Cypress-Fairbanks Independent School District

Watkins Middle School

2023-2024

Mission Statement

We come PREPARED to learn

We are ACCOUNTABLE for ourselves

We COOPERATE with all

We spread KINDNESS

We are ALL part of the PACK

Vision

LEAD - Learn. Empower. Achieve. Dream.

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SCHOOL PROFILE

Watkins Middle School is a campus in Houston, Texas. Watkins opened its doors in 1982. Watkins Middle School is projected to serve roughly 1,350 students in grades six through eight during the 2023-2024 school year, which is a decrease from the previous year of 1,450.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Watkins 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:

-previous year's STAAR data
-previous year's student attendance data
-previous year's discipline data
-previous year's teacher attendance

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 18, 2023 and again on September 22, 2023 to develop and finalize the CNA. The meetings were held in campus LGI (large group instruction room).

At the first meeting on Friday, May 18, 2023, principal Dr. Abe Lozano reviewed current academic and behavior data with CPOC. After which a discussion was held on success and growths needed for the upcoming school year.

At the second meeting on September 22, 2023. At the meeting the CPOC reviewed recent celebrations, and introduced our goals for the 23-24 school year.

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem is in the area of student achievement, specifically lower than district scores on many district exams. Through the root cause analysis process, we identified teacher planning was not executed with fidelity.

Our second identified priority problem is in the area of student achievement, specifically the emergent bilingual students and special education students did not show significant growth on assessments. Through the root cause analysis process, we identified teachers did not include differentiation within their lesson plans to support these learners.

Our third identified priority problem is in the area of attendance, specifically the increase of regularly absent students. Through the root cause analysis process, we identified the campus does not have systems in place to identify and problem solve with the student and his/her family.

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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will design lessons that have an appropriate amount of rigor with intentional differentiation based on student needs.	**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, AAS, CCIS, ELAR teachers	30%	35%	45%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will plan for meaningful enrichment lessons to accelerate student motivation and accountability.	**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, AAS, CCIS, Math teachers	30%	45%	50%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will plan lessons with purpose, making sure to differentiate for students receiving Special Education services; specifically, supplemental aids and anchor charts.	**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, AAS, CCIS, Science teachers	40%	80%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will plan to include Quad D moments within their lesson for advanced students.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS, CCIS, Social Studies teachers	Nov	Feb	May
	30%	65%	75%

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		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness	Nov	Feb	May
Staff Responsible for Monitoring: Principal	35%	50%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The assistant principals will work with the Registrar, Counseling office, and AAS office to make contact and create an action plan with parents.	Formative		
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal APs Counselors Registrar	30%	50%	50%

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 learning gaps.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Director of Instruction AAS DIHT CCIS Core-Content Teachers	35%	55%	60%

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: monthly Bringing Out the Best Lessons and counseling lessons. The teachers will nominate and the campus will celebrate students meeting the monthly BOTB lessons.	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 APs Counselors	35%	55%	80%

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: With Title I support, Watkins will implement the following: 1. Salaries - Hire teachers to reduce the class sizes in math and reading, with TWO instructional paraprofessionals to provide additional support to assist students in meeting or exceeding targets on the attached CIP target table. 2. Extra Duty Pay - teacher and support staff will be paid to assist with intervention programs outside of the school day, such as Saturday school and/or our accelerated instruction after school program. 3. Professional Development - Staff registration and conference fees will be paid when attending educational conferences to acquire more professional development to address the specific needs of our lower performing students groups. 4. Library Books - We will increase the circulation of books in the library to ensure that all students are able to check out books of their interest and at the appropriate reading level. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Academic Achievement Specialists, CCIS	30%	50%	95%

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: Saturday camps for math and reading that focus on building content specific skills.	**Formative**		
Strategy's Expected Result/Impact: Our students will show growth in their math and reading scores on district DPM, Benchmarks and the 23-24 STAAR assessments.	Nov	Feb	May
Staff Responsible for Monitoring: Principal Director of Instruction	30%	55%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Students will participate in after school tutorials.	**Formative**		
Strategy's Expected Result/Impact: We will measure student success through passing rates in content related classes as well as content area DPM, Benchmark and state assessments.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	35%	55%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Class Size Reduction Teacher in Math will be hired to work with 8th grade students who failed 22-23 STAAR.	**Formative**		
Strategy's Expected Result/Impact: Students will show growth in their DPM, Benchmark and state assessments.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	30%	60%	90%

