

# **Cypress-Fairbanks Independent School District**

## **Rowe Middle School**

**2024-2025**

# Mission Statement

Equip students today to impact tomorrow.

We will ensure all Jaguars learn at the highest level to become problem-solvers, future leaders, and be courageous enough to live with great purpose.

## Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Rowe Middle School will create a safe, student-centered culture of excellence. Our collective team will model, guide, and support students to make responsible decisions that positively impact their personal and educational journeys.

# 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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to add rigor to Blended Learning in order to increase achievement at Masters level

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> RLA: We will facilitate blended learning lessons and small group instruction that include critical reading and writing and academic discourse on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CCIS, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math: We will work to build metacognition and problem-solving skills in math classes each day through structured critical thinking, critical writing, and academic discourse.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CCIS, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Teachers will provide opportunities for students to learn, practice, and apply critical concepts through high-yield strategies and tools such as as critical writing, graphic organizers, compare/contrast, and structured academic discourse at least three times each week. Additionally, content from previous units will be included in every unit of study and major assessment throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CCIS, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: Teachers will provide opportunities for students to learn, practice, and apply academic vocabulary during each unit. Students will experience blended lessons that engage them in reading, critical writing, and academic discourse on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CCIS, Director of Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
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</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Dropout Prevention: Assistant Principals work with the campus Registrar, grade level counselors, and district attendance officer to monitor dropout rates.</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> Assistant Principals Academic Achievement Specialists Grade Level Counselors Registrar</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 No Progress	 Considerable	 Considerable

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: Well-Rounded Education :</b> The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Guidance Lessons, Daily Jag Strong Enrichment Lessons, and various Student Groups.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, D.I.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8: At-Risk:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>With Title I support, Rowe will implement the following measures:</p> <ol style="list-style-type: none"> <li>Salaries--Class size reduction teachers in math, reading, and science, as well as a testing coordinator and additional instructional coach for reading will help increase student achievement to meet or exceed CIP targets.</li> <li>Substitute Pay--When the class size reduction teachers are absent, substitutes will be compensated through Title I funds.</li> <li>Extra Duty Pay--Teaching staff who provide interventions to increase student achievement after school hours are compensated through Title I funds.</li> <li>Parent and Family Involvement--snacks, supplies, and teacher compensation for parent events that occur after school hours will be through Title I funds. This supports our goal of increasing parent involvement and participation at Rowe Middle School.</li> <li>Instructional Supplies--In order to improve student engagement and meet our CIP academic targets, we will use Title I funds to purchase instructional supplies used to support Blended Learning activities.</li> <li>Subscriptions for Reading Material--In order to provide engaging text to support our academic literacy improvement goal, we will use Title I funds to purchase current reading material.</li> <li>Staff Development Supplies--Staff will participate in staff development that supports campus instructional goals, their professional goals, and student achievement.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9: State Compensatory Education (SCE):</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 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.

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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to implement Safety policies with fidelity.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> We will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus ID and backpack policy and procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be prepared to learn daily with materials and supplies located in a clear backpack and ID badges around their neck, visible to all personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Campus Administrators Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Accomplished	 Accomplished	 Accomplished
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> Our campus will be prepared for emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 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 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

**Next Year's Recommendation:** Continue to communicate clearly and build relationships with parents and students in order to increase attendance.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Met Objective

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. Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b></p> <ol style="list-style-type: none"> <li>Grade level AP/Counselor partner together to conduct peer mediation in an ongoing manner</li> <li>ALT codes are used to expose students to physical/tangible education pieces such as articles, Q&amp;A, reflection, etc.</li> <li>Behavior Interventionist will work with grade level APs, students, and teachers using a tiered continuum of support for emerging, recurrent, and critical behaviors.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Behavior Management:</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. We will conduct parent conferences to prevent and address students' escalated behaviors. Students and teachers will be taught our PBIS expectations, STRONG. A campus rubric with location expectations will be taught during the beginning of the year Jag Camp, JAG STRONG Time, Code of Conduct meetings, and revisited regularly during class.</p> <p><b>Strategy's Expected Result/Impact:</b></p> <ol style="list-style-type: none"> <li>Students have a better understanding of behavior expectations and what they look like in all areas of the school.</li> <li>Behavior incidents will decrease by 10%.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 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 greater than or equal to 90%.

