Cypress-Fairbanks Independent School District

Kahla Middle School

2023-2024

Mission Statement

The mission of Kahla Middle School is to develop a community of learners in an ever-changing world using self-discipline, motivation, and excellence.

Vision

Building to be KNIGHTS: Knowledgeable, Noble, Insightful, Global, Honorable, Trustworthy Scholars!

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SCHOOL PROFILE

Kahla Middle School is a campus in Houston, Texas. Kahla Middle School opened its doors in 2005. Kahla Middle School is projected to serve 1167 students in grades 6th through 8th during the 2023-2024 school year, which is a decrease from the previous year of 1250.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

MATH

Approaches

- 6th AA & SPED exceeded the cluster by 5% and 1%, respectively. 6th AA exceeded the target by 1%.
- 7th exceeded the cluster by 4%, Hispanic exceeded by 4%, AA by 1%, ED by 3%, EB by 5%, At-Risk by 4%, and SPED by 8%.
- 8th exceeded the cluster by 6%. 8th Hispanic exceeded by 7%, AA by 4%, White by 2%, ED by 4%, EB by 1%, At-Risk by 3%, SPED by 9%.
- Algebra I met all targets. AA exceeded the cluster by 1% and White by 2%.

Meets

- 6th AA & SPED exceeded the cluster by 5% and 1%, respectively. 6th SPED exceeded the target by 5%.
- 7th AA & EB exceed the cluster by 3% and 1%.
- 8th exceeded the cluster by 5%. 8th Hispanic exceeded by 4%, AA by 2%, White by 12%, ED by 7%, EB by 3%, and SPED by 14%.
- Algebra I exceeded the cluster by 6%. Hispanic exceeded the cluster by 9%, AA by 10%, ED by 7%, EB by 18%, and At-Risk by 7%.

Masters

- 6th AA, White, and SPED exceeded the cluster by 1%, 1%, and 2%. 6th SPED exceeded the target by 2%.
- 7th AA exceeded the cluster by 3%.
- 8th exceeded their target by 1% and the cluster by 3%, Hispanic exceeded the cluster by 2%, AA exceeded the cluster by 1%, White exceeded the target by 6% and the cluster

by 8%, ED exceeded the cluster by 2%, EB exceeded their target by 2%, At-Risk exceeded their target by 1% and the cluster by 2%.

- Algebra I exceeded the cluster by 15%. Hispanic by 21%, AA by 11%, ED by 15%, and EB by 13%.

READING

Approaches

- 6th grade AA students exceeded the target goal by 4%.
- 7th grade EB students exceeded the district by 6% and the cluster by 13%.
- 8th grade White students exceeded the target goal by 3%.

Meets

- 6th grade EB students exceeded the target goal by 13%.
- 7th grade White students exceeded the target goal by 1%.
- All 8th grade students exceeded the cluster by 3%.

Masters

- 6th grade EB students exceeded the cluster by 2%
- 7th grade AA students exceeded the cluster by 4%.
- 8th grade White students exceeded the cluster by 4%.

SCIENCE

Approaches

- SPED (46%) exceeded the target goal of 38%

Meets

- All students met the target goal of 50%
- SPED (22%) exceeded the target goal of 11%
- Top in our Cluster

Masters

- SPED (3%) approaching the target goal of 4%

SOCIAL STUDIES

Approaches

- All demographics met or exceeded cluster averages
- EB exceeded target goals (+6%) and cluster (+4%)
- SPED exceeded target goals (+7%) and cluster (+4%)

Meets

- At-Risk exceeded target goal (+4%)
- SPED exceeded target goals (+7%)

Masters

- SPED exceeded target goals (+4%) and cluster (+3%)
- AA exceeded cluster (+2%)

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 17, 2023, and again on September 27, 2023, to develop and finalize the CNA. The meetings were held in our campus Library at 3:30 p.m.

At the first meeting on May 17, 2023, Principal Carroll allowed the DI to review the May CIP strategies, guide the committee to review and select the summative evaluation, and conduct the Needs Assessment process. In addition, the DI gathered key components for identifying CIP goals for the 2023-24 school year. Principal Carroll also shared the Preliminary Budget Plan for the 2023-24 school year.

At the second meeting on September 27, 2023, the CPOC committee reviewed problem statements and the strategies for accomplishing goals.