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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Director of Instruction	35%	60%	100%

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

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

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

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: When a student forgets his/her badge, a temporary badge will be available in the cafeteria and gym in the morning to provide students a badge to wear for the day. The main entry point for visitors will be the front vestibule, as stated by various signs around the building. Staff will use a QR code when exiting or re-entering the building to provide data immediately to the Principal's secretary. Students will be given electronic rewards through the PBIS Rewards system for displaying appropriate and safe behavior at school.
    Strategy's Expected Result/Impact: No unwarranted visitors, and all students are recognizable.
    Staff Responsible for Monitoring: Principal
Assistant Principals
Principal Secretary
	Formative		

	Nov	Feb	May
	30%	60%	90%

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.
    Staff Responsible for Monitoring: Principal
Assistant Principals
	Formative		

	Nov	Feb	May
	30%	60%	90%

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

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

Performance Objective 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: Significant 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 Director of Instruction Assistant Principal Counselor Registrar	**Nov**	**Feb**	**May**
	40%	50%	75%

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 Director of Instruction Assistant Principal Counselors Registrar	**Nov**	**Feb**	**May**
	25%	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 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. The assistant principals will work with the Counseling office and the Campus Resource Office to develop lessons to be presented during Advisory.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%.
    Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
	Formative		

	Nov	Feb	May
	30%	55%	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. The assistant principals will work with the Counseling office to support students in responding to adult re-direction by providing mediation and small group activities. The team will also focus on proactive mediation/ restorative conferences between students to prevent any further incidents. We will combine these efforts with our PBIS initiative in continuing to set campus wide expectations for students.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: APs
Counselors
PBIS Committee
	Formative		

