Teachers do not structure the discourse and writing processes when creating lessons.

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.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

At Anthony Middle School, students have the opportunity to participate in numerous events that promote high achievement, positive behavior, and leadership. These events include the following:

Science Olympiad

Red Ribbon Week

Career Cruising

Electives Night

Curriculum Night (Open House)

College Days

Rewards & Incentives for no Discipline, including dances, cookie passes, first in line passes, and chips passes

Breakfast of Champions (Honor Roll Celebration)

PBIS Rewards Store

Ongoing PBIS incentive program (Talon Tokens)

PBIS Holiday Market

Raven Dave Staff Award

Teacher Team Awards

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School culture provides little opportunity for student voice and choice.   **Root Cause:** Staff members do not seek out and utilize strategies to foster collaboration and student voice.

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.

According to the Employee Perception Survey results:

- 13% increase in staff having opportunities to think for self
- 10% increase in employee perception of procedures being implemented to keep them safe at school.
- 4% increase in employees perception of having various forms of feedback to help improve performance.
- 4% increase in opportunities to provide input.
- 4% increase in perception of being asked to do work that relates to job responsibilities.

Opportunities exist for staff to be empowered to make decisions.

Staff feel safe at work.

Staff believe collaboration is encouraged and practiced.

Staff believe that quality work is expected of staff.

Staff believe information related to their job is available.

Staff believe decisions are data-driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher absence rate exceeds student absence rate across the district.   **Root Cause:** Teachers may struggle with balancing teacher workload and self-care which may be contributing to increased illness or teacher burnout.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Monthly Meetings

Coffee with Counselors

Monthly Volunteer in Public Schools and Watch D.O.G.S Meetings and Service Opportunities

The Heritage Retirement Community - Retired Veterans attend Anthony's Veteran's Day Program

Gifted and Talented Showcase Night

8th Grade Parent Night

5th and 6th Grade Electives Night

Community Mentors routinely visit campus to serve students

Performing Arts will perform at the Towne Lake Boardwalk

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Over the past few years, Anthony Middle School's presence on social media has been minimal. As a result, parents and the community are not aware of good news and progress happening at Anthony Middle School. **Root Cause:** Parent and Community Engagement : There is not enough positive news being publicized in the community through social media and the Anthony website.

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: Teachers will use reading response strategies to deepen student mastery of critical thinking skills and vocabulary.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	35%	55%	75%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math: Teachers will increase retrieval and instructional practices by using various resources to expand retention and rigor in the classroom.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	40%	60%	75%
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Science: Teachers will plan and provide students with multiple learning modalities for processing academic vocabulary such as student discourse, quick writes, and cloze procedures.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	40%	60%	75%

Strategy 4 Details	**Formative Reviews**		

Strategy 4: Social Studies: Teachers will plan in a way that incorporates more purposeful and structured opportunities for academic discourse and writing throughout lessons.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS
	Formative		

	Nov	**Feb**	**May**
	40%	75%	85%

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**
	100%	100%	100%

Strategy 6 Details	**Formative Reviews**		

Strategy 6: Dropout Prevention: Counselors and Academic Achievement Specialist will meet after every progress report and work with teachers to establish an intervention for all students in danger of earning a failing grade for a marking period. Registrar will notify the Director of Instruction and Assistant Principal when any student accumulates 5 or more unexcused absences or when any student exceeds 10 total absences.
 	
    Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.
    Staff Responsible for Monitoring: Counselors; Academic Achievement Specialist; Registrar; Director of Instruction; Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	100%	50%	80%

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: CCIS; Academic Achievement Specialist; Director of Instruction
	Formative		

	Nov	**Feb**	**May**
	35%	70%	100%

Strategy 8 Details	**Formative Reviews**		

Strategy 8: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education: Horizons Showcase, Student Council, Clubs, Guys In Ties, and Girls in Pearls Day, and Hispanic Forum.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	100%	100%	100%

Strategy 9 Details	Formative Reviews

Strategy 9 Details	Formative Reviews		
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 **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	**Feb**	**May**
	95%	75%	85%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

   Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Core content teachers will provide additional instruction for students who were unsuccessful on the 2023 STAAR assessment after school each week.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By spring of 2024, students who were unsuccessful on the previous STAAR test will demonstrate required progress within the targeted content. **Staff Responsible for Monitoring:** Principal	5%	95%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class Size Reduction Teacher will be hired to work with 7th and 8th-grade math students who did not master the STAAR test and/or did not show growth on the previous STAAR test.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students who were unsuccessful on their previous math STAAR assessment will be placed into smaller math classes in order to have more targeted instruction to address academic gaps. **Staff Responsible for Monitoring:** Principal	100%	60%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Closing the Gaps: Close the gaps created by COVID-19.	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets on attached data table	Nov	Feb	May
Staff Responsible for Monitoring: Principal	N/A	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 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.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	N/A	85%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Student Safety: By the end of the 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: All staff and students will implement campus intake, transition, and dismissal procedures. This includes assigned student entry (cafeteria doors and car rider doors), all staff assigned duty locations throughout the building, and all students moving directly to their assigned area or classroom. Also, additional staff members (including clerical staff and teachers with conference periods) are assigned to high-traffic areas throughout the day. All staff implement and maintain one-way hallways and staircases. A school-wide system for entering and exiting the classroom has been designed and implemented by all staff.
    Strategy's Expected Result/Impact: Students transition safely and efficiently throughout the building during the school day.
    Staff Responsible for Monitoring: Assistant Principals; Principal
	Formative		

	Nov	**Feb**	**May**
	100%	100%	80%

Strategy 2 Details	Formative Reviews		

Strategy 2: Campus leaders will conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Administrators will engage in consistent reflection and evaluation of processes.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Assistant Principals; Principal; Campus resource officer
	Formative		

	Nov	**Feb**	**May**
	100%	100%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: All staff will follow district expectation of all exterior and interior doors remaining locked. Frequent sweeps of exterior and classroom doors are conducted to remedy vulnerabilities. All staff will implement timely communication processes and reporting of necessary repairs to ensure all interior doors remain closed and locked during instructional time and when students are on campus.
    Strategy's Expected Result/Impact: 100% of exterior and interior doors will remain locked to ensure all students remain safe.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 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 recognition system for students with high attendance rates. Students with perfect attendance will receive certificates. Students with high attendance rates (0-3 absences in a marking period) will be awarded PBIS Talon Tokens to spend at the school store.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 97% overall attendance rate **Staff Responsible for Monitoring:** Assistant Principals; Principal	35%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will make parent contact for every student who has three (3) consecutive unexcused absences. Additionally, the attendance office personnel will make parent contact for excused absences that exceed three (3) days in order to check in and confirm the date for return to school.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 97% overall attendance rate **Staff Responsible for Monitoring:** Principal	70%	80%	90%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Restorative Discipline: 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. Assistant principals and counselors will train teachers during monthly staff meetings with strategies that address students' social intelligence. Students are also encouraged by staff, through the campus code of conduct assemblies and regular announcements to "say something" by reporting suspicious or worrisome behaviors to staff members or through the Tipline. Well-Managed Schools and Bringing Out the Best lessons will support student in recognizing dangerous behaviors.	**Formative**		
	Nov	Feb	May
	100%	100%	100%
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Counselors; Assistant Principals			

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. All new staff will receive a two-day training for Well-Managed Schools. Returning staff will receive a two-day refresher training focused on three goals: 1) planning for and implementation of the Raven Blueprint for common language to shape classroom culture; 2) school-wide system for students entering and exiting the classroom; and 3) creating advisory lessons.	**Formative**		
	Nov	Feb	May
	85%	90%	100%
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals; Principal; Behavior Interventionist; Counselors			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 7%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: All teachers at Anthony Middle School will either sponsor a club or serve on a committee in order to connect with one another and develop camaraderie. Additionally, on various Fridays throughout the year, teachers are invited to participate in fun activities that include dress-up days and Feed-me Fridays.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 7%. **Staff Responsible for Monitoring:** Principal; Director of Instruction; Social Committee		50%	50%	60%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 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: All teachers participated in August professional development tied to our campus instructional goal of creating and using assessments to design responsive instruction to meet the needs of all learners. Additionally, all teachers will participate in critical writing training twice a semester to support our cross-curricular instructional strategy. Finally, bite-sized PD will be offered one per month for teachers to choose a 30-minute PD session related to instruction, positive relationships, or technology.
 	
