Cypress-Fairbanks Independent School District

Salyards Middle School

2023-2024

Mission Statement

The Salyards Middle School mission is to challenge and inspire students to adapt, grow, and strive for continued improvement through relevant and engaging learning environments.

Vision

Salyards Middle School vision is to build lifelong, empowered learners who have the necessary tools to become a contributing and responsible member of our ever-changing world.

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Based on Salyards evaluation of STAAR assessment data from 2022-2023, we saw the following strengths:

- 6th grade Reading/Language Arts - Approaches (95%), Meets (83%), Masters (52%) and 54% of our 6th grade students scored an 8-10 on their Extended Constructed Response.
- 6th grade Math - Approaches (95%), Meets (73%), Masters (43%)
- 7th grade Reading/Language Arts - Approaches (93%), Meets (78%), Masters (49%) and 42% of our 7th grade students scored an 8-10 on their Extended Constructed Response.
- 7th grade Math - Approaches (85%), Meets (64%), Masters (27%)
- 8th grade Reading/Language Arts - Approaches (95%), Meets (83%), Masters (52%) and 50% of our 8th grade students scored an 8-10 on their Extended Constructed Response.
- 8th grade Math - Approaches (86%), Meets (44%), Masters (9%)
- Algebra - Approaches (100%), Meets (97%), Masters (84%)
- 8th grade Social Studies - Approaches (90%), Meets (66%), Masters (38%)
- 8th grade Science - Approaches (94%), Meets (81%), Masters (38%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Economically Disadvantaged students under performed in most target areas.   **Root Cause:** RLA: Economically Disadvantaged students have a lack of vocabulary background.

Problem Statement 2: Math: Economically Disadvantaged students performed inconsistently in all grade levels and target areas.   **Root Cause:** Math: Economically Disadvantaged students have learning gaps in math.

Problem Statement 3: Science: Master numbers of all students performed lower than target.   **Root Cause:** Science: Lack of spiraling of content and differentiation between students.

Problem Statement 4: Social Studies: African American students performed lower than other groups in Meets and Masters categories.   **Root Cause:** Social Studies: Lack of exposure to vocabulary, social studies skills and rigor in the classroom.

Problem Statement 5: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

The following strengths were identified (utilizing the 2022-2023 Employee Perception Survey Data) in relation to students data and data driven decisions in measuring overall student success: 56 Teachers, 15 Para/Secretary, 2 Support Staff and 4 Administrators completed the EPS survey. 99% of staff strongly agree/agree that opportunities exist for them to think for themselves; 99% of staff strongly agree/agree that the work they are asked to do directly relates to their job responsibilities; 99% of staff strongly agree/agree procedures have been implemented to keep them safe at work; 98% staff strongly agree/agree quality work is expected of them; 97% of staff strongly agree/agree that staff appreciation is built into the school culture; 100% of staff strongly agree/agree they are clear about their job responsibilities; 98% of staff strongly agree/agree that decisions are data driven.

Teachers are provided the opportunity to vote on matters such as Teacher of the Year, CTE days, Advisory, etc. Teachers are provided the opportunity to provide input on procedures in the building such as Bengal Express, BAT (Bengal Academic Team) to help with academic expectations, and PBIS.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Opportunities for professional growth have declined over the last few years.   **Root Cause:** Time management and constraints due to teacher responsibilities since COVID limit opportunities.

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.

Salyards has two lead mentor teachers that oversee the new staff mentor program and are responsible for supporting our new Bengal family members. Each new staff member at Salyards, including paraprofessionals, support staff, or classroom teachers are assigned a mentor to provide ongoing support and collaboration. The mentors check in with the new staff members to participate in sessions to work on different items throughout the year, including paperwork and scenarios. Staff are able to provide feedback on Starts, Stop and Continue survey, where they provide input on procedures, ideas, etc. they would like to start, stop or continue.

The following strengths were identified (utilizing the 2023-2024 Employee Perception Survey Data):

- Opportunities exist for me to think for myself (99% of staff strongly agree/agree with that statement).
- Work I am asked to do directly relates to my job responsibilities (99% of staff strongly agree/agree with that statement)
- Opportunities are available to provide input (94% of staff strongly agree/agree with that statement)
- Procedures have been implemented to keep me safe at work (99% of staff strongly agree/agree with that statement).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers feel overwhelmed at different parts of the year due to perceived workload. **Root Cause:** Teacher/Paraprofessional Attendance: Filter decisions through workload with data driven feedback regarding staff concerns.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

Salyards hosts several opportunities for parents throughout the school year. Each year we invite parents and students to attend Athletic Express and Bengal Express. These events provide parents an opportunity to purchase items for their student participating in athletics, as well as access to the locker room, purchase spirit items for the upcoming school year, and walk their child's schedule. During Open House, we provide meetings to review 4 year planning information for 8th grade students and parents, as well as a meeting for parents of students with dyslexia and dysgraphia. Open House is well attended by our Salyards families for all grade levels. Salyards invites our 5th to 6th grade students in January to host electives night and give parents an introduction into middle school. We communicate regularly with parents and community members through our campus web page, Schoology, School Messenger, Twitter, Instagram and Facebook.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents have indicated that there are inconsistent communication platforms.   **Root Cause:** The campus will define the different communication procedures and methods for parents.

