

# Cypress-Fairbanks Independent School District

## Hopper Middle School

2023-2024



# Mission Statement

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

## Vision

LEAD - Learn. Empower. Achieve. Dream.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Hopper Middle School is a campus in Houston, Texas. Hopper Middle School opened its doors in 2007. Hopper is projected to serve about 900 students in grades 6-8 during the 2023-2024 school year, which is a decrease from the previous year.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 11, 2023 and again on September 22, 2023 to develop and finalize the CNA. The meetings were held in the LGI of Hopper Middle School.

At the first meeting on May 11, 2023, the committee broke into groups to evaluate the strategies of 2023 in order to complete the summative evaluation. Data tables and DPM/Benchmark data was used to determine progress made on all goals. The committee discussed ways to get more parent engagement. The committee began the 23-24 Needs Assessment identifying campus strengths and weaknesses.

At the second meeting on September 22, 2023 the CPOC reviewed the focus of the 2023-2024 school year and discussed the formation of the CIP through the Needs Assessment which was conducted by core content teams on August 15, 2023. The committee reviewed all CIP strategies through a gallery walk and discussed the effect we would see on our campus if all strategies were implemented with fidelity.

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

#### SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem is in the area of student achievement, specifically in Reading/Language Arts. Our students had a lack of exposure to responding to open ended questions and practice justifying their answer with text evidence by analyzing complex texts. Through the root cause analysis process, we identified we didn't intentionally plan focused instruction and implementation around responding to open ended questions by justifying with text evidence.

Our second identified priority problem is in the area of student achievement, specifically in math, our planning was not intentional in regards to effective small group instruction. Through the root cause analysis process, we identified that staff shortages caused interruptions in team planning which led to inconsistencies in effective small group instruction understanding and implementation.

Our third identified priority problem is in the area of student attendance, our student attendance has not recovered to levels prior to Spring of 2020. Through the root cause analysis process, we identified we did not have a system for tracking, monitoring, and following up with student absences.

# Student Achievement

## Student Achievement Strengths

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

- Increases in student achievement in 6th Grade Reading, 8th Grade Math, 8th Grade Social Studies and in our Emergent Bilingual Student population.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Our students had a lack of exposure to responding to open ended questions and practice justifying their answer with text evidence by analyzing complex texts. **Root Cause:** RLA: We didn't intentionally plan focused instruction and implementation around responding to open ended questions by justifying with text evidence.

**Problem Statement 2:** Math: Our planning was not intentional in regards to effective small group instruction. **Root Cause:** Math: Staff shortages caused interruptions in team planning which led to inconsistencies in effective small group instruction understanding and implementation.

**Problem Statement 3:** Science: Students are behind in reading comprehension and analytical skills. **Root Cause:** Science: We are not intentionally planning opportunities to model reading and analyzing questions and for students to practice these skills.

**Problem Statement 4:** Social Studies: Students are behind in content and academic vocabulary and struggle with analyzing the test questions. **Root Cause:** Social Studies: We are not consistent in vertical alignment of building vocabulary and analyzing test questions.

**Problem Statement 5:** Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

**Problem Statement 6:** Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

**Problem Statement 7:** Targeted Support Reading: Asian and White student are missing the closing the gap targets by a large margin. **Root Cause:** Targeted Support Reading: Teachers do not utilize data for sup-pops that make up a small percentage of their total population to ensure they are differentiating instruction for all students.

**Problem Statement 8:** Targeted Support Math: Asian, White and EB students are missing the closing the gaps targets by a large margin. **Root Cause:** Targeted Support Math: Teachers do not utilize constant and instant feedback effectively to shift the learning path of students to that of success.

## School Culture and Climate

### School Culture and Climate Strengths

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

Student Safety: All safety drills were conducted by the scheduled deadlines.

Restorative Discipline: PBIS Strategies and Relational Practices were introduced and used with students.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student attendance: Our student attendance has not recovered to levels prior to Spring of 2020. **Root Cause:** Student attendance: We did not have a system for tracking, monitoring, and following up with student absences.

## 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.

Staff were provided multiple opportunities to attend professional development related to their goals.

New staff are assigned a mentor.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: The Employee Perception Survey showed that feedback given to teachers to improve performance was lower than in previous years. **Root Cause:** Teacher/Paraprofessional Attendance: There was not a system in place for coaches and administrators to routinely provide feedback outside of our teacher appraisal system.

