Cypress-Fairbanks Independent School District

Sprague Middle School

2024-2025

Mission Statement

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 6th-grade ELAR teachers will purposefully plan small group instruction to support students' proficiency in reading and writing with a specific focus on at-risk students in the approaches and meets categories. 7th-grade ELAR teachers will purposefully plan specific activities and instruction that target students' academic needs with a specific focus on our African American sub-population. 8th-grade ELAR teachers will incorporate visual representations of concepts to support student proficiency in reading comprehension, analysis, and written-reponse with a specific focus on Emergent Bilingual and African American sub-populations. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** ELAR teachers, CCIS, Instructional Leadership Team, Principal	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: All Math teachers will engage in rigorous and purposeful planning, targeted tutorials, and academic student discourse to focus on increasing ALL students from meets to masters proficiency. In addition, each grade level has a specific focus group. 6th grade math teachers will focus on their SPED Population in working with students to better use their accommodations and supplemental aids effectively. 7th grade math teachers will focus on their economically disadvantaged population working with students to better reflect on their learning with more feedback. 8th grade math teachers will focus on their at-risk population working with students more in a small group setting to meet individual student needs. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Math Teachers, Math CCIS, Administrative team	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Science teachers will design and implement rigorous lessons that integrate scientific vocabulary-building activities and hands-on experiments to enhance student learning from meets to masters proficiency. The 8th grade science team will also focus on advancing the African American subpopulation from meets to masters proficiency levels.
 	
    Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.
    Staff Responsible for Monitoring: Administrative team, Instructional team and Content teachers.
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	

Strategy 4 Details	Formative Reviews		

Strategy 4: Social Studies Department Overall Goal: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.
8th Grade US History STAAR focus goal: Through the use of targeted interventions and purposeful planning, teachers will work to improve Emergent Bilingual student's comprehension of high level content vocabulary.
 	
    Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.
    Staff Responsible for Monitoring: Administrative team, instructional specialists, content teachers
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	

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**
	Considerable		

Strategy 6 Details	Formative Reviews		

Strategy 6: Dropout Prevention: The dropout rate for the campus will be at 0% by focusing on quality instruction, retention, and monitoring.
    Strategy's Expected Result/Impact: The dropout rate will be at 0%.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	Accomplished	Accomplished	Accomplished

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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			
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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
	Considerable		
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, Counselors, Teachers Administrators will reach out to parents of students with 5 or more absences.	**Formative**		
	Nov	Feb	May
	Considerable		

○ No Progress   ○ Accomplished   ➜ Continue/Modify   ✖ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative 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, Assistant Principals, Counselors
	Formative		

	Nov	**Feb**	**May**
	Considerable		

Strategy 2 Details	Formative Reviews		

Strategy 2: Behavior Management: 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**
	Some Progress		

Strategy 3 Details	Formative Reviews		

Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.
 	
    Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents.
2. Decrease in bullying incidents/behaviors.
3. Improved classroom and/or school culture.
    Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee
	Formative		

	Nov	**Feb**	**May**
	Considerable		

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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 perfect attendance certificate.			**Formative**		
			Nov	**Feb**	**May**
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)			Some Progress		
No Progress	Accomplished	Continue/Modify	Discontinue		

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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: During Campus Professional Days, teachers will attend teacher-led PD geared towards their specific request.	**Formative**		
Strategy's Expected Result/Impact: Teachers will be highly engaged and invested in PD provided by their teacher counterparts. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Director of Instruction, Staff Development Liaisons	**Nov**	**Feb**	**May**
	Considerable		

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: We will increase our parent participation by 2%.

Evaluation Data Sources: Parent Surveys
Sign in sheets
Campus weekly newsletter

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	Considerable		
No Progress Accomplished → Continue/Modify ✗ Discontinue			