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Model and practice (partner/individually) speaking and writing, using sentence stems with TEKS language in everyday lessons.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase mastery on assessments in our economically disadvantaged population. **Staff Responsible for Monitoring:** Teachers, CCIS, DI, Principal	25%	50%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Vertically align with 6th, 7th and 8th grade teachers to address strengths and constraints based on student data and research based activities - number talks, math fact practice and spiraling of content.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student number sense will increase and mastery of TEKS on assessments. **Staff Responsible for Monitoring:** Teachers, CCIS, DI, Principal	20%	40%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Reteach and retest former grade level TEKS and include different question levels for students through labs, assessments and daily work.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase mastery performance on summative assessments **Staff Responsible for Monitoring:** Teachers, CCIS, DI, Principal	N/A	40%	90%

Strategy 4 Details	Formative Reviews

Strategy 4: Social Studies: Include daily academic/TEK language and scaffold questions to differentiate learning of individual students, as well as, small group instruction with repetitive practice opportunities.	Formative		
Strategy's Expected Result/Impact: Increase mastery performance on summative assessments. **Staff Responsible for Monitoring:** Teachers, CCIS, DI, Principal	Nov	Feb	May
	25%	40%	90%

Strategy 5 Details	Formative Reviews

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	30%	60%	

Strategy 6 Details	Formative Reviews

Strategy 6: Dropout Prevention: Teachers will focus on student intervention through math and reading courses to intervene and check for understanding.	Formative		
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Math Teachers, ELAR Teachers, AAS, Director of Instruction	Nov	Feb	May
	40%	60%	

Strategy 7 Details	Formative Reviews

Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Math, Science, ELAR, and Social Studies teachers, CCIS, Assistant Principals, Director of Instruction, Principal.	Nov	Feb	May
	30%	65%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

   Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		

Strategy 1: Summer Learning/Summer Enrichment: Welcome Back Camp - ROAR Camp - 6th grade students have the opportunity to tour our building, meet staff and get to know students from other elementary campuses. Students will participate in activities throughout ROAR camp that promote social awareness, self-management and relationship skills. The goal of ROAR camp is for students to feel connected to Salyards and make connections with students prior to school starting.
    Strategy's Expected Result/Impact: Students attending the 2023-2024 ROAR Camp will have 98% attendance in the first marking period of the 2023-2024 school year.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Before/After School Program: Opportunity Lab - Tutorials - Students will be invited based on gradebook, assessments and attendance data to work on classroom assignments where they need extra support. Opportunity Lab runs Tuesday-Thursday every week with few exceptions. Opportunity Lab is run by our Director of Instruction, Academic Achievement Specialist and our Content Curriculum Instructional Specialists.
    Strategy's Expected Result/Impact: 80% of the students attending Opportunity Lab during the 2023-2024 school year, will be passing their CORE classes with a 70% or higher by the end of each grading period.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	30%	70%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Professional Staffing: Core Content Area Interventionist in Math will be hired to teach our Math Lab sections and push in as extra support in our math classes, pulling small groups and working with students on different TEKS. She will also support our teachers with targeted tutorials after school.
    Strategy's Expected Result/Impact: By the end of the 2023-20243 year, 94% of our students working with the math core content area interventionist will reach Approaches or higher on the Math STAAR.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	30%	65%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Salyards Middle School will purchase Summit K12 licenses to support our students in interventions including reading workshop, math lab, reading and math pullouts, tutorials and focused instructional time. We will also purchase classroom supplies, including post it pad easel size, markers, notebook paper, pencils, etc.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables and TELPAS levels. **Staff Responsible for Monitoring:** Director of Instruction, Testing Coordinator, AAS and CCIS	50%	70%	

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

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

   Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk, through 6th grade math pull outs.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	60%	100%	100%
	No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Our PBIS leaders and committee will facilitate the implementation of multiple campus-wide activities that encourage positive behavior.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students and staff will commit to promoting respect, inclusion, and understanding of all members in our school community. There will be an increased focus on positive behavior through the PBIS program. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Director of Instruction, and PBIS Leaders/team	50%	60%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	50%	70%	

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

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	80%	

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

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

   Evaluation Data Sources: Discipline reports

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. Salyards will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	
Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our administrative staff and PBIS team will continue to explore ways to intervene with students and resolve behavioral issues without escalating the student. We will also be proactive with students through positive behavior referrals and postcards/letters home.
 	
