

Cypress-Fairbanks Independent School District

Anthony Middle School

2025-2026



Mission Statement

Anthony Middle School is an innovative community that empowers students to be productive and responsible citizens by cultivating relationships, embracing diversity, and inspiring excellence in a safe and supportive environment.

We provide opportunities for all learners!

Vision

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

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Our campus received an A rating for Student Achievement and Closing the Gaps.

76% of our students showed Academic Growth in RLA and Math.

In 7th-grade Math, AA students saw 23% growth in the Approaches performance level and 21% growth in the Meets performance level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our High Focus groups, African American and Hispanic students, performed 25% lower than all other student groups.

Root Cause: Instructional Focus Root Cause #1: We are not planning differentiated instruction to maintain student engagement.

Problem Statement 2: Instructional Focus Problem 2: 8th-grade math and reading scores in all student groups decreased by up to 18% when compared to Spring 2024.

Root Cause: Instructional Focus Root Cause #2: We are not planning specific formative assessments to drive targeted small group instruction.

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

School Culture and Climate

School Culture and Climate Strengths

Students have the opportunity to participate in various activities that promote high achievement, positive behavior, and leadership.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Quality work and high behavioral standards are not expected of students.

Root Cause: Campus leadership needs to develop systems to communicate behavioral and instructional expectations for all students, including support for staff on managing student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention. According to the Employee Perception Survey results:

Opportunities exist for staff to be empowered to make decisions. Staff feel safe at work.

Staff believe collaboration is encouraged and practiced. Staff believe that quality work is expected of them.

Staff believe information related to their job is available. Staff believe decisions are data-driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff believe that staff appreciation is not built into the school culture.

Root Cause: Campus Leadership needs to create a system where staff members and teams are recognized for quality work and look for ways to incorporate staff community-building activities throughout the year to increase campus camaraderie.

Family and Community Engagement

Family and Community Engagement Strengths

Multiple opportunities for families and community members to be part of campus activities through VIPS and Watchdogs.

Parents work closely with teachers to monitor student work and communicate concerns.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents are not actively engaged in the education of their student.

Root Cause: Families have multiple students at multiple campuses in CFISD and receive an abundance of emails/notifications that often include too much information.

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: Instructional Focus: Increase data-driven discussions in PLC and plan for questioning strategies and formative assessments to utilize small groups, and differentiated instruction to move students at least one performance band. Strategy: Teachers will purposefully plan questioning strategies and formative assessments to check for understanding of all student groups as documented in lesson plans. Strategy's Expected Result/Impact: Close learning gaps and move all student groups at least one performance band. Staff Responsible for Monitoring: CCIS; Director of Instruction: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Increase data-driven discussions in PLC and plan for questioning strategies and formative assessments to utilize small groups, and differentiated instruction to move students at least one performance band. Strategy: Teachers will intentionally plan and incorporate differentiated instruction activities through team collaboration using a reflective focus and previous data as documented in lesson plans. Strategy's Expected Result/Impact: Close learning gaps and move all student groups at least one performance band. Staff Responsible for Monitoring: CCIS; Director of Instruction: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Increase data-driven discussions in PLC and plan for questioning strategies and formative assessments to utilize small groups, and differentiated instruction to move students at least one performance band. Strategy: Teachers will plan and implement small group instruction on critical thinking skills or targeted TEKS as documented in the lesson plan. Strategy's Expected Result/Impact: Close learning gaps and move all student groups at least one performance band. Staff Responsible for Monitoring: CCIS; Director of Instruction: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Dropout Prevention: Counselors and the Academic Achievement Specialist will hold Academic Conferences after every progress report to establish goals and interventions for all students in danger of earning a failing grade for a marking period. The Registrar will notify the Director of Instruction and Assistant Principal when any student accumulates 5 or more unexcused absences or when any student exceeds 10 total absences. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Counselors; Academic Achievement Specialist; Registrar; Director of Instruction; Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: Increase student groups and organizations participation by focusing on connecting teachers and students with student group and organization options based on interests. Strategy's Expected Result/Impact: Increase student attendance and RISE behaviors through student activity participation. Staff Responsible for Monitoring: Principal; AAS	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Increase student options in the PBIS store and activities, such as more spirit wear options in PBIS store, Courtyard Fridays, and other PBIS incentive activities. Strategy's Expected Result/Impact: Increase student attendance and RISE behaviors through student activity participation. Staff Responsible for Monitoring: Principal; AP; AAS	Formative		
	Nov	Feb	May
	 Moderate 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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All staff and students will implement campus intake, transition, and dismissal procedures. This includes assigned student entry (cafeteria doors and car rider doors), all staff assigned duty locations throughout the building, and all students moving directly to their designated area or classroom. Also, additional staff members (including clerical staff and teachers with conference periods) are assigned to high-traffic areas throughout the day. All staff implement and maintain one-way hallways and staircases. Strategy's Expected Result/Impact: Students transition safely and efficiently throughout the building during the school day. Staff Responsible for Monitoring: Assistant Principals; Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus leaders will conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Administrators will engage in consistent reflection and evaluation of processes. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principals; Principal; Campus resource officer	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: All staff will follow district expectation of all exterior and interior doors remaining locked. Frequent sweeps of exterior and classroom doors are conducted to remedy vulnerabilities. All staff will implement timely communication processes and reporting of necessary repairs to ensure all interior doors remain closed and locked during instructional time and when students are on campus. Strategy's Expected Result/Impact: 100% of exterior and interior doors will remain locked to ensure all students remain safe. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a recognition system for students with high attendance rates. Students with perfect attendance will receive certificates. Students with high attendance rates (0-3 absences in a marking period) will be awarded PBIS incentives. Strategy's Expected Result/Impact: 97% overall attendance rate Staff Responsible for Monitoring: Assistant Principals; Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Attendance office personnel will make parent contact for excused absences that exceed three (3) days in order to check in and confirm the date for return to school. The school will issue attendance letters to students who miss more than 10% of classes in a semester. Strategy's Expected Result/Impact: 97% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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 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

