Cypress-Fairbanks Independent School District

Sprague Middle School

2023-2024

Mission Statement

Building the
SPRAGUE WAY

- CULTURIZE with integrity and purpose

- UNDERSTAND with empathy and respect

- BUILD a system of excellence

- STRIVE for greatness and positive interactions each day!

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified from the 2022 - 2023 STAAR tests:

- 6th and 7th grade students performed higher than the district and cluster schools in Math and ELAR.
- Emergent Bilingual students performed higher than the district and cluster school in ELAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Summary

As a new campus we are focused on building a culture and climate centered around our mission of creating an environment that cultivates integrity and purpose, understanding one another with empathy and respect while building a system of excellence by striving to engage with one other with positive every day. We will also ensure our students and staff model our PBIS matrix of G.R.I.T (gracious, resilience, integrity, and teamwork) on a daily basis.

School Culture and Climate Strengths

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

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Goals

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

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

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

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: Using formative and summative assessment data, teachers will focus on differentiating instruction by increasing rigor with higher-level questioning, providing challenging texts, and extension activities as well as scaffolding instruction to move students from did not meet to approaches, approaches to meets, and meets to masters.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: ELAR teachers, CCIS, Instructional Leadership Team, Principal
	Formative		

	Nov	**Feb**	**May**
	35%	65%	90%

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: Math teachers will engage in rigorous and purposeful planning, targeted tutoring, and differentiating instruction to focus on increasing SPED students from approaches to meets proficiency and ALL students from meets to masters proficiency. Teachers will focus on academic discourse, review spiraling, checking for understanding, and practicing new question types to meet the needs of all learning to promote student growth.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables
    Staff Responsible for Monitoring: Math Teachers, Math CCIS, Administrative team
	Formative		

	Nov	**Feb**	**May**
	40%	70%	90%

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Science Teachers will create rigorous and relevant lessons that have real-world applications and hands-on experiments that help support the learning of their students and push Special Education students from approaches to meets proficiency and all students from meets to masters proficiency.
    Strategy's Expected Result/Impact: Meet or exceed the target on the attached CIP target table.
    Staff Responsible for Monitoring: Administrative team, Instructional team and Content teachers.
	Formative		

	Nov	**Feb**	**May**
	40%	75%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies:Through purposeful planning, targeted tutoring, and class instruction, Social Studies will focus on increasing K level meets to masters proficiency with the following instructional strategies: review spiraling, vocabulary, checking for understanding mastery checks, and practicing with new question types. **Strategy's Expected Result/Impact:** K level will meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Administrative team, instructional specialists, content teachers	Formative		
	Nov	Feb	May
	50%	75%	90%

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal, Director of Instruction, and Coaches	Formative		
	Nov	Feb	May
	45%	65%	90%

Strategy 6 Details	Formative Reviews		
Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	20%	65%	

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

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

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

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Summer Enrichment: Welcome Back Camps	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Academic Achievement Specialist	40%	65%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Before/after school tutoring	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Academic Achievement Specialist	40%	65%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Closing the Gaps: Provide additional instructional support to eliminate learning gaps created by COVID-19.	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets on attached data table	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist	40%	65%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Class Size Reduction Teacher	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached STAAR data table	Nov	Feb	May
Staff Responsible for Monitoring: Principal	N/A	65%	100%

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

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

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant Principals	50%	65%	
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.

    High Priority

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		

Strategy 1: Teachers will increase the accuracy of attendance submissions and the attendance office will send home warning letters after 5 day absences. This us our campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.
    Strategy's Expected Result/Impact: Students attendance rate will be at 95% or higher.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Counselors, Registrar
	Formative		

	Nov	**Feb**	**May**
	10%	65%	
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)
    Strategy's Expected Result/Impact: We will share district announcements, with parents and students, regarding the importance of attending school to ensure we have 95% overall attendance rate.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Registrar
 	
Administrators will reach out to parents of students with 5 or more absences.
	Formative		

	Nov	**Feb**	**May**
	5%	65%	

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.

    High Priority

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to increase violence prevention.
    Strategy's Expected Result/Impact: Violent incidents will be 0%
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	10%	65%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our entire staff will use PBIS and our campus matrix to reinforce positive behavior amongst our students. The PBIS team will provide resources to our staff on how to build positive relationships with our students while holding them accountable.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: PBIS Committee, Assistant Principals, Principal
	Formative		

	Nov	**Feb**	**May**
	5%	65%	

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 be at 96% for the year.

