

Cypress-Fairbanks Independent School District

Campbell Middle School

2024-2025



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

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

Goals

Revised/Approved: September 26, 2024

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.

Performance Objective 1: 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: In math, vertical alignment of vocabulary and recurring topics, use our campus-wide test taking strategies, and in special education offer more professional development on modifying and pulling small groups.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will increase rigor through writing and academic discourse using relevant topics and plan for intentional opportunities to check for understanding to monitor student comprehension.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS, CCIS and teachers</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will intentionally plan more frequent checks for understanding and independent practice in class. Teachers will use SNAP strategies, student discourse, sentence stems and window panes to break down word problems to increase student understanding.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS, CCIS, and teachers</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will plan lessons at the appropriate rigor incorporating academic vocabulary, relevant topics and visuals. Teachers will purposely plan specific checks for understanding and make adjustments throughout the lesson cycle to meet the needs of all students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS, CCIS, and teachers</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Teachers will implement targeted instruction focused on specific skill gaps using data, clear checkpoints and opportunities for students to relearn and retest material. We will utilize engaging lessons and small groups.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS, CCIS, and teachers</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: Campus will work with attendance officer weekly.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education: Horizons Showcase, DaVinci Day, Student Council, Clubs, Guys In Ties, and Girls in Pearls Day, Hispanic Forum, baseball and Soccer Start</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, DI</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p>	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.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Positively reinforce students for wearing badges consistently.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Students are expected to be 100% compliant in wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. We will also ensure campus is safe by keeping doors locked and successfully completing weekly exterior door checks. Teachers will continue to enforce the 10/10 Rule and closely monitor restrooms and hallways.</p> <p>Strategy's Expected Result/Impact: Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified.</p> <p>Staff Responsible for Monitoring: Principal, APs, all staff</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, APs</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 have incentives for students who attend regularly.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. The attendance committee will provide incentives for students who increase attendance.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to educate students and reward students through PBIS.

Strategy 1 Details	Formative Reviews		
<p>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. Campus will continue to use Bringing Out the Best lessons through advisory.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, counselors</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Behavior Management: Teaching Behavior: Teachers will introduce, teach, practice, and implement with students the Positive Behavior Interventions and Supports (PBIS) SNAP school-wide behavior expectations and strategies, during the first week of school. Teachers will introduce, teach, practice, and implement with students during the second week of school the school-wide six Well Managed Schools (WMS) Social Skills: Following Instructions, Asking Permission, Staying on Task, Listening, Accepting Criticism or a Consequence, Accepting "No" for an Answer. Teachers will continue to re-teach, maintain, and practice with students the WMS Social Skills and PBIS/Gator SNAP school-wide expectations throughout the school year to keep a safe and conducive learning environment inside and outside the classrooms. Implement monthly Bringing Out the Best lessons.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. OSS and ISS will be reduced by 20% when compared to previous school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Project Safety Coordinator, Counselors, BI</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<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>			

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 increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to reward teachers for being at school, during staff meetings and random surprises.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Acknowledge and reward staff members each month to promote staff attendance and decrease absenteeism.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, DI</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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, teachers will receive job targeted professional development based on individual needs. Teachers will receive monthly training on Basic Elements of Effective Teaching, training for EB students, and incorporating highly effective first time instructional strategies.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Increase use of Sibme coaching program.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Provide multiple choices of professional development to meet teachers' individual needs such as Wisdom Wednesdays, coaching/feedback and use of Sibme Videos. Teachers will be given opportunities to observe each other's classrooms and lead professional development.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in areas they choose and will have a higher job satisfaction.</p> <p>Staff Responsible for Monitoring: Principal,DI, CCIS</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 increase by 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Better parent notification regarding parent events. VIPS- better communication (VIPS section on newsletter) share proposed calendar with parents.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Send bi-weekly communication out to families, hold parent meetings throughout the year, counselors will hold Brown Bag lunches, and will send out a survey in the Fall and one in the Spring for input. Staff will hold Campbell Connects with the community. A renewed focus on VIPS program.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase in each activity from previous year.</p> <p>Staff Responsible for Monitoring: Principal, DI, and Counselors</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