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

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Each grading period staff with perfect attendance will be celebrated at the faculty meetings. These staff members will be recognized for their attendance each grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> We are expecting better attendance rates due to recognizing perfect attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Various teacher activities and dress-up days are scheduled in order build a positive and enjoyable culture on campus so that staff look forward to being at Rowe MS.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rates will improve for all staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Accomplished
 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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue providing targeted feedback and work to align PD to needs.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Campus-Wide Blended Learning Training was provided in August. Teachers receive individualized feedback on Blended learning lessons each month. Additionally, building-wide trends are communicated with the entire staff, and observation data is used to create Blended Learning level-up look-for each month throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience Blended learning lessons that are engaging and rigorous each week throughout the year in all content classes.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction Principal Instructional Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administrators conduct informal walks throughout the building each week and share findings, trends, and needs. This data is used to develop Wisdom Wednesday PD, which is offered each month during all conference periods.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will improve in areas of their own practice chosen by them.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction CCIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Accomplished
 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:** By the end of the current school year, parent and family engagement will be greater than or equal to 50%.

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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue presence on social media; Continue hosting parent engagement nights.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Parent events will be offered throughout the year, including Jag Express, Open House, Winter Bingo Night, Family Art Night, Electives showcase, and 4-year plan meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent involvement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Achievement Specialists Director of Instruction Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Rowe Middle School will increase frequency and modality of parent communication through weekly social media posts about both academics and athletics. Additionally, parents will receive a monthly newsletter and other communication through School Messenger. Finally, just in time information is provided on our electronic marquee.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more informed about events occurring at Rowe Middle School, and participation will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<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>			

# CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Stacia Carew	Principal (there is only one principal)
Administrator (LEA) #1	Christina Hughes	CFISD Sp.Ed. Math Coach
Administrator (LEA) #2	Elizabeth McDowell	CFISD SpEd Coordinator
Paraprofessional #1	Maria Botello	Paraprofessional #1
Paraprofessional #2	Claudia Campos	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Gretchen Moreira	Testing Coordinator
Other School Leader (Nonteaching Professional) #2	Rochelle Chavis	D.I. Helping Teacher
Other School Leader (Nonteaching Professional) #3	Meredith Craven	Behavior Intervention
Other School Leader (Nonteaching Professional) #4	Candice Gorden	Behavior Intervention
Other School Leader (Nonteaching Professional)	Jessica Bashay	Language Arts CCIS
Other School Leader (Nonteaching Professional)	Lindsay Patrick	Reading CCIS
Other School Leader (Nonteaching Professional)	Jacqueline Lewis	Director of Instruction
Other School Leader (Nonteaching Professional)	Paul Zevallos	Assistant Principal
Other School Leader (Nonteaching Professional)	Johanna Houston	Lead Counselor
Other School Leader (Nonteaching Professional)	Rhonda Wilmer	Social Studies CCIS
Other School Leader (Nonteaching Professional)	Christine Zwerneman	Math CCIS
Other School Leader (Nonteaching Professional)	Danielle Pittsley	Science CCIS
Other School Leader (Nonteaching Professional)	Elizabeth Hughes	Sp.Ed. Campus Liaison
Teacher #1	Kassandra Moncada	CTE Teacher
Teacher #2	Amber Novotny	Language Arts Teacher
Teacher #3	Mark Donahue	Band Director
Teacher #4	Angelica Reyes	Social Studies Teacher
Teacher #5	Robert Vaughn	PE Teacher / Coach
Teacher #6	Charlotte Green	PE Teacher / Coach
Teacher #7	Kelliagh O'Donnell	Math Teacher
Teacher #8	Sonya Smith	Reading Teacher
Teacher	Catherine Myers	Science Teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent #1	Luz Salinas	Parent
Parent #2	JeVohn Pinson	Parent
Business Representative #1	Irma Higuera	Community Realtor
Business Representative #2	TBD TBD	Business Representative #2
Community Member #1	Jackson Ronnie	Community Member #1
Community Member #2	Community Member #2	Community Member #2

# Addendums

**Campus Rowe**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	73%	75%	77%	79%	81%
Meets or Above	45%	48%	51%	54%	57%
Masters Grade Level	20%	23%	26%	29%	32%