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. Assistant principals and counselors will train teachers during monthly staff meetings with strategies that address students' social intelligence. Students are also encouraged by staff, through the campus code of conduct assemblies and regular announcements to "say something" by reporting suspicious or worrisome behaviors to staff members or through the Tipline. Monthly PBIS Advisory lessons and Bringing Out the Best lessons will support students in recognizing dangerous behaviors. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Counselors; Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
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. 1) Implementation of classroom social contracts 2) Implementation of PBIS rewards will be utilized to reward and encourage RISE behaviors 3) school-wide system for students entering and exiting the classroom to support a positive learning environment; and 3) creating advisory lessons to address RISE behaviors and character traits. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals; Principal; Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
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
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 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 97% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: All teachers at Anthony Middle School will either sponsor a club or serve on a committee in order to connect with one another and develop camaraderie. Additionally, throughout the year, teachers are invited to participate in fun activities that include dress-up days and Treat-me Fridays. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 7%. Staff Responsible for Monitoring: Principal; Director of Instruction; Social Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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 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: High-Quality Professional Development: All teachers participated in August professional development tied to the Ravens' Nest, focused on intentional planning, instructional delivery, and relational practices to design responsive instruction to meet the needs of all learners. Finally, just-in-time PD will be offered based on teacher input and the campus goals related to instruction, positive relationships, or technology. Strategy's Expected Result/Impact: Teachers will create and implement data-driven small group instruction in classrooms to increase student achievement. Staff Responsible for Monitoring: Director of Instruction; Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: We will recognize and celebrate the work being done by Anthony staff individually and as teams through our monthly Raven Dave Awards and community shout-outs. Additionally, great news that highlights students and staff will be posted on social media on a weekly basis and in the school staff newsletter. Strategy's Expected Result/Impact: Use of best instructional practices throughout the campus will increase as a result of positive reinforcement. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: The instructional coaching team will guide Anthony teachers through the coaching cycle by observing, providing feedback, modeling, co-teaching, and encouraging reflective practices. Strategy's Expected Result/Impact: Teachers will design and deliver instruction based on our Ravens' Nest Core Values to increase student achievement. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
	 Moderate Progress	 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 increase by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will create additional platforms for social media and commit to more of an online presence. Strategy's Expected Result/Impact: Increased parent and family awareness of events and activities occurring on campus. Staff Responsible for Monitoring: Principal; Assistant Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Based on feedback from the community and staff, we will make our campus community newsletter more visually appealing and versatile to use on a smartphone, as it is the most used device for accessing our newsletter. Strategy's Expected Result/Impact: Increased parent and family knowledge of important campus information shared in the Bi-monthly newsletter. Staff Responsible for Monitoring: Principal; Assistant Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will utilize our updated community newsletter, with options to celebrate staff and give shout-outs, and our increased social media presence to encourage increased participation in our campus VIPS and Watchdog programs. Strategy's Expected Result/Impact: Increased parent and family knowledge of important campus information shared in the Bi-monthly newsletter, and opportunities for parents to highlight staff members. Staff Responsible for Monitoring: Principal; Assistant Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will increase opportunities for VIPS and Watchdogs to partner with us for campus-based initiatives and activities. Strategy's Expected Result/Impact: Improved parent and family engagement with activities and celebration of activities happening on campus. Staff Responsible for Monitoring: Principal; Assistant Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Crystal Romanelli	Principal (there is only one principal)
Teacher #1	Kristi Thomas	7th Grade ELAR
Teacher #2	Carol Johnson	8th Grade Math
Teacher #3	Kendal Ramirez	6th Grade Social Studies
Teacher #4	Angela Martinez	7th Grade Science
Teacher #5	Melissa Sanchez	7th Grade Science
Teacher #6	Destinye Mayberry	CTE
Teacher #7	Ricardo Cruz	Special Education
Teacher #8	Kristina Dang	Art
Other School Leader (Nonteaching Professional) #1	Laura Alexander-Wilson	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Roshunda Knight	Counselor
Other School Leader (Nonteaching Professional) #3	Leslie Dressler	Science CCIS
Other School Leader (Nonteaching Professional) #4	Jennifer Covington	Director of Instruction Helping Teacher
Administrator (LEA) #1	Lauren Prewitt Shane	Administrator (LEA) #1
Parent #1	Angel Smith	Parent #1
Parent #2	Jamie McFeders	Parent #2
Community Member #1	Mackenzie Strickland	Community Member #1
Community Member #2	Emmie Fernandez	Community Member #2
Business Representative #1	Lana King	Business Representative #1
Business Representative #2	Stephanie Ferreira	Business Representative #2