CPOC

Committee Role	Name	Position
Principal	Elizabeth Bradley	Principal (there is only one principal)
Other School Leader (Nonteaching Professional) #1	Sherica Williams	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Whitney Timmons	Other School Leader (Nonteaching Professional) #2
Non-Teaching Staff	Emily Ambriz	Non -Teaching Staff
Other School Leader (Nonteaching Professional) #3	Jamie George	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Blake Harris	Other School Leader (Nonteaching Professional) #4
Non -Teaching Staff	Kendra Parker	Non -Teaching Staff
Teacher	Emily Maher	Teacher
Teacher	Sharon Myles	Teacher
Parent	Megan Tabak	Parent
Parent	Amanda Quijano-Smith	Parent
Parent	Jennifer Moya	Parent
Parent	Sarah Konkel	Parent
Parent	Erin Hecht	Parent
Teacher	Michael Guerra	Teacher
Administrator (LEA) #1	Matt Morgan	Administrator (LEA) #1
Parent #1	Edgar Boada	Parent #1
Parent #2	Katherine Goolsby	Parent #2
Community Member #1	Elizabeth Zuniga	Community Member #1
Business Representative #1	Kristen Sodolak	Business Representative #1
Business Representative #2	Ashley Walters	Business Representative #2

Addendums

Sprague

Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	97%	99%	100%	100%	100%
Meets or Above	86%	89%	90%	90%	90%
Masters Grade Level	59%	60%	60%	60%	60%

2024-25	Target Check
97%	Met District Strategic Target
86%	Met District Strategic Target
60%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					#	%	%	%	%	%	%	%	%	%
Reading	6	Sprague	MS1	All	534	94%	97%	95%	87%	90%	87%	57%	59%	62%
Reading	6	Sprague	MS1	Hispanic	105	94%	97%	96%	83%	86%	89%	49%	51%	58%
Reading	6	Sprague	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Reading	6	Sprague	MS1	Asian	143	99%	100%	97%	98%	100%	92%	78%	80%	73%
Reading	6	Sprague	MS1	African Am.	62	85%	90%	85%	71%	77%	73%	33%	35%	37%
Reading	6	Sprague	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Sprague	MS1	White	183	96%	98%	97%	90%	93%	88%	55%	57%	65%
Reading	6	Sprague	MS1	Two or More	39	83%	90%	90%	62%	69%	85%	52%	54%	53%
Reading	6	Sprague	MS1	Eco. Dis.	69	88%	90%	88%	75%	78%	72%	39%	41%	43%
Reading	6	Sprague	MS1	EB	67	94%	96%	90%	81%	84%	69%	39%	40%	23%
Reading	6	Sprague	MS1	At-Risk	166	84%	86%	87%	65%	70%	70%	36%	38%	35%
Reading	6	Sprague	MS1	SPED	59	69%	71%	70%	25%	27%	46%	*	14%	18%
Reading	7	Sprague	MS1	All	524	94%	97%	94%	88%	92%	84%	64%	69%	62%
Reading	7	Sprague	MS1	Hispanic	106	93%	96%	93%	84%	87%	80%	54%	57%	56%
Reading	7	Sprague	MS1	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Sprague	MS1	Asian	138	99%	100%	96%	96%	100%	92%	83%	86%	75%
Reading	7	Sprague	MS1	African Am.	55	77%	80%	86%	72%	75%	72%	46%	51%	36%
Reading	7	Sprague	MS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Sprague	MS1	White	192	98%	100%	96%	90%	93%	88%	63%	66%	66%
Reading	7	Sprague	MS1	Two or More	31	96%	100%	90%	96%	100%	67%	71%	74%	53%
Reading	7	Sprague	MS1	Eco. Dis.	84	81%	85%	84%	72%	75%	74%	33%	36%	39%
Reading	7	Sprague	MS1	EB	42	83%	86%	69%	69%	71%	41%	31%	33%	18%
Reading	7	Sprague	MS1	At-Risk	146	84%	87%	81%	71%	74%	61%	36%	40%	34%
Reading	7	Sprague	MS1	SPED	40	60%	63%	61%	40%	43%	33%	20%	23%	17%
Reading	8	Sprague	MS1	All	495	97%	100%	98%	90%	93%	88%	68%	70%	68%
Reading	8	Sprague	MS1	Hispanic	106	99%	100%	98%	91%	93%	88%	64%	66%	62%
Reading	8	Sprague	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	8	Sprague	MS1	Asian	126	98%	100%	98%	98%	100%	96%	86%	88%	83%
Reading	8	Sprague	MS1	African Am.	64	92%	100%	92%	71%	78%	69%	50%	55%	46%
Reading	8	Sprague	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Sprague	MS1	White	174	97%	100%	99%	90%	92%	90%	62%	64%	67%
Reading	8	Sprague	MS1	Two or More	25	100%	100%	96%	96%	100%	88%	79%	80%	79%
Reading	8	Sprague	MS1	Eco. Dis.	68	89%	91%	92%	73%	75%	66%	36%	38%	45%
Reading	8	Sprague	MS1	EB	41	78%	80%	87%	56%	59%	58%	28%	29%	*
Reading	8	Sprague	MS1	At-Risk	131	91%	93%	94%	71%	73%	73%	46%	48%	41%
Reading	8	Sprague	MS1	SPED	33	71%	73%	76%	39%	42%	36%	*	15%	*
Math	6	Sprague	MS1	All	534	96%	99%	95%	78%	82%	77%	44%	48%	43%
Math	6	Sprague	MS1	Hispanic	105	97%	100%	96%	69%	72%	67%	31%	34%	40%
Math	6	Sprague	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Math	6	Sprague	MS1	Asian	143	100%	100%	98%	95%	98%	91%	69%	72%	65%