2024-25	Target Check
83%	Met District Strategic Target
53%	Met District Strategic Target
29%	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	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
					2025									
					#									
Reading	6	Rowe	MS3	All	476	71%	90%	75%	51%	61%	52%	20%	31%	25%
Reading	6	Rowe	MS3	Hispanic	263	71%	91%	73%	53%	62%	52%	20%	30%	24%
Reading	6	Rowe	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	6	Rowe	MS3	Asian	20	100%	100%	86%	87%	95%	67%	39%	50%	33%
Reading	6	Rowe	MS3	African Am.	148	63%	84%	71%	43%	53%	48%	18%	28%	21%
Reading	6	Rowe	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Rowe	MS3	White	25	84%	96%	88%	58%	68%	58%	26%	36%	38%
Reading	6	Rowe	MS3	Two or More	17	80%	94%	89%	50%	59%	61%	*	29%	28%
Reading	6	Rowe	MS3	Eco. Dis.	367	68%	87%	71%	48%	57%	48%	18%	28%	21%
Reading	6	Rowe	MS3	EB	147	60%	79%	52%	36%	45%	26%	9%	19%	7%
Reading	6	Rowe	MS3	At-Risk	329	65%	84%	67%	43%	52%	43%	14%	24%	18%
Reading	6	Rowe	MS3	SPED	79	33%	54%	32%	17%	27%	13%	*	13%	9%
Reading	7	Rowe	MS3	All	503	68%	86%	69%	48%	57%	44%	23%	31%	19%
Reading	7	Rowe	MS3	Hispanic	283	67%	85%	69%	46%	55%	44%	20%	28%	17%
Reading	7	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	7	Rowe	MS3	Asian	22	83%	100%	95%	67%	77%	86%	61%	68%	50%
Reading	7	Rowe	MS3	African Am.	169	68%	85%	64%	48%	55%	38%	25%	33%	15%
Reading	7	Rowe	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Rowe	MS3	White	19	81%	95%	86%	62%	68%	71%	*	26%	43%
Reading	7	Rowe	MS3	Two or More	9	60%	78%	100%	*	56%	*	*	22%	*
Reading	7	Rowe	MS3	Eco. Dis.	398	67%	85%	69%	44%	53%	43%	20%	28%	15%
Reading	7	Rowe	MS3	EB	153	53%	80%	53%	25%	40%	25%	10%	20%	6%
Reading	7	Rowe	MS3	At-Risk	352	59%	83%	61%	35%	50%	35%	15%	25%	14%
Reading	7	Rowe	MS3	SPED	79	12%	30%	32%	*	15%	11%	*	8%	*
Reading	8	Rowe	MS3	All	499	80%	95%	82%	51%	65%	58%	24%	35%	28%
Reading	8	Rowe	MS3	Hispanic	290	81%	97%	79%	47%	61%	56%	19%	30%	26%
Reading	8	Rowe	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Rowe	MS3	Asian	24	95%	100%	91%	77%	88%	86%	64%	75%	59%
Reading	8	Rowe	MS3	African Am.	150	77%	90%	84%	52%	66%	55%	26%	37%	25%
Reading	8	Rowe	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Rowe	MS3	White	21	86%	100%	95%	59%	81%	70%	32%	38%	25%
Reading	8	Rowe	MS3	Two or More	13	78%	100%	83%	56%	77%	58%	*	38%	*
Reading	8	Rowe	MS3	Eco. Dis.	396	78%	90%	80%	48%	55%	53%	20%	30%	25%
Reading	8	Rowe	MS3	EB	139	65%	75%	59%	22%	35%	23%	6%	15%	6%
Reading	8	Rowe	MS3	At-Risk	327	74%	85%	76%	38%	50%	45%	15%	25%	16%
Reading	8	Rowe	MS3	SPED	64	49%	59%	43%	14%	20%	9%	*	9%	*
Math	6	Rowe	MS3	All	476	67%	76%	68%	33%	50%	28%	7%	22%	9%
Math	6	Rowe	MS3	Hispanic	263	67%	75%	67%	31%	50%	25%	9%	20%	7%
Math	6	Rowe	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	6	Rowe	MS3	Asian	20	96%	100%	81%	57%	80%	57%	*	50%	29%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	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
					2025	%	%	%	%	%	%	%	%	
					#	%	%	%	%	%	%	%	%	
Math	6	Rowe	MS3	African Am.	148	61%	70%	67%	30%	41%	26%	4%	15%	9%