    Strategy's Expected Result/Impact: Teachers will create and implement assessments that are aligned to the TEKS and to instruction, thereby increasing student performance on unit tests. Teachers will use bite-sized PD as part of their own professional development plan related to achieving their professional goals.
    Staff Responsible for Monitoring: Director of Instruction; Principal
	Formative		

	Nov	Feb	May
	50%	75%	85%

Strategy 2 Details	Formative Reviews		

Strategy 2: We will recognize and celebrate the work being done by Anthony staff individually and as teams through our monthly Raven Dave Awards and content team awards. Additionally, great news that highlights students and staff will be posted on social media on a weekly basis and in the school staff newsletter.
 	
    Strategy's Expected Result/Impact: Use of best instructional practices throughout the campus will increase as a result of positive reinforcement.
    Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS
	Formative		

	Nov	Feb	May
	50%	100%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: New instructional leaders will be trained on coaching using The Impact Cycle by Jim Knight and individual coaches from Sibme. The instructional leadership team will coach Anthony teachers using Sibme.
 	
    Strategy's Expected Result/Impact: Teachers will increase use of best practices through at least two coaching cycles using Sibme in order to increase student achievement.
    Staff Responsible for Monitoring: Principal, Director of Instruction
	Formative		

	Nov	Feb	May
	70%	30%	30%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 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: Anthony Middle School will communicate electronically through the use of School Messenger (twice per month) and Schoology, as well as regular use of the electronic marquee, which will be updated weekly. Additionally weekly social media posts related to both academics and extracurricular activities will occur throughout the school year. Parent events, such as Open House, Raven Express, Parent UIL meetings, and Electives Nights, will also be offered.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal Director of Instruction Asst. Principals	45%	100%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Anthony Athletics students engage with the surrounding community by leading community service projects: one in the fall and one in the spring.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Perpetuate positive interaction between the school and the community **Staff Responsible for Monitoring:** Athletic Directors: Tami Combs and Kevin Chavis	50%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors will host the Coffee-with-Counselors parent event once per month throughout the school year for parents and community members to meet and discuss current activities, trends, and issues at Anthony Middle School.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Communication between school and community will improve. **Staff Responsible for Monitoring:** Counselors	40%	80%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Business Representative	Mason Holt	Business Representative
Other School Leader (Nonteaching Professional) #4	Laura Alexander-Wilson	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Jennifer Covington	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Alex Soler	Business Representative #2
Business Representative #1	Lana King	Business Representative #1
Community Member #2	Mackenzie Strickland	Community Member #2
Community Member #1	Emily Dedmond	Community Member #1
Parent #2	Maria Saenz	Parent #2
Parent #1	Heather Henry	Parent #1
Administrator (LEA) #1	Leslie Francis	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Kelli James	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Melissa Laroussini	Other School Leader (Nonteaching Professional) #1
Teacher #8	Carol Johnson	Teacher #8
Teacher #7	Katie Kohn	Teacher #7
Teacher #6	Demetria Kinney	Teacher #6
Teacher #5	Astrid Rodriguez	Teacher #5
Teacher #4	Kendra Donker	Teacher #4
Teacher #3	Catherine Mosier	Teacher #3
Teacher #2	Lisnorys Carbo	Teacher #2
Teacher #1	Tache Battiste	Teacher #1
Principal	Vivian Bennett	Principal