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, RLA specifically, with students performing between 40% and 60% proficient in the following TEK areas for each grade level. 6th Grade - 6.2(A) and 6.5(F); 7th grade - 7.2(B), 7.5(F), and 7.6(D); 8th Grade - 8.2(B), 8.5(F), and 8.6(D). The data is based on cumulative proficiency scores from the 2023 STAAR test. Through the root cause analysis process, we identified that teachers do not participate in consistent campus vertical alignment opportunities to communicate and collaborate strategies that support vocabulary, inference, and paraphrasing.

Our second identified priority problem is in the area of student achievement, Math specifically, students performing between 40% and 60% proficient in the following readiness TEK areas for each grade level. 6th Grade - 6.6(C), 6.7(D), and 6.10(A); 7th Grade - 7.4(A), 7.7(A), and 7.11(A); 8th Grade - 8.5(I), 8.7(B), and 8.8(C). The data is based on cumulative TEK proficiency scores from the 2023 STAAR test. Through the root cause analysis process, we identified There is a need to intentionally plan for intervention opportunities that will assist in making connections to the foundational skills and understandings from previous grade levels.

Our third identified priority problem is in the area of School Culture and Climate, specifically, discipline data within student subpopulations are disproportionate when compared to campus demographics. Through the root cause analysis process, we identified that teachers need additional training and support on classroom management, relationship building, and restorative discipline practices and strategies.

Student Achievement

Student Achievement Strengths

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

Based on Kahla's evaluation of STAAR assessment data from 2022-2023, we saw the following strengths:

MATH

Approaches

- 6th AA & SPED exceeded the cluster by 5% and 1%, respectively. 6th AA exceeded the target by 1%.
- 7th exceeded the cluster by 4%, Hispanic exceeded by 4%, AA by 1%, ED by 3%, EB by 5%, At-Risk by 4%, and SPED by 8%.
- 8th exceeded the cluster by 6%. 8th Hispanic exceeded by 7%, AA by 4%, White by 2%, ED by 4%, EB by 1%, At-Risk by 3%, SPED by 9%.
- Algebra I met all targets. AA exceeded the cluster by 1% and White by 2%.

Meets

- 6th AA & SPED exceeded the cluster by 5% and 1%, respectively. 6th SPED exceeded the target by 5%.
- 7th AA & EB exceed the cluster by 3% and 1%.
- 8th exceeded the cluster by 5%. 8th Hispanic exceeded by 4%, AA by 2%, White by 12%, ED by 7%, EB by 3%, and SPED by 14%.
- Algebra I exceeded the cluster by 6%. Hispanic exceeded the cluster by 9%, AA by 10%, ED by 7%, EB by 18%, and At-Risk by 7%.

Masters

- 6th AA, White, and SPED exceeded the cluster by 1%, 1%, and 2%. 6th SPED exceeded the target by 2%.
- 7th AA exceeded the cluster by 3%.
- 8th exceeded their target by 1% and the cluster by 3%, Hispanic exceeded the cluster by 2%, AA exceeded the cluster by 1%, White exceeded the target by 6% and the cluster by 8%, ED exceeded the cluster by 2%, EB exceeded their target by 2%, At-Risk exceeded their target by 1% and the cluster by 2%.
- Algebra I exceeded the cluster by 15%. Hispanic by 21%, AA by 11%, ED by 15%, and EB by 13%.

READING

Approaches

- 6th grade AA students exceeded the target goal by 4%.
- 7th grade EB students exceeded the district by 6% and the cluster by 13%.
- 8th-grade White students exceeded the target goal by 3%.

Meets

- 6th grade EB students exceeded the target goal by 13%.
- 7th grade White students exceeded the target goal by 1%.
- All 8th grade students exceeded the cluster by 3%.

Masters

- 6th grade EB students exceeded the cluster by 2%
- 7th grade AA students exceeded the cluster by 4%.
- 8th grade White students exceeded the cluster by 4%.

SCIENCE

Approaches

- SPED (46%) exceeded the target goal of 38%

Meets

- All students met the target goal of 50%
- SPED (22%) exceeded target goal of 11%
- Top in our Cluster

Masters

- SPED (3%) approaching the target goal of 4%

SOCIAL STUDIES

Approaches

- All demographics met or exceeded cluster averages
- EB exceeded target goals (+6%) and cluster (+4%)
- SPED exceeded target goals (+7%) and cluster (+4%)

Meets

- At-Risk exceeded target goal (+4%)
- SPED exceeded target goals (+7%)

Masters

- SPED exceeded target goals (+4%) and cluster (+3%)
- AA exceeded cluster (+2%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students performed between 40% and 60% proficient in the following TEK areas for each grade level. The data is based on cumulative proficiency scores from the 2023 STAAR test. 6th Grade - 6.2(A) and 6.5(F); 7th grade - 7.2(B), 7.5(F), and 7.6(D); 8th Grade - 8.2(B), 8.5(F), and 8.6(D).   **Root Cause:** RLA: Teachers do not participate in consistent campus vertical alignment opportunities to communicate and collaborate strategies that support vocabulary, inference, and paraphrasing.