Math	6	Rowe	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Rowe	MS3	White	25	75%	92%	75%	40%	64%	46%	*	40%	*
Math	6	Rowe	MS3	Two or More	17	80%	88%	61%	50%	65%	*	*	29%	*
Math	6	Rowe	MS3	Eco. Dis.	367	64%	75%	64%	29%	50%	24%	7%	20%	6%
Math	6	Rowe	MS3	EB	147	57%	65%	56%	21%	35%	11%	*	17%	*
Math	6	Rowe	MS3	At-Risk	329	61%	70%	61%	22%	35%	21%	6%	15%	6%
Math	6	Rowe	MS3	SPED	79	39%	51%	42%	9%	15%	9%	*	8%	*
Math	7	Rowe	MS3	All	503	57%	73%	53%	32%	48%	30%	9%	23%	11%
Math	7	Rowe	MS3	Hispanic	283	56%	70%	52%	30%	45%	28%	7%	20%	11%
Math	7	Rowe	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	7	Rowe	MS3	Asian	22	82%	100%	95%	65%	82%	68%	41%	50%	27%
Math	7	Rowe	MS3	African Am.	169	53%	70%	45%	31%	45%	25%	8%	20%	8%
Math	7	Rowe	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Rowe	MS3	White	19	71%	95%	79%	38%	74%	63%	*	37%	*
Math	7	Rowe	MS3	Two or More	9	60%	100%	86%	*	78%	*	*	56%	*
Math	7	Rowe	MS3	Eco. Dis.	398	55%	70%	51%	30%	45%	29%	8%	20%	11%
Math	7	Rowe	MS3	EB	153	44%	60%	41%	18%	30%	18%	5%	15%	5%
Math	7	Rowe	MS3	At-Risk	352	46%	60%	43%	21%	30%	23%	6%	15%	8%
Math	7	Rowe	MS3	SPED	79	17%	51%	21%	*	25%	12%	*	13%	*
Math	8	Rowe	MS3	All	354	51%	77%	59%	16%	27%	28%	1%	10%	3%
Math	8	Rowe	MS3	Hispanic	207	47%	75%	58%	13%	23%	27%	*	7%	*
Math	8	Rowe	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Rowe	MS3	Asian	12	71%	100%	89%	*	42%	67%	*	25%	*
Math	8	Rowe	MS3	African Am.	110	57%	75%	57%	21%	30%	26%	*	9%	*
Math	8	Rowe	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Rowe	MS3	White	14	58%	93%	77%	*	36%	*	*	21%	*
Math	8	Rowe	MS3	Two or More	10	50%	90%	60%	*	50%	*	*	30%	*
Math	8	Rowe	MS3	Eco. Dis.	283	50%	75%	54%	15%	25%	24%	*	9%	2%
Math	8	Rowe	MS3	EB	126	43%	60%	46%	11%	25%	13%	*	8%	*
Math	8	Rowe	MS3	At-Risk	256	44%	65%	52%	10%	25%	18%	*	8%	*
Math	8	Rowe	MS3	SPED	64	26%	50%	26%	*	23%	*	*	8%	*
Science	8	Rowe	MS3	All	499	67%	81%	77%	37%	53%	52%	11%	25%	15%
Science	8	Rowe	MS3	Hispanic	290	65%	80%	76%	34%	50%	52%	11%	25%	14%
Science	8	Rowe	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Rowe	MS3	Asian	24	95%	100%	91%	82%	92%	82%	41%	58%	50%
Science	8	Rowe	MS3	African Am.	150	64%	80%	74%	35%	50%	45%	7%	20%	10%
Science	8	Rowe	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	8	Rowe	MS3	White	21	81%	90%	89%	57%	76%	68%	*	24%	26%
Science	8	Rowe	MS3	Two or More	13	61%	77%	83%	33%	46%	50%	*	23%	*
Science	8	Rowe	MS3	Eco. Dis.	396	64%	77%	72%	35%	45%	48%	10%	20%	14%
Science	8	Rowe	MS3	EB	139	51%	65%	56%	22%	30%	29%	4%	10%	*
Science	8	Rowe	MS3	At-Risk	327	58%	70%	70%	27%	40%	42%	8%	15%	8%
Science	8	Rowe	MS3	SPED	64	28%	41%	26%	*	20%	11%	*	9%	*
Social Studies	8	Rowe	MS3	All	499	61%	75%	52%	27%	42%	22%	9%	22%	11%
Social Studies	8	Rowe	MS3	Hispanic	290	57%	70%	50%	25%	38%	20%	7%	20%	8%
Social Studies	8	Rowe	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Rowe	MS3	Asian	24	91%	100%	73%	50%	58%	55%	23%	29%	41%
Social Studies	8	Rowe	MS3	African Am.	150	64%	80%	53%	28%	45%	21%	11%	25%	10%



# 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