Addendums

Campus Anthony

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	86%	88%	90%	92%	94%
Meets or Above	67%	70%	73%	76%	79%
Masters Grade Level	39%	42%	45%	48%	51%

2025-26	Target Check
89%	Met District Strategic Target
70%	Met District Strategic Target
43%	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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
Reading	6	Anthony	MS1	All	471	91%	448	95%	75%	376	80%	47%	243	52%
Reading	6	Anthony	MS1	Hispanic	124	87%	113	91%	68%	89	72%	33%	44	35%
Reading	6	Anthony	MS1	Am. Indian	2	*	2	100%	*	2	100%	*	2	100%
Reading	6	Anthony	MS1	Asian	89	99%	89	100%	89%	82	92%	71%	67	75%
Reading	6	Anthony	MS1	African Am.	116	85%	105	91%	62%	77	66%	38%	47	41%
Reading	6	Anthony	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Anthony	MS1	White	113	94%	112	99%	89%	104	92%	58%	69	61%
Reading	6	Anthony	MS1	Two or More	27	93%	27	100%	71%	22	81%	50%	14	52%
Reading	6	Anthony	MS1	Eco. Dis.	180	84%	157	87%	61%	117	65%	32%	63	35%
Reading	6	Anthony	MS1	EB	89	83%	76	85%	53%	49	55%	21%	22	25%
Reading	6	Anthony	MS1	At-Risk	216	84%	188	87%	57%	129	60%	25%	64	30%
Reading	6	Anthony	MS1	SPED	60	56%	36	60%	35%	24	40%	*	9	15%
Reading	7	Anthony	MS1	All	453	87%	407	90%	72%	355	78%	43%	220	49%
Reading	7	Anthony	MS1	Hispanic	136	77%	110	81%	62%	94	69%	31%	50	37%
Reading	7	Anthony	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	7	Anthony	MS1	Asian	95	96%	94	99%	86%	88	93%	62%	65	68%
Reading	7	Anthony	MS1	African Am.	125	85%	111	89%	66%	90	72%	35%	51	41%
Reading	7	Anthony	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Anthony	MS1	White	80	91%	76	95%	78%	68	85%	48%	44	55%
Reading	7	Anthony	MS1	Two or More	16	92%	15	94%	67%	14	88%	*	9	56%
Reading	7	Anthony	MS1	Eco. Dis.	183	78%	147	80%	60%	115	63%	24%	49	27%
Reading	7	Anthony	MS1	EB	122	56%	71	58%	33%	43	35%	*	20	16%
Reading	7	Anthony	MS1	At-Risk	224	73%	170	76%	51%	120	54%	25%	62	28%
Reading	7	Anthony	MS1	SPED	38	33%	13	34%	*	8	21%	*	4	11%
Reading	8	Anthony	MS1	All	477	88%	431	90%	72%	369	77%	47%	247	52%
Reading	8	Anthony	MS1	Hispanic	129	88%	116	90%	67%	93	72%	38%	54	42%
Reading	8	Anthony	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	8	Anthony	MS1	Asian	97	95%	95	98%	87%	90	93%	70%	73	75%
Reading	8	Anthony	MS1	African Am.	130	76%	103	79%	54%	77	59%	29%	43	33%
Reading	8	Anthony	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	8	Anthony	MS1	White	103	96%	101	98%	87%	95	92%	63%	67	65%
Reading	8	Anthony	MS1	Two or More	15	89%	14	93%	79%	12	80%	47%	8	53%
Reading	8	Anthony	MS1	Eco. Dis.	167	79%	136	81%	58%	101	60%	33%	60	36%
Reading	8	Anthony	MS1	EB	118	67%	82	69%	37%	47	40%	15%	21	18%