Subject	Grade	School		Group	N								
Math	6	Sprague	MS1	African Am.	62	91%	97%	85%	58%	61%	58%	16%	19%	20%
Math	6	Sprague	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Sprague	MS1	White	183	97%	100%	95%	82%	85%	80%	45%	48%	40%
Math	6	Sprague	MS1	Two or More	39	86%	92%	95%	64%	67%	74%	32%	36%	26%
Math	6	Sprague	MS1	Eco. Dis.	69	94%	97%	85%	63%	67%	61%	27%	30%	32%
Math	6	Sprague	MS1	EB	67	91%	94%	92%	66%	69%	58%	41%	43%	19%
Math	6	Sprague	MS1	At-Risk	166	87%	90%	88%	51%	54%	54%	26%	29%	24%
Math	6	Sprague	MS1	SPED	59	72%	75%	73%	38%	41%	44%	16%	19%	13%
Math	7	Sprague	MS1	All	489	90%	93%	90%	74%	78%	79%	39%	43%	42%
Math	7	Sprague	MS1	Hispanic	103	86%	89%	86%	70%	73%	68%	29%	32%	28%
Math	7	Sprague	MS1	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Sprague	MS1	Asian	112	99%	100%	97%	89%	92%	92%	69%	72%	67%
Math	7	Sprague	MS1	African Am.	54	72%	76%	71%	52%	56%	57%	17%	20%	11%
Math	7	Sprague	MS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Sprague	MS1	White	190	92%	95%	95%	76%	79%	86%	33%	36%	45%
Math	7	Sprague	MS1	Two or More	28	92%	96%	82%	72%	75%	61%	44%	46%	29%
Math	7	Sprague	MS1	Eco. Dis.	84	80%	83%	78%	47%	50%	55%	20%	23%	25%
Math	7	Sprague	MS1	EB	41	94%	95%	74%	63%	66%	53%	23%	27%	21%
Math	7	Sprague	MS1	At-Risk	138	77%	80%	73%	52%	55%	54%	26%	29%	27%
Math	7	Sprague	MS1	SPED	40	59%	63%	44%	21%	25%	39%	*	13%	14%
Math	8	Sprague	MS1	All	174	89%	93%	82%	65%	70%	53%	30%	34%	27%
Math	8	Sprague	MS1	Hispanic	43	89%	93%	71%	59%	63%	37%	14%	16%	*
Math	8	Sprague	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS1	Asian	43	98%	100%	100%	90%	93%	84%	78%	81%	69%
Math	8	Sprague	MS1	African Am.	31	76%	77%	65%	47%	52%	26%	*	16%	*
Math	8	Sprague	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Sprague	MS1	White	50	91%	94%	84%	62%	66%	54%	19%	22%	18%
Math	8	Sprague	MS1	Two or More	7	100%	100%	83%	67%	71%	*	*	14%	*
Math	8	Sprague	MS1	Eco. Dis.	33	82%	85%	71%	52%	55%	32%	16%	18%	*
Math	8	Sprague	MS1	EB	33	87%	91%	74%	47%	52%	48%	*	15%	*
Math	8	Sprague	MS1	At-Risk	69	80%	83%	72%	37%	45%	35%	8%	10%	10%
Math	8	Sprague	MS1	SPED	28	64%	68%	55%	32%	36%	30%	*	18%	*
Science	8	Sprague	MS1	All	495	96%	98%	96%	85%	88%	89%	54%	56%	59%
Science	8	Sprague	MS1	Hispanic	106	96%	98%	94%	83%	87%	82%	46%	48%	50%
Science	8	Sprague	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS1	Asian	126	98%	100%	98%	96%	98%	96%	78%	80%	79%
Science	8	Sprague	MS1	African Am.	64	87%	91%	89%	58%	61%	70%	21%	25%	33%
Science	8	Sprague	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	8	Sprague	MS1	White	174	98%	100%	98%	87%	90%	94%	52%	54%	57%
Science	8	Sprague	MS1	Two or More	25	96%	100%	100%	92%	96%	92%	58%	60%	71%
Science	8	Sprague	MS1	Eco. Dis.	68	85%	87%	87%	65%	68%	73%	26%	28%	38%
Science	8	Sprague	MS1	EB	41	83%	85%	84%	50%	51%	65%	*	12%	23%
Science	8	Sprague	MS1	At-Risk	131	86%	88%	90%	63%	65%	74%	32%	34%	38%
Science	8	Sprague	MS1	SPED	33	59%	61%	71%	38%	39%	54%	*	15%	*
Social Studies	8	Sprague	MS1	All	495	93%	95%	89%	73%	78%	67%	50%	53%	46%
Social Studies	8	Sprague	MS1	Hispanic	106	92%	94%	88%	62%	70%	62%	45%	47%	38%
Social Studies	8	Sprague	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS1	Asian	126	97%	100%	93%	88%	90%	84%	65%	67%	67%
Social Studies	8	Sprague	MS1	African Am.	64	79%	81%	73%	56%	66%	44%	27%	30%	27%
Social Studies	8	Sprague	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Sprague	MS1	White	174	95%	97%	91%	74%	76%	61%	48%	51%	41%
Social Studies	8	Sprague	MS1	Two or More	25	92%	96%	96%	88%	92%	96%	67%	72%	54%
Social Studies	8	Sprague	MS1	Eco. Dis.	68	74%	76%	69%	50%	51%	45%	28%	29%	23%
Social Studies	8	Sprague	MS1	EB	41	61%	63%	55%	28%	39%	29%	*	12%	*
Social Studies	8	Sprague	MS1	At-Risk	131	78%	80%	72%	49%	51%	45%	30%	32%	26%