CPOC

Committee Role	Name	Position
Principal	Rashad Godbolt	Principal (there is only one principal)
Teacher #1	Monique Melancon	8th ELAR
Teacher #2	Gloria Saldana	7/8 ESL
Teacher #3	Jasmine Bookman	6th Math
Teacher #4	Autumn Gipson	6th World Cultures
Teacher #5	Krista Hays	Reading Workshop
Teacher #6	Rachel Atkinson	6th Science
Teacher #7	Alayna Day	8th Science
Teacher #8	Rowena Ward	NAC
Paraprofessional #1	Maury Mendiola	Secretary to Director of Instruction
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Courtney Banks	Testing Coordinator
Other School Leader (Nonteaching Professional) #2	Angie Yurch	Director of Instruction
Other School Leader (Nonteaching Professional) #3	Cathy Litzinger	Director of Instruction Helping Teacher
Other School Leader (Nonteaching Professional) #4	Krystal Williams	Counselor
Administrator (LEA) #1	Laura Blake	Administrator (LEA) #1
Administrator (LEA) #2	Charmion Mohning	Administrator (LEA) #2
Parent #1	Liz Wilson	Parent #1 (7th)
Parent #2	Shirley Hendrix	Parent #2 (6th)
Community Member #1	Helen Le	Community Member #1
Community Member #2	Ava Taing	Community Member #2
Business Representative #1	Danielle Crowley	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

Addendums

Campus **Campbell**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	41%	44%	47%	50%	53%
Masters Grade Level	18%	21%	24%	27%	30%

2024-25	Target Check
84%	Met District Strategic Target
53%	Met District Strategic Target
33%	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	Campbell	MS4	All	329	65%	86%	67%	40%	51%	44%	15%	30%	18%
Reading	6	Campbell	MS4	Hispanic	165	64%	85%	63%	39%	49%	37%	13%	27%	14%
Reading	6	Campbell	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	6	Campbell	MS4	Asian	27	88%	96%	89%	88%	93%	75%	46%	56%	43%
Reading	6	Campbell	MS4	African Am.	101	57%	82%	61%	29%	39%	35%	8%	24%	10%
Reading	6	Campbell	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Campbell	MS4	White	27	80%	96%	93%	52%	63%	74%	32%	44%	37%
Reading	6	Campbell	MS4	Two or More	9	63%	78%	64%	44%	56%	64%	*	33%	*
Reading	6	Campbell	MS4	Eco. Dis.	287	63%	85%	66%	38%	43%	41%	13%	24%	16%
Reading	6	Campbell	MS4	EB	83	56%	75%	41%	31%	41%	17%	5%	16%	7%
Reading	6	Campbell	MS4	At-Risk	220	55%	75%	60%	31%	41%	34%	8%	19%	11%
Reading	6	Campbell	MS4	SPED	60	25%	45%	31%	8%	13%	16%	*	7%	*
Reading	7	Campbell	MS4	All	389	65%	84%	65%	42%	50%	39%	17%	30%	16%
Reading	7	Campbell	MS4	Hispanic	194	61%	83%	66%	39%	46%	38%	14%	26%	16%
Reading	7	Campbell	MS4	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Reading	7	Campbell	MS4	Asian	26	84%	96%	89%	78%	85%	82%	41%	58%	39%
Reading	7	Campbell	MS4	African Am.	121	62%	83%	59%	36%	45%	30%	14%	27%	10%
Reading	7	Campbell	MS4	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
Reading	7	Campbell	MS4	White	25	77%	88%	78%	50%	56%	48%	23%	32%	22%
Reading	7	Campbell	MS4	Two or More	17	67%	82%	44%	53%	59%	31%	*	41%	*
Reading	7	Campbell	MS4	Eco. Dis.	312	63%	83%	64%	40%	47%	37%	16%	26%	13%
Reading	7	Campbell	MS4	EB	120	48%	83%	51%	28%	35%	19%	6%	16%	*
Reading	7	Campbell	MS4	At-Risk	270	53%	83%	57%	30%	37%	29%	9%	19%	9%
Reading	7	Campbell	MS4	SPED	67	17%	40%	27%	*	19%	12%	*	10%	*
Reading	8	Campbell	MS4	All	355	73%	90%	75%	42%	56%	50%	19%	30%	23%
Reading	8	Campbell	MS4	Hispanic	174	69%	85%	74%	42%	53%	49%	16%	25%	19%
Reading	8	Campbell	MS4	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*
Reading	8	Campbell	MS4	Asian	33	92%	100%	97%	88%	97%	79%	63%	67%	70%
Reading	8	Campbell	MS4	African Am.	113	77%	92%	64%	36%	46%	40%	15%	24%	15%
Reading	8	Campbell	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Campbell	MS4	White	21	84%	95%	100%	47%	57%	70%	32%	38%	*
Reading	8	Campbell	MS4	Two or More	10	71%	90%	80%	*	70%	50%	*	50%	*
Reading	8	Campbell	MS4	Eco. Dis.	301	73%	90%	73%	41%	51%	48%	19%	23%	21%
Reading	8	Campbell	MS4	EB	99	49%	65%	62%	16%	26%	31%	*	13%	11%
Reading	8	Campbell	MS4	At-Risk	243	66%	83%	68%	34%	44%	40%	14%	18%	15%
Reading	8	Campbell	MS4	SPED	51	32%	48%	35%	15%	25%	12%	*	14%	*
Math	6	Campbell	MS4	All	329	55%	86%	59%	26%	50%	23%	9%	30%	7%
Math	6	Campbell	MS4	Hispanic	165	56%	85%	55%	23%	45%	15%	6%	28%	3%
Math	6	Campbell	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	6	Campbell	MS4	Asian	27	88%	96%	83%	65%	85%	66%	35%	56%	38%