Problem Statement 2: Math: Students performed between 40% and 60% proficient in the following readiness TEK areas for each grade level. The data is based on cumulative TEK proficiency scores from the 2023 STAAR test. 6th Grade - 6.6(C), 6.7(D), and 6.10(A); 7th Grade - 7.4(A), 7.7(A), and 7.11(A); 8th Grade - 8.5(I), 8.7(B), and 8.8(C).   **Root Cause:** Math: There is a need to intentionally plan for intervention opportunities that will assist in making connections to the foundational skills and understandings from previous grade levels.

Problem Statement 3: Science: Students performed between 40% and 60% proficient in the following TEK areas for each grade level. The data is based on cumulative proficiency scores from the 2023 STAAR test. 6th Grade - 6.6(B) and 6.9(C); 7th Grade - 7.5(B) and 7.12(D); 8th Grade - 8.5(A), 8.5(E), and 8.6(A).   **Root Cause:** Science: There is a need to provide consistent vertical alignment and cross-curricula opportunities to support collaboration and background knowledge.

Problem Statement 4: Social Studies: Students performed between 40% and 60% proficient in the following TEK areas for each grade level. The data is based on cumulative proficiency scores from the 2023 STAAR test. 6th Grade - 6.1(B) and 6.5(C); 7th Grade - 7.13(A) and 7.14(A); 8th Grade - 8.5(C), 8.12(C), and 8.16(B).   **Root Cause:** Social Studies: There is a need to consistently plan for vertical alignment opportunities that will assist in reinforcing prior knowledge during instructional time.

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: 2023 Identification of Schools for Improvement - Targeted Support and Improvement: The white student group missed the Closing the Gaps Domain targets in Academic Achievement Status (Math), Academic Growth Status (Math) and Student Success Status for 2019, 2022, and 2023.   **Root Cause:** There is a need to track, engage, and motivate students so they can excel and progress academically.

School Culture and Climate

School Culture and Climate Strengths

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

Student Attendance

Kahla has had a high attendance rate in past years. We've continued to refine processes with our registrar and attendance clerk to hold teachers accountable for entering attendance in all periods within the first 10 minutes. Kahla continues to promote high attendance with all students and staff!

PBIS and Restorative Discipline Data

PBIS has provided teachers and students the opportunity to acknowledge all Knights on their quest to excellence. Our teachers consistently work to reward their colleagues and students for all of the positive actions they add to our campus culture. Our PBIS committee works to ensure staff and students are trained on using and implementing the system daily. Kahla continues to promote restorative practices as a part of our Kahla Foundation in order to reduce the number of students who repeat misbehaviors. Assistant Principals will continue to train on restorative practices and promote positive outcomes with students.

Campus Safety

Kahla staff and students have become knowledgeable about all campus safety procedures. Our Assistant Principals have worked to revamp safety procedures that are clear and precise to all involved. Students will practice and talk through scenarios to better prepare for a crisis.

The following strengths were identified (utilizing the 2022-2023 Employee Perception Survey Data)

- Decisions are data-driven (99% of the staff agree/strongly agree with this statement)
- There are opportunities to discuss my concerns with my campus administrators (95% of the staff agree/strongly agree with this statement)
- Various forms of feedback are given to me to help me improve my performance (95% of the staff agree/strongly agree with this statement)
- Collaboration is encouraged and practiced (94% of the staff agree/strongly agree with this statement)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline data within student subpopulations are disproportionate when compared to campus demographics. **Root Cause:** Teachers need additional training and support on classroom management, relationship building, and restorative discipline practices and strategies.

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.

We continually focus on quality recruitment for our Kahla staff and provide a mentoring program for new teachers - both new to CFISD and to their careers. New teachers are assigned campus mentors and participate in targeted share sessions throughout the year, with topics based on feedback from NTIP members, CCIS, and appraisers. To support our staff's professional development goals and district initiatives, we provide PD on campus after the school day on instructional topics such as Classroom Instruction, Management and procedures, Building Relationships, and Instructional Technology.