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Assistant Principals, PBIS Team, Principal
	Formative		

	Nov	**Feb**	**May**
	50%	70%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals with perfect attendance each month will earn perfect attendance certificate and a treat.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Sub Representative paraprofessional.	**Nov**	**Feb**	**May**
	15%	60%	

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

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Monthly Professional Development Opportunities and Sign Ups
Professional Development Survey
Classroom Walks and Coaching Feedback

Strategy 1 Details		Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will continue to be invited to specified professional development at Salyards through teacher created professional development.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher created professional development based on feedback and need. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Staff Development Liaisons.		50%	75%	

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

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Teachers will communicate updated calendar information and resources for parents through Schoology. Salyards will utilize Salyards Schoology to communicate as well as post facebook, twitter, instagram and school messenger to keep parents involved with what is going on at campus.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. **Staff Responsible for Monitoring:** CCIS, AAS, Campus Appraisers, Teachers	50%	70%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Administrator (LEA) #1	David Shrubar	District Representative
Other School Leader (Nonteaching Professional) #4	Kandace Blowey	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Rodney Garcia	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Jared Colville	Business Representative #2
Business Representative #1	Skip Pace	Business Representative #1
Community Member #2	Troy Black	Community Member #2
Community Member #1	Paul Pierron	Community Member #1
Parent #2	Amanda Banks	Parent #2
Parent #1	Brett Searcy	Parent #1
Other School Leader (Nonteaching Professional) #2	Brooke Pierron	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Marla Woodward	Other School Leader (Nonteaching Professional) #1
Teacher #8	Kelly Parente	Teacher #8
Teacher #7	Kelly Brockelman	Teacher #7
Teacher #6	Katie Colville	Teacher #6
Teacher #5	Shanen Hajdik	Teacher #5
Teacher #4	Julie Nguyen	Teacher #4
Teacher #3	Kelley Armstrong	Teacher #3
Teacher #2	Meagan Graham	Teacher #2
Teacher #1	Ian Potthoff	Teacher #1
Principal	Elizabeth Wood	Principal