Social Studies	8	Sprague	MS1	SPED	33	55%	58%	58%	24%	27%	25%	*	12%	*
Algebra I	MS	Sprague	MS1	All	357	100%	100%	100%	97%	100%	98%	85%	87%	91%
Algebra I	MS	Sprague	MS1	Hispanic	66	100%	100%	100%	97%	100%	97%	80%	83%	90%
Algebra I	MS	Sprague	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Sprague	MS1	Asian	110	100%	100%	100%	99%	100%	100%	94%	96%	99%
Algebra I	MS	Sprague	MS1	African Am.	34	100%	100%	100%	100%	100%	97%	74%	76%	85%
Algebra I	MS	Sprague	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Sprague	MS1	White	126	100%	100%	100%	96%	100%	97%	79%	82%	84%
Algebra I	MS	Sprague	MS1	Two or More	21	100%	100%	100%	100%	100%	100%	100%	100%	95%
Algebra I	MS	Sprague	MS1	Eco. Dis.	38	100%	100%	100%	96%	100%	93%	75%	79%	83%
Algebra I	MS	Sprague	MS1	EB	9	*	100%	100%	*	100%	89%	*	89%	78%
Algebra I	MS	Sprague	MS1	At-Risk	70	100%	100%	100%	95%	97%	95%	81%	83%	86%
Algebra I	MS	Sprague	MS1	SPED	5	*	100%	*	*	100%	*	*	80%	*

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

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Use instructional practices and routines to create a classroom community that allows students to engage actively and safely in their learning.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS.
  - Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, grammar instruction that focuses on meaning and effect
- Use questioning strategies to guide students to depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic talk and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- 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 instruction.
- 1:1 Technology in the English Language Arts classroom should provide students with:
  - opportunities to engage safely with digital texts and resources
  - the environment to create, collaborate, and think with peers
  - activities to research and produce original products in the digital environment.
  .

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, FluidMath, 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

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 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