All core academic content teachers have a common planning period and meet 2-3 times per week to plan highly effective lessons, model facilitation, and discuss data as relates to instruction. This is also used to discuss utilizing PBIS, parent outreach, campus improvement observations, and best practices for students' success academically and behaviorally. All teachers on campus receive planning and instructional support from an assigned Campus Content Instructional Specialist (CCIS). Teachers and students are further supported by two Academic Achievement Specialists who provide assistance with academic excellence, teacher/student data, and attendance.

The following strengths were identified (utilizing the 2022-2023 Employee Perception Survey Data)

- Opportunities exist for me to think for myself (98% of the staff agree/strongly agree with this statement)
- Opportunities for professional growth are available (99% of the staff agree/strongly agree with this statement)
- Staff appreciation is built into the school culture (95% of the staff agree/strongly agree with this statement)
- Various forms of feedback are given to me to help me improve my performance (95% of the staff agree/strongly agree with this statement)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance rates decline in the Spring semester and on most Fridays.   **Root Cause:** Teacher/Paraprofessional Attendance: There's an increase in the level of stress teachers and staff experience when it pertains to district and state assessments, so they tend to practice self-care and wellness during the second semester.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Kahla hosts several opportunities for parents throughout the school year. Each year we invite parents and students to attend our Annual Kahla Express. This event provides parents with the opportunity to walk their child's schedule for the upcoming school year and purchase school spirit items and P.E./athletic uniforms. Open House is another event that allows us to open our classroom doors to all of our Knights and their families to provide them with an opportunity to get to know us and experience the joys of learning and collaborating in our classrooms.

Kahla also hosts an annual Parent Empowerment Forum to help educate our community on topics that affect our youth. We discuss topics related to Drug Awareness, Depression and anxiety, Healthy Relationships, and Social Media Effects on Kids. We partner with the Texas Workforce Commission to provide resources to parents seeking employment or other needs. Cy-Fair ISD Mental Health Intervention Team supports us and provides resources to our parents. In the past, we've raffled out a free counseling session for a family provided to us by Serenity Wellness & Counseling. Our counselors work to have an ongoing effort to support our families with various resources that support our Knights mentally, physically, and emotionally.

Our Instructional Leadership provides an "Academic Knight" where we provide our students and their parents with an opportunity to experience curriculum and instruction. This night also serves as an opportunity for us to share parent resources and different ways to support their Kahla Knights. Academic Knight supports many of our core value beliefs and provides an opportunity for us to share how we implement them on campus.

We communicate regularly with our parents and community through our campus web page, monthly Knight Newsletter, Schoology, School Messenger, Twitter, Instagram, and Facebook accounts.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are interested in their child's academics and learning, however, they are not connected to the communication delivered by the campus or district.
Root Cause: Our campus needs to define the different communication procedures and methods for parents.

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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will prioritize using backward design, planning for small group instruction, and tracking student data utilizing anecdotal notes. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams and to review data for decision-making and interventions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Utilize kidney tables for targeted small-group instruction. Use bookshelves to increase self-selected reading choices. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	45%	60%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will use backward design with planning to address the foundational math skills needed to support the current unit/curriculum piece, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams and to review data for decision-making and interventions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Utilize kidney tables for targeted small-group instruction. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	40%	60%	95%

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Science: Teachers will use backward design with planning to identify background knowledge, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams and to review data for decision-making and interventions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	40%	55%	75%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Social Studies: Teachers will use backward design with planning, small group instruction to target specific TEKS & skills, and anecdotal notes to track students' progress data. Our teachers will meet more frequently to vertically align the curriculum with other grade-level teams and to review data for decision-making and interventions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	40%	60%	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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	80%	100%	100%

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Dropout Prevention: Our campus registrar and AAS team will work to contact families and/or schools to regulate attendance and regularly ensure codes reflect a student's current status. Counselors will support families with school and/or outside resources as needed.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	25%	50%	90%

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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	25%	70%	80%

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: Student Council, Destination Imagination, and Kahla Clubs created through student interest.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Academic Achievement Specialist, Counselors, and Club Sponsors.	100%	100%	100%