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	Campbell	MS4	African Am.	101	43%	85%	53%	18%	45%	11%	5%	26%	*
Math	6	Campbell	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Campbell	MS4	White	27	72%	85%	85%	36%	67%	63%	*	33%	*
Math	6	Campbell	MS4	Two or More	9	50%	78%	60%	*	56%	*	*	33%	*
Math	6	Campbell	MS4	Eco. Dis.	287	52%	82%	57%	25%	45%	18%	7%	22%	5%
Math	6	Campbell	MS4	EB	83	47%	85%	39%	19%	45%	14%	6%	22%	*
Math	6	Campbell	MS4	At-Risk	220	46%	82%	51%	18%	45%	16%	6%	22%	6%
Math	6	Campbell	MS4	SPED	60	21%	42%	41%	11%	25%	*	*	12%	*
Math	7	Campbell	MS4	All	389	54%	80%	54%	31%	50%	30%	9%	30%	8%
Math	7	Campbell	MS4	Hispanic	194	54%	78%	56%	29%	48%	31%	5%	24%	7%
Math	7	Campbell	MS4	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Math	7	Campbell	MS4	Asian	26	97%	100%	89%	84%	92%	82%	50%	65%	29%
Math	7	Campbell	MS4	African Am.	121	37%	75%	39%	17%	40%	20%	4%	25%	*
Math	7	Campbell	MS4	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
Math	7	Campbell	MS4	White	25	81%	96%	65%	48%	56%	35%	*	44%	22%
Math	7	Campbell	MS4	Two or More	17	60%	82%	56%	*	59%	*	*	47%	*
Math	7	Campbell	MS4	Eco. Dis.	312	52%	80%	51%	30%	40%	27%	8%	22%	6%
Math	7	Campbell	MS4	EB	120	46%	80%	41%	24%	40%	17%	6%	22%	*
Math	7	Campbell	MS4	At-Risk	270	45%	75%	44%	23%	38%	22%	6%	22%	4%
Math	7	Campbell	MS4	SPED	67	19%	55%	31%	*	43%	10%	*	27%	*
Math	8	Campbell	MS4	All	259	48%	80%	44%	17%	51%	21%	3%	31%	3%
Math	8	Campbell	MS4	Hispanic	130	49%	78%	45%	17%	50%	20%	*	30%	4%
Math	8	Campbell	MS4	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*
Math	8	Campbell	MS4	Asian	6	63%	83%	*	*	67%	*	*	50%	*
Math	8	Campbell	MS4	African Am.	95	44%	79%	36%	14%	50%	16%	*	31%	*
Math	8	Campbell	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Campbell	MS4	White	16	80%	94%	86%	*	50%	43%	*	31%	*
Math	8	Campbell	MS4	Two or More	8	38%	75%	56%	*	50%	*	*	25%	*
Math	8	Campbell	MS4	Eco. Dis.	225	47%	75%	43%	17%	50%	20%	2%	20%	3%
Math	8	Campbell	MS4	EB	85	44%	75%	33%	16%	51%	13%	*	31%	*
Math	8	Campbell	MS4	At-Risk	193	43%	80%	38%	13%	50%	15%	*	30%	*
Math	8	Campbell	MS4	SPED	50	*	80%	19%	*	50%	*	*	30%	*
Science	8	Campbell	MS4	All	355	58%	80%	63%	35%	52%	44%	12%	30%	17%
Science	8	Campbell	MS4	Hispanic	174	55%	76%	63%	33%	48%	41%	9%	27%	14%
Science	8	Campbell	MS4	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*
Science	8	Campbell	MS4	Asian	33	92%	97%	94%	92%	84%	84%	54%	67%	63%
Science	8	Campbell	MS4	African Am.	113	51%	77%	51%	25%	40%	33%	7%	19%	6%
Science	8	Campbell	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Campbell	MS4	White	21	89%	95%	90%	53%	67%	60%	*	48%	30%
Science	8	Campbell	MS4	Two or More	10	71%	80%	*	*	60%	*	*	40%	*
Science	8	Campbell	MS4	Eco. Dis.	301	58%	75%	61%	32%	45%	40%	9%	20%	15%
Science	8	Campbell	MS4	EB	99	37%	70%	46%	16%	31%	24%	*	20%	8%
Science	8	Campbell	MS4	At-Risk	243	50%	75%	54%	26%	41%	32%	8%	19%	10%
Science	8	Campbell	MS4	SPED	51	32%	70%	26%	*	49%	*	*	20%	*
Social Studies	8	Campbell	MS4	All	355	53%	81%	48%	27%	51%	20%	13%	30%	11%
Social Studies	8	Campbell	MS4	Hispanic	174	49%	80%	46%	26%	49%	15%	9%	26%	7%
Social Studies	8	Campbell	MS4	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*
Social Studies	8	Campbell	MS4	Asian	33	88%	91%	84%	71%	76%	69%	46%	61%	53%
Social Studies	8	Campbell	MS4	African Am.	113	51%	80%	36%	21%	44%	15%	11%	23%	*