	Nov	Feb	May
	30%	50%	75%

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 2%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: A campus incentive-based system has been implemented to promote staff attendance and decrease absenteeism.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal Principal Secretary Substitute Clerk	30%	45%	55%
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, 75% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Staff will receive professional development from educational entities such as the International Center for Leadership in Education, TASSP, ASCD, Region IV, etc.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase percentage of teacher retention and meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal Director of Instruction	20%	55%	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 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will increase communication with the community through our campus website, social media, and flyers sent home with students. We will also hold parent meetings and events throughout the year to create opportunities for parents to get involved more. To obtain more volunteers on our campus, we will provide volunteers with more specific information in a timely fashion and provide more choice in their involvement within each event. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal Director of Instruction Counselors Principal Secretary	**Formative**		
	Nov	**Feb**	**May**
	30%	55%	85%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Classroom Teacher	Katherine (Kathy) Arias	Social Studies Teacher
Classroom Teacher	Kevin Cantara	Science Teacher
Classroom Teacher	April Jackson	ELAR Teacher
Classroom Teacher	Oscar Campuzano	Math Teacher
Classroom Teacher	Erin Wilson	Social Studies Teacher
Classroom Teacher	Darren Harrington	Science Teacher
Non-classroom Professional	Kezia Sadler	Science CCIS
Non-classroom Professional	Katherine Bricarell	ELAR CCIS
Non-classroom Professional	Matthew Luce	Social Studies CCIS
Non-classroom Professional	Ashley Kelly	ELAR CCIS
Paraprofessional #1	Donna Valdez	Paraprofessional #1
Business Representative	Adil Berrada	Business Representative
Community Member #1	Community Member #2	Community Member #1
Parent	Hillary Lane	Parent
Parent	Kimberly Samman	Parent
District-level Professional	Ashley Clayburn	Administrator (LEA)
District-level Professional	Karen Leon	Administrator (LEA)
Classroom Teacher	Mackenzie Hoffman	Social Studies Teacher
Classroom Teacher	Jennifer Beech	Science Teacher
Classroom Teacher	Sara (Michelle) Herrera	ELAR Teacher
Classroom Teacher	Michelle Ortiz	Math Teacher
Classroom Teacher	Stephanie Gomez	Math Teacher
Administrator	Taylor Tuthill	Academic Achievement Specialist
Administrator	Porscher Meyoter	Academic Achievement Specialist
Administrator	Crystal Elolf	Director of Instruction
Principal	Andrea Lagard	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	Watkins	MS3	All	485	334	69%	73%	64%	134	28%	30%	31%	34	7%	10%	9%
Math	6	Watkins	MS3	Hispanic	277	180	65%	67%	59%	63	23%	24%	28%	14	5%	8%	7%
Math	6	Watkins	MS3	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Watkins	MS3	Asian	27	25	93%	96%	89%	20	74%	85%	71%	9	33%	44%	26%
Math	6	Watkins	MS3	African Am.	110	76	69%	71%	66%	21	19%	33%	21%	*	*	*	5%
Math	6	Watkins	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Watkins	MS3	White	50	39	78%	80%	81%	24	48%	54%	38%	6	12%	20%	22%
Math	6	Watkins	MS3	Two or More	16	10	63%	64%	*	5	31%	50%	*	*	*	*	*
Math	6	Watkins	MS3	Eco. Dis.	409	269	66%	69%	62%	99	24%	25%	28%	23	6%	8%	8%
Math	6	Watkins	MS3	Emergent Bilingual	156	87	56%	59%	48%	26	17%	19%	18%	6	4%	6%	*
Math	6	Watkins	MS3	At-Risk	375	236	63%	65%	56%	78	21%	23%	24%	18	5%	8%	7%
Math	6	Watkins	MS3	SPED	64	22	34%	37%	22%	8	13%	16%	*	*	*	*	*
Math	7	Watkins	MS3	All	480	247	51%	53%	47%	110	23%	25%	22%	23	5%	7%	7%
Math	7	Watkins	MS3	Hispanic	287	153	53%	56%	42%	65	23%	24%	17%	10	3%	5%	4%
Math	7	Watkins	MS3	Am. Indian	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Watkins	MS3	Asian	25	19	76%	80%	88%	15	60%	72%	65%	5	20%	24%	38%
Math	7	Watkins	MS3	African Am.	111	43	39%	42%	41%	11	10%	13%	13%	*	*	*	*
Math	7	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Watkins	MS3	White	36	22	61%	65%	69%	15	42%	59%	43%	*	*	*	17%
Math	7	Watkins	MS3	Two or More	15	7	47%	55%	41%	*	*	*	29%	*	*	*	*
Math	7	Watkins	MS3	Eco. Dis.	383	191	50%	52%	43%	83	22%	23%	19%	12	3%	5%	4%
Math	7	Watkins	MS3	Emergent Bilingual	116	42	36%	39%	33%	17	15%	17%	12%	*	*	*	4%
Math	7	Watkins	MS3	At-Risk	368	165	45%	47%	36%	66	18%	19%	14%	8	2%	4%	6%
Math	7	Watkins	MS3	SPED	63	10	16%	19%	12%	*	*	*	*	*	*	*	*
Math	8	Watkins	MS3	All	330	182	55%	60%	65%	63	19%	22%	25%	9	3%	5%	5%
Math	8	Watkins	MS3	Hispanic	203	114	56%	58%	65%	36	18%	19%	26%	*	*	*	7%
Math	8	Watkins	MS3	Am. Indian	3	*	*	*	83%	*	*	*	*	*	*	*	*
Math	8	Watkins	MS3	Asian	5	*	*	*	88%	*	*	*	63%	*	*	*	*
Math	8	Watkins	MS3	African Am.	88	52	59%	64%	64%	18	20%	22%	16%	*	*	*	*
Math	8	Watkins	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Watkins	MS3	White	23	9	39%	50%	67%	5	22%	30%	38%	*	*	*	*
Math	8	Watkins	MS3	Two or More	7	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Watkins	MS3	Eco. Dis.	277	156	56%	59%	66%	56	20%	22%	24%	6	2%	4%	6%
Math	8	Watkins	MS3	Emergent Bilingual	93	48	52%	56%	58%	14	15%	17%	25%	*	*	*	*
Math	8	Watkins	MS3	At-Risk	275	145	53%	56%	64%	45	16%	18%	22%	5	2%	4%	4%
Math	8	Watkins	MS3	SPED	53	13	25%	30%	32%	*	*	*	*	*	*	*	*
Reading	6	Watkins	MS3	All	488	355	73%	76%	71%	214	44%	46%	53%	82	17%	19%	23%
Reading	6	Watkins	MS3	Hispanic	279	195	70%	73%	66%	112	40%	41%	48%	36	13%	14%	21%
Reading	6	Watkins	MS3	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*