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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Additional Staffing - The class-size reduction teachers in ELAR and Social Studies will assist in lowering the student-to-teacher ratio. The Instructional Specialist will assist in ensuring our targeted student populations are a primary focus. The Testing Coordinator will assist in addressing our 504 special populations and their needs for additional accommodations for instruction as well as preparing our campus for campuswide testing logistics. All additional staff will assist in meeting or exceeding instructional targets. 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. 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 5. 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. 6. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays. 7. Online learning platform - Students will utilize online resources such as Progress Learning as additional interventions at school and at home to assist in meeting or exceeding instructional targets. 8. Instructional Monitors & Frames - Monitors and frames will be utilized to incorporate instructional strategies used throughout math and reading, academic strategies, and social behavior. They will also allow us to communicate intervention opportunities outside of instructional time, PBIS acknowledgments, and campus expectations. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	50%	70%	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 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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Students will attend before/after school tutoring to address academic needs.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the SMART goal as set on the CIP data tables	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class Size Reduction Teacher in ELAR will be hired to work with students to improve their academic performance.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: English Learners are expected to increase their level of English language proficiency; improve their overall academic achievement; and increase their use of English in all subjects and outside of school. - The teachers anecdotal notes should be reviewed at progress reports to monitor weekly conferencing (twice a week) and small group structures (twice a week) to ensure student growth. **Staff Responsible for Monitoring:** Principal	50%	55%	70%

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

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk by providing additional technology to assist in assessing students' instructional goals and progress.
    Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	50%	50%	N/A
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 4: 2023 Identification of Schools for Improvement - Targeted Support and Improvement: By the end of the current school year, the campus will meet the Closing the Gaps targets for the white student group in the following areas: Academic Achievement Status (Math), Academic Growth Status (Math) and Student Success Status for 2019, 2022, and 2023.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math Strategy: We will intentionally focus on providing additional support for our White sub-population through small group instruction, targeted tutorials, and campus intervention programs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Academic Achievement Specialist, and Campus Math Instructional Specialist	50%	80%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Strategy: We will intentionally focus on providing additional support for our White sub-population through small group instruction, targeted tutorials, and campus intervention programs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Academic Achievement Specialist, and Campus ELAR Instructional Specialist	30%	50%	80%
	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, exterior door checks, and other required safety actions.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Bringing Out The Best lessons will be implemented weekly through advisory classes. These lessons will include various reminders of good citizenship as well as safety guidelines related to positive student behaviors. We will continue to reinforce the use of clear backpacks, and students wearing Identification badges at all times while on campus. Additionally, all interior doors will remain shut and locked throughout the day, and weekly exterior door checks will be conducted by an assistant principal. **Strategy's Expected Result/Impact:** All students and staff will comply with campus safety protocols. **Staff Responsible for Monitoring:** Assistant Principals and Principal	Formative		
	Nov	Feb	May
	50%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Each member of the administrative team and those who support them will have access to radios to ensure all leaders have sufficient communication. **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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Academic Achievement Specialists, Assistant Principals	Nov	Feb	May
	35%	35%	85%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Academic Achievement Specialists, Assistant Principals	Nov	Feb	May
	75%	80%	85%

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

Summative Evaluation: Significant progress made toward meeting Objective

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. All students will recieve training on how to submit anonymous tips through tipline. Lessons will also be provided by the counseling office related to bullying prevention and ways to effectively deal with emotions such as stress, fear, anger, and depression. We will also continue to encourage students to "see something, say something" by reporting suspicious or disturbing behaviors to staff members or through our campus tipline.	**Formative**		
	Nov	**Feb**	**May**
	100%	100%	100%
Strategy's Expected Result/Impact: Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals, Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative practices: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Kahla's restorative practices will be outlined in the Kahla Foundation and those strategies discussed with staff through on-campus PD opportunities to assist staff in effectively addressing misbehavior and ways to reduce the harm that those behaviors caused.	**Formative**		
	Nov	**Feb**	**May**
	50%	70%	100%
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership, and Campus Administration			

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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will highlight staff that has perfect attendance for each month.	**Formative**		
Strategy's Expected Result/Impact: Increased staff attendance **Staff Responsible for Monitoring:** Principal and Director of Instruction	**Nov**	**Feb**	**May**
	35%	70%	100%

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, and Lesson Plans

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will receive site-based PD sessions that will focus on topics tied to supporting instructional practices, technology, SEL, classroom management, and restorative practices. Campus experts will have the opportunity to lead sessions each semester.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will implement and use PD sessions to enhance their Personal Professional Goals. **Staff Responsible for Monitoring:** Director of Instruction	50%	100%	100%

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 10%.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will offer targeted events (such as but not limited to Academics Knights, Parent Empowerment Symposium, and Elective Fair) for parents to learn more about the school's academic programs and technology. We will communicate meeting times through Schoology, School Messenger, Facebook, Instagram, and Twitter with Spanish translation when possible.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, and CPOC members.	50%	75%	100%