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									
					#									
Social Studies	8	Campbell	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Campbell	MS4	White	21	74%	86%	70%	37%	62%	25%	*	48%	*
Social Studies	8	Campbell	MS4	Two or More	10	50%	80%	56%	*	60%	*	*	40%	*
Social Studies	8	Campbell	MS4	Eco. Dis.	301	51%	80%	45%	27%	50%	19%	11%	21%	9%
Social Studies	8	Campbell	MS4	EB	99	28%	70%	29%	11%	45%	10%	*	20%	6%
Social Studies	8	Campbell	MS4	At-Risk	243	43%	70%	37%	18%	41%	13%	8%	18%	8%
Social Studies	8	Campbell	MS4	SPED	51	15%	70%	17%	*	49%	*	*	20%	*
Algebra I	MS	Campbell	MS4	All	96	100%	100%	100%	88%	99%	91%	49%	80%	67%
Algebra I	MS	Campbell	MS4	Hispanic	44	100%	100%	100%	83%	100%	88%	37%	73%	60%
Algebra I	MS	Campbell	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Campbell	MS4	Asian	27	100%	100%	100%	100%	100%	96%	88%	93%	85%
Algebra I	MS	Campbell	MS4	African Am.	18	100%	100%	100%	91%	100%	88%	55%	83%	65%
Algebra I	MS	Campbell	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Campbell	MS4	White	5	*	100%	100%	*	80%	100%	*	60%	*
Algebra I	MS	Campbell	MS4	Two or More	2	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Campbell	MS4	Eco. Dis.	76	100%	100%	100%	86%	100%	92%	46%	77%	66%
Algebra I	MS	Campbell	MS4	EB	14	100%	100%	100%	75%	100%	86%	*	71%	64%
Algebra I	MS	Campbell	MS4	At-Risk	50	100%	100%	100%	85%	100%	88%	46%	77%	65%
Algebra I	MS	Campbell	MS4	SPED	1	*	100%	*	*	100%	*	*	100%	*

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Middle School Content Area Standard Expectations

MS ELA 6-8 Standard Expectations

- 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