High Priority

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details			Formative Reviews		
Strategy 1: Teachers and paraprofessionals with perfect attendance each month will get a shout out in the campus weekly newsletter and a treat.			**Formative**		
Strategy's Expected Result/Impact: Teacher and paraprofessional attendance will be at 96% for the year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, and Substitute Representative (paraprofessional)			**Nov**	**Feb**	**May**
			✗	✗	✗
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be invited to specified professional development at Sprague through teacher created development and district opportunities such as content share sessions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will be highly engaged and invested in PD provided by their teacher counterparts. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Staff Development Liaisons	5%	65%	
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: Parent and Family Engagement: For the current school year, parent and family engagement will remain consistent, with at least 90% of our Sprague families engaged throughout the entire year.

Evaluation Data Sources: Parent Surveys
Sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Families receive a weekly newsletter from our campus Principal notifying them of all upcoming and current events. Campus information will be posted consistently on Facebook, Instagram, Twitter, and sent via School messenger. Information will also be shared on our campus marque.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will be at 90% throughout the entire school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Director of Instruction, Academic Achievement Specialist	10%	80%	
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Blake Harris	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Jamie George	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Kristen Sodolak	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Katherine Goolsby	Parent #2
Parent #1	Edgar Boada	Parent #1
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Whitney Timmons	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Sherica Williams	Other School Leader (Nonteaching Professional) #1
Teacher #8	Teacher #8	Teacher #8
Teacher #7	Teacher #7	Teacher #7
Teacher #6	Teacher #6	Teacher #6
Teacher #5	Teacher #5	Teacher #5
Teacher #4	Teacher #4	Teacher #4
Teacher #3	Teacher #3	Teacher #3
Teacher #2	Sharon Myles	Teacher #2
Teacher #1	Emily Maher	Teacher
Principal	Elizabeth Bradley	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	Sprague	MS1	All	*	*	*	97%	96%	*	*	79%	78%	*	*	54%	44%
Math	6	Sprague	MS1	Hispanic	*	*	*	97%	97%	*	*	71%	69%	*	*	45%	31%
Math	6	Sprague	MS1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Sprague	MS1	Asian	*	*	*	100%	100%	*	*	98%	95%	*	*	82%	69%
Math	6	Sprague	MS1	African Am.	*	*	*	86%	91%	*	*	58%	58%	*	*	41%	16%
Math	6	Sprague	MS1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Sprague	MS1	White	*	*	*	100%	97%	*	*	79%	82%	*	*	47%	45%
Math	6	Sprague	MS1	Two or More	*	*	*	97%	86%	*	*	75%	64%	*	*	53%	32%
Math	6	Sprague	MS1	Eco. Dis.	*	*	*	88%	94%	*	*	59%	63%	*	*	33%	27%
Math	6	Sprague	MS1	Emergent Bilingual	*	*	*	96%	91%	*	*	80%	66%	*	*	53%	41%
Math	6	Sprague	MS1	At-Risk	*	*	*	91%	87%	*	*	60%	51%	*	*	31%	26%
Math	6	Sprague	MS1	SPED	*	*	*	94%	72%	*	*	34%	38%	*	*	18%	16%
Math	7	Sprague	MS1	All	*	*	*	94%	90%	*	*	82%	74%	*	*	45%	39%
Math	7	Sprague	MS1	Hispanic	*	*	*	96%	86%	*	*	83%	70%	*	*	40%	29%
Math	7	Sprague	MS1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Sprague	MS1	Asian	*	*	*	97%	99%	*	*	89%	89%	*	*	61%	69%
Math	7	Sprague	MS1	African Am.	*	*	*	78%	72%	*	*	59%	52%	*	*	24%	17%
Math	7	Sprague	MS1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Sprague	MS1	White	*	*	*	96%	92%	*	*	84%	76%	*	*	43%	33%
Math	7	Sprague	MS1	Two or More	*	*	*	96%	92%	*	*	85%	72%	*	*	54%	44%
Math	7	Sprague	MS1	Eco. Dis.	*	*	*	81%	80%	*	*	68%	47%	*	*	31%	20%
Math	7	Sprague	MS1	Emergent Bilingual	*	*	*	93%	94%	*	*	84%	63%	*	*	56%	23%
Math	7	Sprague	MS1	At-Risk	*	*	*	82%	77%	*	*	57%	52%	*	*	31%	26%
Math	7	Sprague	MS1	SPED	*	*	*	59%	59%	*	*	17%	21%	*	*	*	*
Math	8	Sprague	MS1	All	*	*	*	*	89%	*	*	*	65%	*	*	*	30%
Math	8	Sprague	MS1	Hispanic	*	*	*	*	89%	*	*	*	59%	*	*	*	14%
Math	8	Sprague	MS1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS1	Asian	*	*	*	*	98%	*	*	*	90%	*	*	*	78%
Math	8	Sprague	MS1	African Am.	*	*	*	*	76%	*	*	*	47%	*	*	*	*
Math	8	Sprague	MS1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS1	White	*	*	*	*	91%	*	*	*	62%	*	*	*	19%
Math	8	Sprague	MS1	Two or More	*	*	*	*	100%	*	*	*	67%	*	*	*	*
Math	8	Sprague	MS1	Eco. Dis.	*	*	*	*	82%	*	*	*	52%	*	*	*	16%
Math	8	Sprague	MS1	Emergent Bilingual	*	*	*	*	87%	*	*	*	47%	*	*	*	*
Math	8	Sprague	MS1	At-Risk	*	*	*	*	80%	*	*	*	37%	*	*	*	8%
Math	8	Sprague	MS1	SPED	*	*	*	*	64%	*	*	*	32%	*	*	*	*
Reading	6	Sprague	MS1	All	*	*	*	97%	94%	*	*	84%	87%	*	*	57%	57%
Reading	6	Sprague	MS1	Hispanic	*	*	*	97%	94%	*	*	82%	83%	*	*	51%	49%
Reading	6	Sprague	MS1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*