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

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Samantha Moss	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Chelsea Alexander	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Dolores Frayler	Paraprofessional #2
Paraprofessional #1	Daniela Solis	Paraprofessional #1
Business Representative #2	Carlos Villegas	Business Representative #2
Business Representative #1	Lena Lindsey	Business Representative #1
Community Member #2	Bridget Carter	Community Member #2
Community Member #1	Audrey Owens	Community Member #1
Parent #2	Chessontra Thomas	Parent #2
Parent #1	Ruth-Ann Keasler	Parent #1
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Thaida Garcia	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Denishia Nickerson	Other School Leader (Nonteaching Professional) #1
Teacher #8	Arlene Tyndall	Teacher #8
Teacher #7	Samuel Harmon	Teacher #7
Teacher #6	Devin Steen	Teacher #6
Teacher #5	Bichngoc Nguyen	Teacher #5
Teacher #4	Christy Bellflower	Teacher #4
Teacher #3	Kimberly Chapman	Teacher #3
Teacher #2	Christian Bykowski	Teacher #2
Teacher #1	Caylen Reese	Teacher #1
Principal	Joshua Carroll	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	Kahla	MS4	All	366	242	66%	70%	59%	101	28%	32%	25%	31	8%	11%	6%
Math	6	Kahla	MS4	Hispanic	202	129	64%	67%	59%	52	26%	30%	24%	14	7%	10%	4%
Math	6	Kahla	MS4	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Kahla	MS4	Asian	24	23	96%	96%	76%	14	58%	63%	57%	5	21%	25%	*
Math	6	Kahla	MS4	African Am.	111	70	63%	67%	57%	29	26%	30%	19%	9	8%	10%	5%
Math	6	Kahla	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Kahla	MS4	White	19	12	63%	68%	83%	5	26%	32%	35%	*	*	*	*
Math	6	Kahla	MS4	Two or More	8	7	88%	90%	*	*	*	*	*	*	*	*	*
Math	6	Kahla	MS4	Eco. Dis.	308	193	63%	66%	59%	78	25%	29%	25%	22	7%	10%	5%
Math	6	Kahla	MS4	Emergent Bilingual	101	55	54%	60%	43%	15	15%	19%	14%	5	5%	8%	*
Math	6	Kahla	MS4	At-Risk	273	164	60%	65%	51%	53	19%	24%	19%	15	5%	8%	3%
Math	6	Kahla	MS4	SPED	64	25	39%	50%	20%	5	8%	12%	*	*	*	*	*
Math	7	Kahla	MS4	All	375	212	57%	62%	47%	103	27%	31%	25%	27	7%	10%	8%
Math	7	Kahla	MS4	Hispanic	217	123	57%	61%	48%	56	26%	30%	23%	7	3%	6%	7%
Math	7	Kahla	MS4	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Kahla	MS4	Asian	28	22	79%	82%	78%	13	46%	50%	61%	9	32%	36%	22%
Math	7	Kahla	MS4	African Am.	98	44	45%	50%	42%	24	24%	27%	26%	8	8%	10%	7%
Math	7	Kahla	MS4	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Kahla	MS4	White	16	10	63%	69%	47%	5	31%	38%	26%	*	*	*	*
Math	7	Kahla	MS4	Two or More	10	9	90%	91%	*	*	*	*	*	*	*	*	*
Math	7	Kahla	MS4	Eco. Dis.	315	170	54%	59%	47%	81	26%	29%	25%	18	6%	8%	7%
Math	7	Kahla	MS4	Emergent Bilingual	89	38	43%	48%	37%	15	17%	20%	18%	*	*	*	5%
Math	7	Kahla	MS4	At-Risk	289	145	50%	55%	37%	64	22%	25%	16%	16	6%	8%	5%
Math	7	Kahla	MS4	SPED	34	10	29%	37%	21%	*	*	*	9%	*	*	*	*
Math	8	Kahla	MS4	All	273	188	69%	73%	59%	85	31%	35%	24%	18	7%	9%	4%
Math	8	Kahla	MS4	Hispanic	156	110	71%	74%	59%	47	30%	34%	24%	9	6%	8%	*
Math	8	Kahla	MS4	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Kahla	MS4	Asian	14	11	79%	86%	76%	9	64%	67%	53%	*	*	*	*
Math	8	Kahla	MS4	African Am.	77	49	64%	68%	56%	17	22%	27%	18%	*	*	*	6%
Math	8	Kahla	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Kahla	MS4	White	18	14	78%	83%	67%	9	50%	53%	*	*	*	*	*
Math	8	Kahla	MS4	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Kahla	MS4	Eco. Dis.	232	156	67%	70%	58%	71	31%	34%	22%	14	6%	9%	3%