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	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Math	6	Anthony	MS2	All	483	406	84%	90%	83%	265	55%	70%	60%	109	23%	27%	22%
Math	6	Anthony	MS2	Hispanic	156	121	78%	84%	78%	66	42%	47%	49%	24	15%	20%	14%
Math	6	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Anthony	MS2	Asian	86	83	97%	100%	93%	74	86%	90%	81%	43	50%	54%	44%
Math	6	Anthony	MS2	African Am.	108	81	75%	81%	77%	40	37%	50%	48%	9	8%	15%	14%
Math	6	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Anthony	MS2	White	115	106	92%	98%	85%	75	65%	70%	67%	29	25%	30%	21%
Math	6	Anthony	MS2	Two or More	18	15	83%	88%	83%	10	56%	62%	58%	*	*	*	*
Math	6	Anthony	MS2	Eco. Dis.	181	129	71%	77%	69%	63	35%	45%	45%	18	10%	15%	10%
Math	6	Anthony	MS2	Emergent Bilingual	58	36	62%	67%	71%	12	21%	30%	46%	*	*	*	14%
Math	6	Anthony	MS2	At-Risk	234	167	71%	77%	67%	82	35%	40%	40%	30	13%	18%	13%
Math	6	Anthony	MS2	SPED	36	16	44%	54%	50%	5	14%	25%	26%	*	*	*	*
Math	7	Anthony	MS2	All	471	378	80%	85%	70%	268	57%	70%	53%	125	27%	32%	23%
Math	7	Anthony	MS2	Hispanic	157	115	73%	78%	63%	68	43%	50%	45%	30	19%	25%	19%
Math	7	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Anthony	MS2	Asian	82	79	96%	100%	89%	71	87%	93%	80%	46	56%	65%	45%
Math	7	Anthony	MS2	African Am.	119	83	70%	77%	51%	51	43%	50%	31%	16	13%	18%	9%
Math	7	Anthony	MS2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Anthony	MS2	White	95	85	89%	95%	83%	67	71%	76%	64%	28	29%	34%	22%
Math	7	Anthony	MS2	Two or More	17	15	88%	95%	81%	11	65%	70%	69%	5	29%	34%	56%
Math	7	Anthony	MS2	Eco. Dis.	184	135	73%	79%	53%	82	45%	50%	34%	29	16%	20%	13%
Math	7	Anthony	MS2	Emergent Bilingual	36	18	50%	58%	53%	10	28%	35%	29%	*	*	*	*
Math	7	Anthony	MS2	At-Risk	229	153	67%	75%	53%	89	39%	50%	33%	37	16%	23%	15%
Math	7	Anthony	MS2	SPED	30	10	33%	45%	27%	*	*	*	*	*	*	*	*
Math	8	Anthony	MS2	All	221	166	75%	80%	74%	86	39%	59%	34%	17	8%	15%	7%
Math	8	Anthony	MS2	Hispanic	88	63	72%	77%	73%	26	30%	35%	31%	*	*	*	8%
Math	8	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Anthony	MS2	Asian	24	24	100%	100%	65%	17	71%	75%	53%	5	21%	*	35%
Math	8	Anthony	MS2	African Am.	64	42	66%	70%	68%	18	28%	35%	27%	*	*	*	*
Math	8	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Anthony	MS2	White	33	25	76%	81%	89%	19	58%	65%	50%	5	15%	20%	*
Math	8	Anthony	MS2	Two or More	12	12	100%	100%	100%	6	50%	60%	*	*	*	*	*
Math	8	Anthony	MS2	Eco. Dis.	104	69	66%	75%	68%	32	31%	38%	32%	*	*	*	5%
Math	8	Anthony	MS2	Emergent Bilingual	35	26	74%	80%	58%	11	31%	38%	29%	*	*	*	*
Math	8	Anthony	MS2	At-Risk	148	103	70%	72%	67%	38	26%	30%	23%	6	4%	10%	4%
Math	8	Anthony	MS2	SPED	34	20	59%	65%	44%	5	15%	22%	*	*	*	*	*
Reading	6	Anthony	MS2	All	482	430	89%	95%	88%	353	73%	80%	75%	196	41%	49%	44%
Reading	6	Anthony	MS2	Hispanic	155	133	86%	92%	84%	96	62%	70%	66%	46	30%	40%	34%
Reading	6	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*