Reading	8	Anthony	MS1	At-Risk	212	79%	173	82%	55%	122	58%	27%	63	30%
Reading	8	Anthony	MS1	SPED	40	45%	19	48%	15%	7	18%	*	4	10%
Math	6	Anthony	MS1	All	471	84%	415	88%	51%	275	58%	24%	140	30%
Math	6	Anthony	MS1	Hispanic	124	76%	99	80%	34%	49	40%	12%	21	17%
Math	6	Anthony	MS1	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Math	6	Anthony	MS1	Asian	89	97%	88	99%	79%	76	85%	45%	45	51%
Math	6	Anthony	MS1	African Am.	116	77%	95	82%	38%	51	44%	16%	24	21%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	6	Anthony	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Anthony	MS1	White	113	91%	106	94%	65%	79	70%	31%	40	35%
Math	6	Anthony	MS1	Two or More	27	86%	25	93%	64%	19	70%	*	9	33%
Math	6	Anthony	MS1	Eco. Dis.	180	74%	140	78%	32%	65	36%	11%	28	16%
Math	6	Anthony	MS1	EB	89	69%	65	73%	43%	44	49%	15%	18	20%
Math	6	Anthony	MS1	At-Risk	216	71%	160	74%	34%	81	38%	14%	39	18%
Math	6	Anthony	MS1	SPED	60	56%	36	60%	*	8	13%	*	3	5%
Math	7	Anthony	MS1	All	448	79%	376	84%	62%	305	68%	27%	144	32%
Math	7	Anthony	MS1	Hispanic	134	66%	96	72%	50%	75	56%	17%	29	22%
Math	7	Anthony	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	7	Anthony	MS1	Asian	93	92%	92	99%	81%	81	87%	51%	52	56%
Math	7	Anthony	MS1	African Am.	125	74%	100	80%	52%	73	58%	15%	25	20%
Math	7	Anthony	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Anthony	MS1	White	79	89%	75	95%	73%	63	80%	34%	31	39%
Math	7	Anthony	MS1	Two or More	16	67%	12	75%	67%	12	75%	*	6	38%
Math	7	Anthony	MS1	Eco. Dis.	182	63%	125	69%	45%	89	49%	11%	25	14%
Math	7	Anthony	MS1	EB	122	52%	70	57%	29%	40	33%	*	13	11%
Math	7	Anthony	MS1	At-Risk	224	61%	150	67%	38%	93	42%	17%	45	20%
Math	7	Anthony	MS1	SPED	38	32%	14	37%	*	5	13%	*	1	3%
Math	8	Anthony	MS1	All	212	60%	149	70%	33%	91	43%	8%	36	17%
Math	8	Anthony	MS1	Hispanic	68	59%	48	71%	25%	24	35%	*	8	12%
Math	8	Anthony	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	8	Anthony	MS1	Asian	24	72%	20	83%	48%	14	58%	38%	11	46%
Math	8	Anthony	MS1	African Am.	75	50%	44	59%	22%	23	31%	*	9	12%
Math	8	Anthony	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Math	8	Anthony	MS1	White	35	71%	28	80%	55%	23	66%	*	4	11%
Math	8	Anthony	MS1	Two or More	8	78%	7	88%	56%	5	63%	*	2	25%
Math	8	Anthony	MS1	Eco. Dis.	107	48%	62	58%	24%	36	34%	6%	14	13%
Math	8	Anthony	MS1	EB	54	47%	31	57%	20%	16	30%	*	6	11%
Math	8	Anthony	MS1	At-Risk	134	48%	77	57%	19%	38	28%	3%	13	10%
Math	8	Anthony	MS1	SPED	38	28%	14	37%	*	6	16%	*	3	8%
Science	8	Anthony	MS1	All	477	87%	435	91%	68%	355	74%	33%	181	38%
Science	8	Anthony	MS1	Hispanic	129	85%	115	89%	61%	89	69%	24%	38	29%