Math	8	Kahla	MS4	Emergent Bilingual	77	44	57%	61%	47%	19	25%	27%	20%	*	*	*	*
Math	8	Kahla	MS4	At-Risk	213	136	64%	67%	54%	49	23%	26%	19%	10	5%	7%	2%
Math	8	Kahla	MS4	SPED	38	18	47%	54%	32%	5	13%	17%	*	*	*	*	*
Reading	6	Kahla	MS4	All	369	254	69%	74%	68%	157	43%	46%	42%	58	16%	20%	18%
Reading	6	Kahla	MS4	Hispanic	204	139	68%	71%	67%	83	41%	44%	40%	27	13%	16%	15%
Reading	6	Kahla	MS4	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	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	Kahla	MS4	Asian	24	24	100%	100%	76%	19	79%	82%	67%	11	46%	50%	38%
Reading	6	Kahla	MS4	African Am.	112	70	63%	66%	68%	43	38%	41%	40%	16	14%	18%	18%
Reading	6	Kahla	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Kahla	MS4	White	19	14	74%	76%	74%	8	42%	45%	48%	*	*	*	35%
Reading	6	Kahla	MS4	Two or More	8	6	75%	78%	*	*	*	*	*	*	*	*	*
Reading	6	Kahla	MS4	Eco. Dis.	311	204	66%	69%	68%	122	39%	43%	43%	42	14%	17%	18%
Reading	6	Kahla	MS4	Emergent Bilingual	103	56	54%	58%	51%	33	32%	37%	23%	9	9%	12%	6%
Reading	6	Kahla	MS4	At-Risk	276	173	63%	68%	62%	91	33%	38%	34%	27	10%	13%	13%
Reading	6	Kahla	MS4	SPED	64	18	28%	30%	24%	7	11%	15%	*	*	*	*	*
Reading	7	Kahla	MS4	All	380	276	73%	76%	67%	159	42%	45%	44%	63	17%	20%	19%
Reading	7	Kahla	MS4	Hispanic	220	162	74%	77%	66%	89	40%	43%	42%	27	12%	14%	15%
Reading	7	Kahla	MS4	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Kahla	MS4	Asian	29	25	86%	88%	91%	20	69%	72%	70%	10	34%	36%	43%
Reading	7	Kahla	MS4	African Am.	99	64	65%	68%	63%	34	34%	36%	42%	18	18%	20%	22%
Reading	7	Kahla	MS4	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Kahla	MS4	White	16	13	81%	84%	68%	9	56%	58%	42%	5	31%	33%	26%
Reading	7	Kahla	MS4	Two or More	10	8	80%	84%	86%	5	50%	57%	*	*	*	*	*
Reading	7	Kahla	MS4	Eco. Dis.	320	228	71%	75%	67%	128	40%	43%	44%	47	15%	18%	19%
Reading	7	Kahla	MS4	Emergent Bilingual	90	54	60%	63%	57%	23	26%	28%	34%	*	*	*	10%
Reading	7	Kahla	MS4	At-Risk	293	203	69%	73%	60%	108	37%	40%	35%	37	13%	39%	13%
Reading	7	Kahla	MS4	SPED	36	8	22%	27%	31%	*	*	*	16%	*	*	*	*
Reading	8	Kahla	MS4	All	399	324	81%	84%	74%	202	51%	53%	45%	93	23%	25%	16%
Reading	8	Kahla	MS4	Hispanic	221	177	80%	83%	75%	104	47%	50%	44%	42	19%	21%	13%
Reading	8	Kahla	MS4	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Kahla	MS4	Asian	35	32	91%	93%	78%	28	80%	82%	75%	16	46%	48%	34%
Reading	8	Kahla	MS4	African Am.	104	84	81%	84%	68%	49	47%	49%	36%	22	21%	24%	19%
Reading	8	Kahla	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Kahla	MS4	White	28	25	89%	91%	82%	18	64%	66%	45%	10	36%	38%	*
Reading	8	Kahla	MS4	Two or More	7	*	*	58%	77%	*	*	*	46%	*	*	*	*
Reading	8	Kahla	MS4	Eco. Dis.	323	257	80%	82%	72%	152	47%	49%	42%	66	20%	22%	15%
Reading	8	Kahla	MS4	Emergent Bilingual	90	54	60%	61%	54%	19	21%	23%	27%	6	7%	8%	*
Reading	8	Kahla	MS4	At-Risk	291	221	76%	79%	69%	120	41%	43%	38%	51	18%	19%	11%
Reading	8	Kahla	MS4	SPED	38	21	55%	59%	27%	7	18%	21%	*	*	*	*	*
Science	8	Kahla	MS4	All	402	315	78%	81%	59%	203	50%	55%	32%	51	13%	15%	9%
Science	8	Kahla	MS4	Hispanic	223	171	77%	80%	59%	106	48%	53%	28%	24	11%	13%	5%
Science	8	Kahla	MS4	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Kahla	MS4	Asian	36	34	94%	97%	75%	29	81%	86%	56%	12	33%	35%	31%
Science	8	Kahla	MS4	African Am.	104	79	76%	78%	56%	43	41%	47%	31%	9	9%	11%	12%
Science	8	Kahla	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*