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Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	6	Anthony	MS2	Asian	86	80	93%	98%	95%	76	88%	93%	90%	60	70%	75%	65%
Reading	6	Anthony	MS2	African Am.	108	89	82%	88%	84%	69	64%	70%	70%	26	24%	30%	36%
Reading	6	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Anthony	MS2	White	115	111	97%	99%	92%	98	85%	90%	79%	57	50%	57%	46%
Reading	6	Anthony	MS2	Two or More	18	17	94%	97%	69%	14	78%	84%	69%	7	39%	44%	46%
Reading	6	Anthony	MS2	Eco. Dis.	180	148	82%	88%	79%	113	63%	70%	64%	48	27%	32%	29%
Reading	6	Anthony	MS2	Emergent Bilingual	57	37	65%	72%	78%	18	32%	38%	63%	*	*	*	23%
Reading	6	Anthony	MS2	At-Risk	233	183	79%	84%	76%	124	53%	60%	56%	55	24%	30%	25%
Reading	6	Anthony	MS2	SPED	36	21	58%	63%	57%	7	19%	25%	33%	*	*	*	*
Reading	7	Anthony	MS2	All	476	421	88%	93%	85%	346	73%	78%	69%	228	48%	53%	42%
Reading	7	Anthony	MS2	Hispanic	158	132	84%	90%	78%	101	64%	70%	60%	64	41%	46%	32%
Reading	7	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Anthony	MS2	Asian	86	85	99%	100%	93%	81	94%	98%	85%	63	73%	79%	68%
Reading	7	Anthony	MS2	African Am.	119	98	82%	89%	75%	69	58%	63%	51%	36	30%	37%	26%
Reading	7	Anthony	MS2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Anthony	MS2	White	96	90	94%	98%	96%	81	84%	89%	86%	56	58%	63%	52%
Reading	7	Anthony	MS2	Two or More	16	15	94%	98%	100%	14	88%	93%	86%	9	56%	61%	50%
Reading	7	Anthony	MS2	Eco. Dis.	183	149	81%	88%	71%	116	63%	70%	51%	71	39%	45%	25%
Reading	7	Anthony	MS2	Emergent Bilingual	36	24	67%	75%	54%	12	33%	39%	34%	*	*	*	9%
Reading	7	Anthony	MS2	At-Risk	228	177	78%	83%	69%	120	53%	59%	48%	68	30%	36%	25%
Reading	7	Anthony	MS2	SPED	30	13	43%	48%	36%	5	17%	24%	*	*	*	*	*
Reading	8	Anthony	MS2	All	432	401	93%	98%	91%	346	80%	86%	72%	219	51%	58%	47%
Reading	8	Anthony	MS2	Hispanic	126	116	92%	98%	88%	91	72%	78%	68%	48	38%	44%	38%
Reading	8	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Anthony	MS2	Asian	78	74	95%	98%	98%	73	94%	98%	88%	57	73%	80%	70%
Reading	8	Anthony	MS2	African Am.	119	107	90%	95%	84%	87	73%	80%	59%	51	43%	48%	34%
Reading	8	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Anthony	MS2	White	91	87	96%	99%	98%	79	87%	92%	82%	54	59%	65%	55%
Reading	8	Anthony	MS2	Two or More	18	17	94%	99%	94%	16	89%	92%	88%	9	50%	54%	69%
Reading	8	Anthony	MS2	Eco. Dis.	158	145	92%	96%	87%	108	68%	73%	61%	58	37%	41%	38%
Reading	8	Anthony	MS2	Emergent Bilingual	41	34	83%	89%	72%	22	54%	59%	35%	7	17%	25%	14%
Reading	8	Anthony	MS2	At-Risk	201	174	87%	92%	83%	131	65%	71%	55%	64	32%	38%	30%
Reading	8	Anthony	MS2	SPED	35	19	54%	63%	59%	5	14%	29%	19%	*	*	*	*
Science	8	Anthony	MS2	All	431	394	91%	96%	86%	303	70%	76%	66%	172	40%	47%	32%
Science	8	Anthony	MS2	Hispanic	125	110	88%	93%	81%	71	57%	63%	56%	29	23%	29%	25%
Science	8	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Anthony	MS2	Asian	78	77	99%	100%	97%	69	88%	95%	87%	45	58%	63%	54%
Science	8	Anthony	MS2	African Am.	118	105	89%	94%	76%	76	64%	69%	53%	40	34%	38%	18%
Science	8	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*