Science	8	Anthony	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	8	Anthony	MS1	Asian	97	96%	97	100%	84%	88	91%	58%	63	65%
Science	8	Anthony	MS1	African Am.	130	73%	105	81%	49%	73	56%	14%	25	19%
Science	8	Anthony	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Science	8	Anthony	MS1	White	103	94%	101	98%	83%	90	87%	39%	44	43%
Science	8	Anthony	MS1	Two or More	15	95%	15	100%	84%	13	87%	58%	10	67%
Science	8	Anthony	MS1	Eco. Dis.	167	76%	134	80%	50%	92	55%	19%	37	22%
Science	8	Anthony	MS1	EB	118	67%	83	70%	38%	51	43%	10%	18	15%
Science	8	Anthony	MS1	At-Risk	212	76%	170	80%	48%	110	52%	18%	47	22%
Science	8	Anthony	MS1	SPED	40	42%	18	45%	*	10	25%	*	5	13%
Social Studies	8	Anthony	MS1	All	477	73%	405	85%	43%	235	49%	23%	135	28%
Social Studies	8	Anthony	MS1	Hispanic	129	68%	105	81%	35%	53	41%	19%	30	23%
Social Studies	8	Anthony	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Anthony	MS1	Asian	97	89%	96	99%	67%	70	72%	43%	42	43%
Social Studies	8	Anthony	MS1	African Am.	130	53%	88	68%	29%	45	35%	11%	25	19%
Social Studies	8	Anthony	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Anthony	MS1	White	103	87%	100	97%	50%	57	55%	25%	32	31%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Social Studies	8	Anthony	MS1	Two or More	15	74%	14	93%	42%	8	53%	26%	4	27%
Social Studies	8	Anthony	MS1	Eco. Dis.	167	56%	102	61%	29%	57	34%	13%	33	20%
Social Studies	8	Anthony	MS1	EB	118	43%	73	62%	18%	27	23%	8%	18	15%
Social Studies	8	Anthony	MS1	At-Risk	212	56%	146	69%	27%	68	32%	13%	38	18%
Social Studies	8	Anthony	MS1	SPED	40	*	13	33%	*	10	25%	*	8	20%
Algebra I	MS	Anthony	MS1	All	270	100%	270	100%	98%	270	100%	88%	255	94%
Algebra I	MS	Anthony	MS1	Hispanic	63	98%	63	100%	95%	63	100%	83%	59	94%
Algebra I	MS	Anthony	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Anthony	MS1	Asian	75	100%	75	100%	100%	75	100%	96%	74	99%
Algebra I	MS	Anthony	MS1	African Am.	55	100%	55	100%	97%	55	100%	84%	53	96%
Algebra I	MS	Anthony	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Anthony	MS1	White	69	100%	69	100%	98%	69	100%	87%	62	90%
Algebra I	MS	Anthony	MS1	Two or More	7	100%	7	100%	100%	7	100%	80%	6	86%
Algebra I	MS	Anthony	MS1	Eco. Dis.	61	98%	61	100%	95%	59	97%	82%	52	85%
Algebra I	MS	Anthony	MS1	EB	64	90%	64	100%	90%	60	94%	80%	53	83%
Algebra I	MS	Anthony	MS1	At-Risk	78	99%	78	100%	96%	77	99%	86%	69	88%
Algebra I	MS	Anthony	MS1	SPED	2	*	2	100%	*	2	100%	*	1	50%

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- 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, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse 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.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.