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
Science	8	Kahla	MS4	White	28	24	86%	89%	64%	19	68%	73%	45%	*	*	*	*
Science	8	Kahla	MS4	Two or More	7	*	*	70%	62%	*	*	61%	38%	*	*	*	*
Science	8	Kahla	MS4	Eco. Dis.	326	252	77%	80%	57%	150	46%	51%	30%	34	10%	13%	8%
Science	8	Kahla	MS4	Emergent Bilingual	94	58	62%	65%	40%	28	30%	34%	16%	*	*	*	*
Science	8	Kahla	MS4	At-Risk	294	215	73%	76%	51%	127	43%	48%	24%	30	10%	12%	5%
Science	8	Kahla	MS4	SPED	38	17	45%	49%	27%	8	21%	27%	14%	*	*	*	*
Social Studies	8	Kahla	MS4	All	401	238	59%	62%	53%	104	26%	30%	26%	41	10%	13%	10%
Social Studies	8	Kahla	MS4	Hispanic	223	124	56%	60%	51%	48	22%	25%	24%	16	7%	10%	6%
Social Studies	8	Kahla	MS4	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Kahla	MS4	Asian	36	30	83%	86%	75%	19	53%	56%	50%	9	25%	28%	25%
Social Studies	8	Kahla	MS4	African Am.	103	56	54%	58%	50%	24	23%	27%	21%	10	10%	13%	12%
Social Studies	8	Kahla	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Kahla	MS4	White	28	22	79%	82%	55%	10	36%	40%	*	*	*	*	*
Social Studies	8	Kahla	MS4	Two or More	7	*	*	58%	46%	*	*	*	38%	*	*	*	*
Social Studies	8	Kahla	MS4	Eco. Dis.	325	181	56%	58%	49%	71	22%	25%	25%	28	9%	12%	8%
Social Studies	8	Kahla	MS4	Emergent Bilingual	94	38	40%	42%	35%	11	12%	15%	17%	*	*	*	*
Social Studies	8	Kahla	MS4	At-Risk	293	152	52%	54%	44%	60	20%	23%	20%	24	8%	10%	5%
Social Studies	8	Kahla	MS4	SPED	38	10	26%	31%	24%	*	*	*	*	*	*	*	*

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

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	Kahla	MS 4	All	131	131	100%	100%	99%	125	95%	99%	95%	102	78%	83%	70%
Algebra I	Kahla	MS 4	Hispanic	67	67	100%	100%	98%	64	96%	98%	92%	54	81%	84%	64%
Algebra I	Kahla	MS 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Kahla	MS 4	Asian	23	23	100%	100%	100%	23	100%	100%	100%	21	91%	93%	73%
Algebra I	Kahla	MS 4	African Am.	28	28	100%	100%	100%	28	100%	100%	100%	18	64%	73%	82%
Algebra I	Kahla	MS 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Kahla	MS 4	White	10	10	100%	100%	*	7	70%	85%	*	6	60%	65%	*
Algebra I	Kahla	MS 4	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Kahla	MS 4	Eco. Dis.	94	94	100%	100%	99%	89	95%	97%	93%	71	76%	80%	67%
Algebra I	Kahla	MS 4	Emergent Bilingual	16	16	100%	100%	100%	15	94%	97%	85%	10	63%	70%	69%
Algebra I	Kahla	MS 4	At-Risk	82	82	100%	100%	98%	77	94%	97%	93%	65	79%	83%	65%
Algebra I	Kahla	MS 4	SPED	0	*	*	*	*	*	*	*	*	*	*	*	*

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