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	Watkins	MS3	Asian	27	26	96%	97%	86%	18	67%	81%	74%	8	30%	37%	40%
Reading	6	Watkins	MS3	African Am.	110	77	70%	72%	79%	43	39%	41%	57%	15	14%	15%	17%
Reading	6	Watkins	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Watkins	MS3	White	51	42	82%	83%	73%	31	61%	66%	55%	18	35%	39%	33%
Reading	6	Watkins	MS3	Two or More	16	12	75%	76%	71%	8	50%	62%	*	*	*	*	*
Reading	6	Watkins	MS3	Eco. Dis.	411	288	70%	73%	70%	162	39%	41%	51%	60	15%	16%	21%
Reading	6	Watkins	MS3	Emergent Bilingual	157	88	56%	57%	53%	40	25%	28%	32%	9	6%	8%	8%
Reading	6	Watkins	MS3	At-Risk	377	255	68%	71%	65%	133	35%	38%	44%	43	11%	14%	16%
Reading	6	Watkins	MS3	SPED	63	20	32%	33%	30%	10	16%	17%	*	6	10%	11%	*
Reading	7	Watkins	MS3	All	479	345	72%	74%	61%	211	44%	46%	39%	94	20%	22%	16%
Reading	7	Watkins	MS3	Hispanic	287	210	73%	75%	56%	135	47%	49%	33%	60	21%	23%	12%
Reading	7	Watkins	MS3	Am. Indian	6	6	100%	100%	*	*	*	*	*	*	*	*	*
Reading	7	Watkins	MS3	Asian	25	22	88%	89%	96%	16	64%	80%	69%	7	28%	40%	42%
Reading	7	Watkins	MS3	African Am.	110	67	61%	63%	57%	31	28%	32%	37%	12	11%	13%	15%
Reading	7	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Watkins	MS3	White	36	28	78%	79%	79%	20	56%	64%	62%	12	33%	42%	29%
Reading	7	Watkins	MS3	Two or More	15	12	80%	81%	65%	5	33%	46%	53%	*	*	*	*
Reading	7	Watkins	MS3	Eco. Dis.	381	264	69%	73%	55%	156	41%	44%	35%	68	18%	21%	13%
Reading	7	Watkins	MS3	Emergent Bilingual	116	62	53%	55%	45%	21	18%	21%	19%	7	6%	9%	4%
Reading	7	Watkins	MS3	At-Risk	368	248	67%	70%	51%	133	36%	38%	28%	54	15%	18%	10%
Reading	7	Watkins	MS3	SPED	64	23	36%	37%	20%	5	8%	10%	*	*	*	*	*
Reading	8	Watkins	MS3	All	492	387	79%	83%	78%	235	48%	51%	51%	101	21%	24%	21%
Reading	8	Watkins	MS3	Hispanic	287	225	78%	80%	79%	131	46%	47%	51%	50	17%	19%	20%
Reading	8	Watkins	MS3	Am. Indian	3	*	*	*	71%	*	*	*	*	*	*	*	*
Reading	8	Watkins	MS3	Asian	29	27	93%	94%	91%	24	83%	92%	91%	18	62%	71%	57%
Reading	8	Watkins	MS3	African Am.	118	87	74%	76%	74%	46	39%	41%	40%	14	12%	16%	11%
Reading	8	Watkins	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Watkins	MS3	White	42	35	83%	86%	76%	28	67%	70%	58%	16	38%	48%	30%
Reading	8	Watkins	MS3	Two or More	12	10	83%	86%	73%	5	42%	57%	55%	*	*	*	*
Reading	8	Watkins	MS3	Eco. Dis.	378	291	77%	81%	77%	158	42%	44%	46%	67	18%	21%	18%
Reading	8	Watkins	MS3	Emergent Bilingual	100	54	54%	57%	58%	16	16%	18%	28%	7	7%	10%	8%
Reading	8	Watkins	MS3	At-Risk	367	274	75%	79%	73%	144	39%	42%	42%	50	14%	16%	16%
Reading	8	Watkins	MS3	SPED	55	25	45%	48%	34%	9	16%	18%	11%	*	*	*	*
Science	8	Watkins	MS3	All	492	327	66%	70%	60%	191	39%	41%	29%	70	14%	17%	8%
Science	8	Watkins	MS3	Hispanic	288	187	65%	67%	61%	107	37%	39%	27%	27	9%	12%	7%
Science	8	Watkins	MS3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Watkins	MS3	Asian	29	28	97%	100%	91%	23	79%	89%	74%	14	48%	54%	30%
Science	8	Watkins	MS3	African Am.	118	71	60%	63%	48%	31	26%	29%	17%	12	10%	12%	*
Science	8	Watkins	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*