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	Sprague	MS1	Asian	*	*	*	100%	*	*	*	91%	*	*	*	81%	*
Reading	6	Sprague	MS1	African Am.	*	*	*	93%	85%	*	*	67%	71%	*	*	41%	33%
Reading	6	Sprague	MS1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Sprague	MS1	White	*	*	*	97%	96%	*	*	88%	90%	*	*	54%	55%
Reading	6	Sprague	MS1	Two or More	*	*	*	100%	*	*	*	75%	*	*	*	40%	*
Reading	6	Sprague	MS1	Eco. Dis.	*	*	*	88%	88%	*	*	59%	75%	*	*	24%	39%
Reading	6	Sprague	MS1	Emergent Bilingual	*	*	*	95%	94%	*	*	76%	81%	*	*	45%	39%
Reading	6	Sprague	MS1	At-Risk	*	*	*	89%	84%	*	*	65%	65%	*	*	31%	36%
Reading	6	Sprague	MS1	SPED	*	*	*	74%	69%	*	*	38%	25%	*	*	*	*
Reading	7	Sprague	MS1	All	*	*	*	97%	94%	*	*	90%	88%	*	*	66%	64%
Reading	7	Sprague	MS1	Hispanic	*	*	*	99%	93%	*	*	89%	84%	*	*	65%	54%
Reading	7	Sprague	MS1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Sprague	MS1	Asian	*	*	*	99%	*	*	*	96%	*	*	*	79%	*
Reading	7	Sprague	MS1	African Am.	*	*	*	89%	77%	*	*	71%	72%	*	*	41%	46%
Reading	7	Sprague	MS1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Sprague	MS1	White	*	*	*	98%	98%	*	*	90%	90%	*	*	63%	63%
Reading	7	Sprague	MS1	Two or More	*	*	*	96%	*	*	*	91%	*	*	*	72%	*
Reading	7	Sprague	MS1	Eco. Dis.	*	*	*	92%	81%	*	*	75%	72%	*	*	44%	33%
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Reading	7	Sprague	MS1	At-Risk	*	*	*	87%	84%	*	*	70%	71%	*	*	42%	36%
Reading	7	Sprague	MS1	SPED	*	*	*	66%	60%	*	*	40%	40%	*	*	*	20%
Reading	8	Sprague	MS1	All	*	*	*	*	97%	*	*	*	90%	*	*	*	68%
Reading	8	Sprague	MS1	Hispanic	*	*	*	*	99%	*	*	*	91%	*	*	*	64%
Reading	8	Sprague	MS1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Sprague	MS1	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Sprague	MS1	African Am.	*	*	*	*	92%	*	*	*	71%	*	*	*	50%
Reading	8	Sprague	MS1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Sprague	MS1	White	*	*	*	*	97%	*	*	*	90%	*	*	*	62%
Reading	8	Sprague	MS1	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Sprague	MS1	Eco. Dis.	*	*	*	*	89%	*	*	*	73%	*	*	*	36%
Reading	8	Sprague	MS1	Emergent Bilingual	*	*	*	*	78%	*	*	*	56%	*	*	*	28%
Reading	8	Sprague	MS1	At-Risk	*	*	*	*	91%	*	*	*	71%	*	*	*	46%
Reading	8	Sprague	MS1	SPED	*	*	*	*	71%	*	*	*	39%	*	*	*	*
Science	8	Sprague	MS1	All	*	*	*	*	96%	*	*	*	85%	*	*	*	54%
Science	8	Sprague	MS1	Hispanic	*	*	*	*	96%	*	*	*	83%	*	*	*	46%
Science	8	Sprague	MS1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS1	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS1	African Am.	*	*	*	*	87%	*	*	*	58%	*	*	*	21%
Science	8	Sprague	MS1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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Science	8	Sprague	MS1	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS1	Eco. Dis.	*	*	*	*	85%	*	*	*	65%	*	*	*	26%
Science	8	Sprague	MS1	Emergent Bilingual	*	*	*	*	83%	*	*	*	50%	*	*	*	*
Science	8	Sprague	MS1	At-Risk	*	*	*	*	86%	*	*	*	63%	*	*	*	32%
Science	8	Sprague	MS1	SPED	*	*	*	*	59%	*	*	*	38%	*	*	*	*
Social Studies	8	Sprague	MS1	All	*	*	*	*	93%	*	*	*	73%	*	*	*	50%
Social Studies	8	Sprague	MS1	Hispanic	*	*	*	*	92%	*	*	*	62%	*	*	*	45%
Social Studies	8	Sprague	MS1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS1	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS1	African Am.	*	*	*	*	79%	*	*	*	56%	*	*	*	27%
Social Studies	8	Sprague	MS1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS1	White	*	*	*	*	95%	*	*	*	74%	*	*	*	48%
Social Studies	8	Sprague	MS1	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS1	Eco. Dis.	*	*	*	*	74%	*	*	*	50%	*	*	*	28%
Social Studies	8	Sprague	MS1	Emergent Bilingual	*	*	*	*	61%	*	*	*	28%	*	*	*	*
Social Studies	8	Sprague	MS1	At-Risk	*	*	*	*	78%	*	*	*	49%	*	*	*	30%
Social Studies	8	Sprague	MS1	SPED	*	*	*	*	55%	*	*	*	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	Sprague	MS 1	All	-	-	-	-	100%	-	-	-	97%	-	-	-	85%
Algebra I	Sprague	MS 1	Hispanic	-	-	-	-	100%	-	-	-	97%	-	-	-	80%
Algebra I	Sprague	MS 1	Am. Indian	-	-	-	-	*	-	-	-	*	-	-	-	*
Algebra I	Sprague	MS 1	Asian	-	-	-	-	100%	-	-	-	99%	-	-	-	94%
Algebra I	Sprague	MS 1	African Am.	-	-	-	-	100%	-	-	-	100%	-	-	-	74%
Algebra I	Sprague	MS 1	Pac. Islander	-	-	-	-	*	-	-	-	*	-	-	-	*
Algebra I	Sprague	MS 1	White	-	-	-	-	100%	-	-	-	96%	-	-	-	79%
Algebra I	Sprague	MS 1	Two or More	-	-	-	-	100%	-	-	-	100%	-	-	-	100%
Algebra I	Sprague	MS 1	Eco. Dis.	-	-	-	-	100%	-	-	-	96%	-	-	-	75%
Algebra I	Sprague	MS 1	Emergent Bilingual	-	-	-	-	*	-	-	-	*	-	-	-	*
Algebra I	Sprague	MS 1	At-Risk	-	-	-	-	100%	-	-	-	95%	-	-	-	81%
Algebra I	Sprague	MS 1	SPED	-	-	-	-	*	-	-	-	*	-	-	-	*

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