## Parent and Community Engagement

### Parent and Community Engagement Strengths

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

We increased opportunities for parents and community to participate in school events.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Parent attendance and engagement in school events was low for most of the year. **Root Cause:** Parent and Community Engagement: We need to combine academic events with social events to increase parent and community engagement and increase our communication surrounding these 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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Through intentional planning, we will teach and model a structured format by which students will respond to questions, both orally and written, by justifying their thoughts with evidence.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> We will use intentional planning to implement effective small group instruction across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> We will intentionally plan more opportunities to practice reading and analyzing questions in their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: We will intentionally plan vertical alignment of vocabulary instruction and question analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Dropout Prevention: The Registrar will work with the Attendance Officer, Assistant Principals, and Counseling office to make contact and create an action plan with parents as well as provide support with outside resources as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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: 1. Horizons Showcase 2. PBIS Program 3. Student Council 4. Mentor Program 5. Soccer Start</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialist, Counselors, and Program Sponsors.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9: At-Risk:</b> Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Hopper will implement the following measures.</p> <ol style="list-style-type: none"> <li>1. Additional Staffing - The class-size reduction teachers in Math and Science will assist in lowering the student-to-teacher ratio which will assist in meeting or exceeding instructional targets.</li> <li>2. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development 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.</li> <li>3. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students</li> <li>4. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school and on scheduled Saturdays to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs.</li> <li>5. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays.</li> <li>6. Library Books - We will increase the circulation of books in the library to ensure that all students are able to check out books of their interest and at the appropriate reading level.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Summer Learning/Summer Enrichment: Husky Pack Welcome Camp - All of our incoming 6th grade students are invited to the Husky Pack Camp. At the camp, the students are broken up into small groups and rotate around to various stations. At each station there is an activity that helps them prepare for the transition into middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation in the Husky Pack Welcome Camp will be composed of at least 50% of all incoming 6th graders, and this group of students will score on average at least 10% higher on their first DPM in reading and math than the students who did not attend the camp.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Before/After School Program: Saturday Smart Camps take place 3 times during the school year to address specific (real-time) skills/TEKS from each of the 4 core subjects. Students will be invited based on a multitude of factors (STAAR scores, Unit tests, DPMs, Checkpoints).</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending the Saturday Smart Camps will have at least a 5% increase in their STAAR or final benchmark Exam scores for the subject(s) in which they attended.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialists, and Campus Content Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Before/After School Program: Targeted after school tutorials will be spread throughout the school year to address specific (real-time) skills/TEKS from each of the 4 core subjects. Students will be invited based on a multitude of factors (STAAR scores, Unit tests, DPMs, Checkpoints).</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending the targeted tutorials will have at least a 5% increase in their STAAR the subject(s) in which they attended.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialists, and Campus Content Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Staffing: Class Size Reduction Teacher in ELAR will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> In overall 7th grade Reading &amp; Language Arts STAAR Scores, the students will maintain the same STAAR measure (DNM, Approaches, Meets, or Masters) or move up to the next measure, in 7th grade TELPAS Scores, the students will make one years worth of growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Professional Development: AHA Process; Ruben Perez</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will build strong relationships with students and implement effective processes and procedures in their classrooms to reduce the number of major classroom referrals by 15%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

**Performance Objective 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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk through targeted tutorials and Saturday Smart camps.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and Staff will be in a safe environment Intruders will be easily identifiable</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Coordinator AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  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

**Summative Evaluation:** Some progress made toward meeting Objective

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Campus will continue to use Bringing Out the Best lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionists, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS strategies and Relational Practices strategies will be used to positively reinforce and partner consequences with learning opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Behavior Interventionists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> 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 1%.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Staff members will be recognized for perfect attendance each grading period.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, teachers will receive job targeted professional development based on individual needs.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Capacity Building Walks, Learning Hoppertunities, Book Study, Sibme Coaching, Tech Thursdays</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will grow in areas that align with their goals. Capacity Building Walks - allow teacher the opportunity to see colleagues successfully implementing instructional strategies Learning Hoppertunities - professional development sessions that address campus wide needs as they arise Book Study - provide instructional strategies, an opportunity to practice a strategy, and reflection on the implementation piece Sibme Coaching - teachers will be coached through the Sibme program by both outside coaches and our instructional coaches Tech Thursdays - provide schoology and other tech help support</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: We will consistently communicate via school messenger, flyers, brochures and emails, and afford opportunities for parents to be actively involved.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Counselors, Assistant Principals, Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Karen Nixon	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Brianne Branch	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Albert Cunningham	Paraprofessional #2
Paraprofessional #1	Kendall Johnson	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Brantley Walkup	Business Representative #1
Community Member #2	Cheryl Johns	Community Member #2
Community Member #1	Ricardo Arias	Community Member #1
Parent #2	Hieu Truong	Parent #2
Parent #1	Jasmine McCann	Parent #1
Administrator (LEA) #2	Dr. Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Jennifer Leonard	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Courtney Bonnet	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Caitlin Bolland	Other School Leader (Nonteaching Professional) #1
Teacher #8	Denman Watson	Teacher #8
Teacher #7	Elizabeth Trevino	Teacher #7
Teacher #6	Brianna Reese	Teacher #6
Teacher #5	Stefanie Koska	Teacher #5
Teacher #4	Amanda Keels	Teacher #4
Teacher #3	Donna Gusman-Marsh	Teacher #3
Teacher #2	Angela Hoang	Teacher #2
Teacher #1	Jennifer Allen	Teacher #1
Principal	Felicia Hayes	Principal

# Addendums









# 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