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		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
					#	#	%	%		#	%	%		#	%	%	
Science	8	Watkins	MS3	White	42	30	71%	75%	71%	25	60%	66%	56%	12	29%	36%	18%
Science	8	Watkins	MS3	Two or More	12	9	75%	86%	42%	5	42%	50%	42%	5	42%	40%	*
Science	8	Watkins	MS3	Eco. Dis.	378	242	64%	67%	56%	131	35%	39%	25%	37	10%	12%	6%
Science	8	Watkins	MS3	Emergent Bilingual	100	43	43%	46%	40%	18	18%	20%	18%	*	*	*	*
Science	8	Watkins	MS3	At-Risk	367	221	60%	63%	53%	108	29%	31%	21%	28	8%	10%	5%
Science	8	Watkins	MS3	SPED	55	17	31%	34%	15%	7	13%	15%	*	*	*	*	*
Social Studies	8	Watkins	MS3	All	490	305	62%	66%	60%	160	33%	36%	30%	72	15%	18%	14%
Social Studies	8	Watkins	MS3	Hispanic	286	169	59%	60%	61%	85	30%	32%	28%	29	10%	13%	13%
Social Studies	8	Watkins	MS3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	MS3	Asian	29	25	86%	96%	87%	18	62%	71%	65%	13	45%	50%	30%
Social Studies	8	Watkins	MS3	African Am.	118	74	63%	67%	49%	32	27%	30%	23%	18	15%	18%	10%
Social Studies	8	Watkins	MS3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	MS3	White	42	28	67%	79%	74%	21	50%	53%	44%	11	26%	33%	24%
Social Studies	8	Watkins	MS3	Two or More	12	7	58%	71%	42%	*	*	50%	*	*	*	*	*
Social Studies	8	Watkins	MS3	Eco. Dis.	377	229	61%	64%	56%	108	29%	31%	27%	39	10%	14%	12%
Social Studies	8	Watkins	MS3	Emergent Bilingual	99	36	36%	40%	38%	14	14%	16%	17%	5	5%	8%	6%
Social Studies	8	Watkins	MS3	At-Risk	366	202	55%	59%	52%	92	25%	28%	24%	36	10%	13%	9%
Social Studies	8	Watkins	MS3	SPED	55	12	22%	25%	13%	6	11%	13%	*	*	*	*	*

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	Watkins	MS 3	All	161	160	99%	100%	99%	142	88%	90%	89%	91	57%	59%	55%
Algebra I	Watkins	MS 3	Hispanic	84	83	99%	100%	99%	75	89%	92%	87%	43	51%	53%	52%
Algebra I	Watkins	MS 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Watkins	MS 3	Asian	24	24	100%	100%	100%	22	92%	95%	93%	19	79%	82%	87%
Algebra I	Watkins	MS 3	African Am.	29	29	100%	100%	100%	23	79%	82%	88%	13	45%	47%	41%
Algebra I	Watkins	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Watkins	MS 3	White	18	18	100%	100%	100%	16	89%	91%	100%	11	61%	63%	54%
Algebra I	Watkins	MS 3	Two or More	6	6	100%	100%	*	6	100%	100%	*	5	83%	85%	*
Algebra I	Watkins	MS 3	Eco. Dis.	97	96	99%	100%	99%	87	90%	93%	93%	55	57%	59%	55%
Algebra I	Watkins	MS 3	Emergent Bilingual	7	7	100%	100%	100%	6	86%	88%	79%	*	*	*	43%
Algebra I	Watkins	MS 3	At-Risk	91	90	99%	100%	99%	76	84%	86%	86%	42	46%	47%	52%
Algebra I	Watkins	MS 3	SPED	2	*	*	*	*	*	*	*	*	*	*	*	*

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