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Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Science	8	Anthony	MS2	White	92	86	93%	98%	94%	77	84%	91%	74%	50	54%	61%	40%
Science	8	Anthony	MS2	Two or More	18	16	89%	94%	100%	10	56%	68%	81%	8	44%	53%	38%
Science	8	Anthony	MS2	Eco. Dis.	157	139	89%	93%	78%	93	59%	67%	55%	35	22%	30%	21%
Science	8	Anthony	MS2	Emergent Bilingual	41	36	88%	93%	63%	17	41%	48%	30%	5	12%	18%	*
Science	8	Anthony	MS2	At-Risk	200	167	84%	88%	74%	104	52%	58%	46%	39	20%	25%	18%
Science	8	Anthony	MS2	SPED	35	20	57%	68%	48%	5	14%	28%	*	*	*	*	*
Social Studies	8	Anthony	MS2	All	428	326	76%	82%	75%	201	47%	52%	45%	108	25%	30%	27%
Social Studies	8	Anthony	MS2	Hispanic	123	83	67%	73%	65%	43	35%	40%	37%	17	14%	20%	26%
Social Studies	8	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	MS2	Asian	78	73	94%	97%	91%	52	67%	73%	66%	29	37%	43%	46%
Social Studies	8	Anthony	MS2	African Am.	118	80	68%	73%	64%	50	42%	46%	35%	30	25%	30%	14%
Social Studies	8	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	MS2	White	91	76	84%	90%	87%	49	54%	60%	50%	29	32%	38%	28%
Social Studies	8	Anthony	MS2	Two or More	18	14	78%	85%	88%	7	39%	47%	75%	*	*	28%	31%
Social Studies	8	Anthony	MS2	Eco. Dis.	154	101	66%	72%	66%	53	34%	38%	34%	25	16%	22%	19%
Social Studies	8	Anthony	MS2	Emergent Bilingual	41	22	54%	58%	47%	11	27%	30%	14%	*	*	*	*
Social Studies	8	Anthony	MS2	At-Risk	201	118	59%	65%	60%	63	31%	36%	27%	24	12%	17%	16%
Social Studies	8	Anthony	MS2	SPED	35	9	26%	35%	22%	*	*	*	*	*	*	*	*

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Content	Campus	Cluster	Student Group	Tested 2023	2023: Approaches		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				#	#	%	%	%	#	%	%		#	%	%	
Algebra I	Anthony	MS 2	All	219	219	100%	100%	99%	218	100%	100%	94%	194	89%	95%	82%
Algebra I	Anthony	MS 2	Hispanic	42	42	100%	100%	98%	41	98%	100%	87%	36	86%	92%	84%
Algebra I	Anthony	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Anthony	MS 2	Asian	58	58	100%	100%	100%	58	100%	100%	100%	56	97%	100%	86%
Algebra I	Anthony	MS 2	African Am.	52	52	100%	100%	100%	52	100%	100%	93%	48	92%	97%	76%
Algebra I	Anthony	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Anthony	MS 2	White	59	59	100%	100%	98%	59	100%	100%	95%	47	80%	85%	79%
Algebra I	Anthony	MS 2	Two or More	8	8	100%	100%	100%	8	100%	100%	100%	7	88%	92%	86%
Algebra I	Anthony	MS 2	Eco. Dis.	51	51	100%	100%	100%	51	100%	100%	88%	43	84%	89%	74%
Algebra I	Anthony	MS 2	Emergent Bilingual	6	6	100%	100%	100%	6	100%	100%	100%	6	100%	100%	*
Algebra I	Anthony	MS 2	At-Risk	55	55	100%	100%	97%	55	100%	100%	94%	49	89%	95%	81%
Algebra I	Anthony	MS 2	SPED	3	*	*	*	*	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Middle School Content Area
Standard Expectations

MS ELA 6-8 Standard Expectations

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing routines to teach and reinforce critical TEKS [think aloud, explicit instruction, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
    - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;

- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
  - engage in collaborative problem-solving activities and discussions
  - use research tools such as primary and secondary sources for in depth study and relevant applications
  - analyze visuals (cartoons, maps, images) using critical thinking skills
  - access differentiated content for readiness and skill level and/or interests
  - utilize devices for self-directed learning
  - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations