

# Cypress-Fairbanks Independent School District

## Spillane Middle School

2023-2024



# Mission Statement

## Mission Statement

Our purpose, as the Spillane Learning Community, is to:

- learn the curriculum
- solve problems
- think independently and critically
- display good citizenship
- respect others, and
- take pride in our work and actions

Evidence of growth toward our commitments includes on-going:

- assessments of student knowledge
- evaluation of student products
- dialogue and feedback
- observation of interactions

To ensure student success, the Spillane Learning Community pledges to provide a system of support for each student.

## Vision

Everyone can learn something every day. We are prepared, organized, and energized to teach and learn. All staff and students have personal worth. All students have equal standing in our academic community.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 STAAR testing data:

6th ELAR:

- Overall reading scores exceeded their 2023 target goals in the approaches and meets categories.

8th ELAR:

- ELAR special education students exceeded their growth targets by 7% in the meets standard and 3% in the master standard.

6th Math:

- 6th grade Emergent Bilingual students exceeded 2023 targets for growth in all three passing standards. They exceeded the growth target by 15% in the approaches category.
- All students passed the Algebra EOC for the 22-23 school year.

Science:

- Emergent Bilingual students had an overall 81% passing rate, which was 6% ahead of their growth target from the previous year.

Social Studies:

- Special Educations exceeded the 2023 target for growth in the approaches standard.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: 7th grade Emergent Bilingual students had a 10% decrease in the approaches passing standard from the previous year. They also had a 5% decrease in 8th grade. **Root Cause:** RLA: Teachers have not been teaching in small groups or planning for targeted student conferences to better meet our writer's needs.

**Problem Statement 2:** Math: The 6th grade approaches standard for special education students was 59%, which showed a 13% decrease from the previous year. Math approaching

scores for at-risk students dropped in all three grade levels. This does not factor in Algebra EOC data. **Root Cause:** Math: Teachers have not differentiated instruction based on students individualized needs.

**Problem Statement 3:** Science: The overall masters passing rate for all students showed a 7% decrease from the previous year. **Root Cause:** Science: Not all staff are consistently incorporating higher-order thinking skills in hand-on Science lessons that involve utilizing problem-solving skills .

**Problem Statement 4:** Social Studies: The overall masters passing rate for all students showed a 15% decrease from the previous year. **Root Cause:** Social Studies: Not all staff have focused on critical reading skills and interpreting clues to help student find answers when identifying significant information on questions.

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

# School Culture and Climate

## School Culture and Climate Strengths

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

- Our PBIS tiered fidelity inventory report went from an overall score of 58.5 in the 2021-22 school to 72.11 for the 2022-23 year.
- The report showed an increase in PBIS participation through classroom observations, student interviews, staff interviews, and posted matrices.

The following strengths are based on the 2022-2023 Employee Perception Survey Data:

- Opportunities exist for me to think for myself - 81% strongly agree - an 11% increase from the previous year.
- Opportunities for professional growth are available - 76% strongly agree - a 14% increase from the previous year.
- The work I am asked to do directly relates to my job responsibilities - 100% of staff strongly agree or Agree with this statement.
- Opportunities are available to provide input - 71% of staff strongly agree - a 14% increase from the previous year.
- Collaboration is encouraged and practiced - 77% of staff strongly agree - a 9% increase from the previous year.
- Information related to my job is accessible - 100% strongly agree or agree with this statement

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Student discipline infraction rates have increased from the previous school year. **Root Cause:** School Culture and Climate: Staff have not implemented enough meaningful PBIS initiatives to promote positive student behavior and decrease discipline infractions.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

The New Teacher Induction Program (NTIP) is a district initiative to support all new teachers to CFISD. Spillane has a lead mentor teacher that oversee this program and are responsible for supporting our new family members. Each new teacher at Spillane is assigned a mentor by our lead New Teacher Induction Program Coordinator to provide ongoing support and collaboration. Throughout the year, share sessions with embedded professional development are held to target upcoming procedures/paperwork that new staff will need to discuss for better understanding. Meetings are held before and after school to discuss different strategies that the teachers can use in their classroom to make first time instruction as effective as possible. Classroom management strategies are also modeled. The new teacher mentors are available for anything that the new teacher may need on an ongoing basis. Campus Curriculum Instructional Specialists are available to assist the new teachers in their development.

Spillane has begun additional attendance incentives for staff. Staff is positively rewarded based on the highest attendance percentage and the end of each month. We continue to survey staff on various ways we can incentivise and encourage them to maintain a high attendance rate.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: There is a decrease in staff attendance rates. **Root Cause:** Teacher/Paraprofessional Attendance: Increase meaningful data driven feedback and reward incentives to increase overall staff attendance rates for the school year.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

- Communication with parents and community is routinely used through the following Spillane related venues:
  - Campus Web Page
  - School Messenger (Email and SMS Test)
  - Twitter
  - Instagram
  - Weekly Podcast
  - YouTube
  - Facebook
- We have a high level of involvement including but not limited to: Orchestra, Choir, Destination Imagination, Band, Superintendent Fun Run, Spelling Bee, concessions during athletics events, Theatre Arts plays and programs, Science Olympiad, Choir, TSA - Technology Student Association, Family Night at the Book Fair (the same night as our Open Microphone competition), Curriculum Night, and the support of our VIPS through VIPS luncheons.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Spillane has a high number of parents actively involved in the school and its activities. **Root Cause:** Parent and Community Engagement: Continue focus on high-impact activities for parent involvement and consistent communication that can translate into increased student achievement and attendance rates.

# Goals

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Students will have more in class time focused on independent reading in high interest text to increase reading volume, vocabulary, and stamina.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Teachers; CCIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Students need more analytic practice and problem solving opportunities to improve critical thinking on math concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers; CCIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Students will have more problem solving and analytic opportunities to improve critical thinking and independent thought on Science concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers; CCIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: Students need to increase rigor, analysis, and critical thinking skills on historical concepts through increased differentiation of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers; CCIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Dropout Prevention: The dropout rate for the campus will remain at 0% by focusing on quality instruction, retention, and monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Director of Instruction; Assistant Principals; Registrar; Attendance Secretary</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Director of Instruction; AAS; APs; Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Goal 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		
<p><b>Strategy 1:</b> Before/After School Program: After school tutorials in core content subjects, 3:20-4:20 p.m.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase Incremental academic performance on IPR, RC, DPM, BM and Lexile levels throughout the course of the intervention. This will be measured by collected data throughout the year following each marking period and each assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Academic Achievement Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase Incremental academic performance on IPR, RC, DPM, BM and Lexile levels throughout the course of the intervention. This will be measured by collecting data throughout the year following each marking period and each assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Academic Achievement Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Staffing: Class Size Reduction Teacher in ELAR will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase Incremental academic performance on IPR, RC, DPM, BM and Lexile levels throughout the course of the intervention. This will be measured by collecting data throughout the year following each marking period and each assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Academic Achievement Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

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

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> We will teach students and staff safety expectations by use of meetings and drills to ensure preparation for any actual emergency/crisis.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will know safety expectations for an actual emergency/crisis.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the current school year, student attendance will be at 95% or higher.

**High Priority**

**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Teachers will increase accuracy of attendance submissions with office personnel to ensure accurate student attendance. Attendance incentives will be promoted in conjunction with the PBIS program for students to earn items for increased and outstanding attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Director of Instruction; Assistant Principals; Attendance Assistant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p><b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 3: Restorative Discipline:** The campus will use restorative discipline practices.

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will use various programs, initiatives, and formal staff development training to proactively mitigate all violent incidents on campus in relation to the previous school year CFISD report on violence and violence prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals; Principal; PBIS Lead Team; Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The administrative team will continue to explore new ways to intervene with students and resolve behavioral issues at school. We will use positive behavior referrals in line with the PBIS program to maintain and promote positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals; Principal; PBIS Lead Team; Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  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 5%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: We will track teacher &amp; paraprofessional attendance rates for Fall and Spring semesters and communicate this data in monthly staff meetings. We will offer various incentives if staff attendance goals are met for each grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; AESOP Representative</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 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  
 Campus wide book studies  
 Walk-throughs  
 Lesson Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: We will offer staff development training sessions throughout the school year in the areas of GT, ESL, at-risk, and various behavioral management to best support staff in quality professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will increase the level of implementation of successful classroom based instructional and behavior management strategies in their classroom reducing behavior issues and increase rigor and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Director of Instruction; Assistant Principals; PBIS lead team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1:** By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Parents will be invited to attend and/or volunteer at a variety of school events both during and outside of the school day in a virtual setting based the CFISD LEAD safely protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team; Teachers; Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

Committee Role	Name	Position
District-level Professional	Jennifer Miller	District Representative
Other School Leader (Nonteaching Professional) #4	Lindsay Womack	Administrative Assistant
Other School Leader (Nonteaching Professional) #3	Tracy Spaulding	Administrative Assistant
Business Representative #2	Kris Lieder	Business Representative #2
Business Representative #1	Teresa Lucas	Business Representative #1
Community Member #2	Pedro Naverette	Community Member #2
Community Member #1	Carolyn Spillane	Community Member #1
Parent #2	Jackie Sheeren	Parent #2
Parent #1	Elizabeth Barrett	Parent #1
Administrator (LEA) #1	Paula Ross	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Mark Duncan	Assistant Principal
Other School Leader (Nonteaching Professional) #1	Steve Miller	Director of Instruction
Teacher #8	Ami Bird	Science
Teacher #7	Andrea Touchet	ELAR
Teacher #6	Jeanine Garr	Deaf Education
Teacher #5	John Barton	Electives
Teacher #4	Molly Kalinec	PE
Teacher #3	Felicia Sterling	Special Education
Teacher #2	Jim Bosworth	History
Teacher #1	Stacy Baumgart	Math
Principal	Jamie Brotemarkle	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: Approaches Grade Level		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	
					2023													
					#	#	%	%	#	%	%	#	%	%	#	%	%	
Science	8	Spillane	MS1	White	240	231	96%	97%	95%	203	85%	85%	83%	125	52%	53%	49%	
Science	8	Spillane	MS1	Two or More	28	27	96%	98%	86%	24	86%	85%	82%	11	39%	40%	36%	
Science	8	Spillane	MS1	Eco. Dis.	143	126	88%	89%	80%	88	62%	62%	52%	40	28%	30%	28%	
Science	8	Spillane	MS1	Emergent Bilingual	32	26	81%	82%	58%	17	53%	54%	25%	*	*	*	18%	
Science	8	Spillane	MS1	At-Risk	172	149	87%	87%	78%	108	63%	63%	48%	46	27%	28%	26%	
Science	8	Spillane	MS1	SPED	47	31	66%	67%	43%	18	38%	41%	30%	*	*	13%	*	
Social Studies	8	Spillane	MS1	All	553	500	90%	91%	83%	355	64%	65%	60%	225	41%	42%	39%	
Social Studies	8	Spillane	MS1	Hispanic	129	106	82%	83%	75%	72	56%	57%	47%	39	30%	31%	25%	
Social Studies	8	Spillane	MS1	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*	
Social Studies	8	Spillane	MS1	Asian	91	90	99%	100%	92%	74	81%	82%	80%	53	58%	58%	64%	
Social Studies	8	Spillane	MS1	African Am.	60	50	83%	83%	73%	28	47%	48%	46%	13	22%	23%	30%	
Social Studies	8	Spillane	MS1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*	
Social Studies	8	Spillane	MS1	White	240	223	93%	94%	89%	158	66%	67%	66%	105	44%	45%	43%	
Social Studies	8	Spillane	MS1	Two or More	28	26	93%	95%	77%	22	79%	78%	59%	15	54%	56%	41%	
Social Studies	8	Spillane	MS1	Eco. Dis.	143	115	80%	81%	68%	62	43%	45%	44%	31	22%	23%	26%	
Social Studies	8	Spillane	MS1	Emergent Bilingual	32	20	63%	64%	43%	10	31%	32%	23%	*	*	*	15%	
Social Studies	8	Spillane	MS1	At-Risk	172	133	77%	78%	63%	74	43%	44%	35%	39	23%	24%	25%	
Social Studies	8	Spillane	MS1	SPED	47	26	55%	57%	40%	11	23%	27%	20%	6	13%	17%	*	

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: 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	
				2023	#	%	%	%	%	%	#	%	%	#	%	%	%
				#	#	%	%	%	%	#	%	%	#	%	%	%	
Algebra I	Spillane	MS 1	All	348	348	100%	100%	100%	338	97%	98%	97%	283	81%	82%	81%	
Algebra I	Spillane	MS 1	Hispanic	77	77	100%	100%	98%	75	97%	98%	94%	55	71%	72%	74%	
Algebra I	Spillane	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*	
Algebra I	Spillane	MS 1	Asian	67	67	100%	100%	100%	65	97%	98%	98%	61	91%	92%	94%	
Algebra I	Spillane	MS 1	African Am.	21	21	100%	100%	100%	20	95%	96%	100%	15	71%	72%	78%	
Algebra I	Spillane	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Algebra I	Spillane	MS 1	White	158	158	100%	100%	100%	154	97%	98%	97%	133	84%	85%	79%	
Algebra I	Spillane	MS 1	Two or More	23	23	100%	100%	100%	22	96%	97%	100%	17	74%	75%	77%	
Algebra I	Spillane	MS 1	Eco. Dis.	58	58	100%	100%	100%	54	93%	94%	93%	40	69%	70%	79%	
Algebra I	Spillane	MS 1	Emergent Bilingual	7	7	100%	100%	100%	7	100%	100%	100%	6	86%	87%	100%	
Algebra I	Spillane	MS 1	At-Risk	70	70	100%	100%	100%	68	97%	98%	92%	56	80%	80%	75%	
Algebra I	Spillane	MS 1	SPED	6	6	100%	100%	100%	6	100%	100%	100%	6	100%	100%	*	

# 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