Addendums

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

Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Math	6	Salyards	MS1	All	485	459	95%	96%	90%	356	73%	74%	65%	209	43%	44%	29%
Math	6	Salyards	MS1	Hispanic	130	119	92%	93%	89%	80	62%	63%	53%	40	31%	32%	24%
Math	6	Salyards	MS1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Salyards	MS1	Asian	47	47	100%	100%	97%	42	89%	90%	89%	32	68%	68%	43%
Math	6	Salyards	MS1	African Am.	36	30	83%	84%	78%	16	44%	45%	45%	9	25%	26%	*
Math	6	Salyards	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Salyards	MS1	White	236	227	96%	97%	93%	191	81%	82%	71%	116	49%	50%	34%
Math	6	Salyards	MS1	Two or More	33	33	100%	100%	94%	25	76%	77%	71%	11	33%	34%	29%
Math	6	Salyards	MS1	Eco. Dis.	109	94	86%	87%	83%	53	49%	49%	52%	28	26%	27%	13%
Math	6	Salyards	MS1	Emergent Bilingual	32	26	81%	82%	79%	13	41%	42%	52%	6	19%	20%	*
Math	6	Salyards	MS1	At-Risk	167	145	87%	88%	76%	77	46%	47%	39%	28	17%	17%	14%
Math	6	Salyards	MS1	SPED	35	24	69%	70%	49%	9	26%	23%	24%	5	14%	*	*
Math	7	Salyards	MS1	All	464	393	85%	86%	88%	296	64%	65%	70%	126	27%	28%	37%
Math	7	Salyards	MS1	Hispanic	121	101	83%	84%	84%	74	61%	62%	56%	24	20%	21%	27%
Math	7	Salyards	MS1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Salyards	MS1	Asian	33	31	94%	95%	93%	26	79%	80%	79%	14	42%	45%	60%
Math	7	Salyards	MS1	African Am.	54	34	63%	64%	71%	20	37%	38%	51%	11	20%	21%	20%
Math	7	Salyards	MS1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Salyards	MS1	White	233	206	88%	90%	92%	160	69%	70%	79%	68	29%	30%	42%
Math	7	Salyards	MS1	Two or More	19	19	100%	100%	97%	14	74%	75%	74%	8	42%	43%	42%
Math	7	Salyards	MS1	Eco. Dis.	117	84	72%	73%	76%	51	44%	44%	49%	18	15%	16%	19%
Math	7	Salyards	MS1	Emergent Bilingual	29	20	69%	70%	74%	9	31%	32%	35%	*	*	*	*
Math	7	Salyards	MS1	At-Risk	146	90	62%	64%	69%	51	35%	36%	37%	18	12%	14%	16%
Math	7	Salyards	MS1	SPED	52	24	46%	48%	50%	7	13%	17%	19%	*	*	*	*
Math	8	Salyards	MS1	All	185	159	86%	87%	82%	82	44%	45%	49%	17	9%	10%	13%
Math	8	Salyards	MS1	Hispanic	46	39	85%	86%	83%	17	37%	38%	57%	*	*	*	10%
Math	8	Salyards	MS1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Salyards	MS1	Asian	9	8	89%	90%	100%	*	*	*	71%	*	*	*	43%
Math	8	Salyards	MS1	African Am.	32	27	84%	85%	73%	11	34%	35%	38%	*	*	*	*
Math	8	Salyards	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Salyards	MS1	White	81	72	89%	90%	83%	41	51%	52%	43%	7	9%	10%	10%
Math	8	Salyards	MS1	Two or More	16	13	81%	82%	*	9	56%	57%	*	*	*	*	*
Math	8	Salyards	MS1	Eco. Dis.	54	47	87%	88%	77%	22	41%	40%	42%	*	*	*	6%
Math	8	Salyards	MS1	Emergent Bilingual	15	11	73%	74%	82%	*	*	*	50%	*	*	*	*
Math	8	Salyards	MS1	At-Risk	85	63	74%	76%	74%	19	22%	24%	39%	*	*	*	7%
Math	8	Salyards	MS1	SPED	45	26	58%	61%	50%	7	16%	18%	18%	*	*	*	*
Reading	6	Salyards	MS1	All	485	461	95%	96%	94%	401	83%	84%	81%	251	52%	53%	51%
Reading	6	Salyards	MS1	Hispanic	130	123	95%	96%	97%	101	78%	80%	80%	57	44%	45%	44%
Reading	6	Salyards	MS1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Reading	6	Salyards	MS1	Asian	47	46	98%	99%	97%	43	91%	92%	89%	31	66%	67%	63%
Reading	6	Salyards	MS1	African Am.	36	32	89%	90%	88%	23	64%	65%	67%	13	36%	37%	31%
Reading	6	Salyards	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Salyards	MS1	White	236	225	95%	96%	94%	201	85%	86%	83%	128	54%	55%	57%
Reading	6	Salyards	MS1	Two or More	33	32	97%	98%	94%	30	91%	92%	88%	21	64%	65%	53%
Reading	6	Salyards	MS1	Eco. Dis.	109	99	91%	92%	90%	78	72%	73%	72%	39	36%	37%	38%
Reading	6	Salyards	MS1	Emergent Bilingual	32	27	84%	85%	93%	20	63%	64%	62%	6	19%	20%	17%
Reading	6	Salyards	MS1	At-Risk	167	143	86%	87%	86%	101	60%	62%	58%	38	23%	24%	29%
Reading	6	Salyards	MS1	SPED	35	19	54%	60%	62%	9	26%	26%	33%	*	*	*	*
Reading	7	Salyards	MS1	All	467	432	93%	94%	92%	363	78%	79%	80%	231	49%	50%	59%
Reading	7	Salyards	MS1	Hispanic	121	108	89%	90%	91%	88	73%	74%	74%	53	44%	45%	53%
Reading	7	Salyards	MS1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Salyards	MS1	Asian	36	36	100%	100%	98%	32	89%	90%	89%	26	72%	73%	76%
Reading	7	Salyards	MS1	African Am.	53	42	79%	80%	73%	31	58%	60%	63%	14	26%	27%	39%
Reading	7	Salyards	MS1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Salyards	MS1	White	233	222	95%	96%	93%	191	82%	83%	82%	122	52%	53%	60%
Reading	7	Salyards	MS1	Two or More	20	20	100%	100%	97%	17	85%	86%	90%	14	70%	71%	71%
Reading	7	Salyards	MS1	Eco. Dis.	116	96	83%	83%	83%	63	54%	55%	65%	21	18%	20%	42%
Reading	7	Salyards	MS1	Emergent Bilingual	28	23	82%	83%	74%	12	43%	45%	58%	*	*	*	32%
Reading	7	Salyards	MS1	At-Risk	146	116	79%	80%	76%	75	51%	53%	53%	32	22%	23%	31%
Reading	7	Salyards	MS1	SPED	52	36	69%	70%	39%	18	35%	36%	28%	*	*	*	14%
Reading	8	Salyards	MS1	All	520	492	95%	96%	94%	431	83%	84%	78%	270	52%	53%	54%
Reading	8	Salyards	MS1	Hispanic	120	111	93%	94%	92%	96	80%	81%	70%	63	53%	54%	47%
Reading	8	Salyards	MS1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Salyards	MS1	Asian	33	31	94%	95%	100%	29	88%	89%	95%	23	70%	71%	78%
Reading	8	Salyards	MS1	African Am.	55	49	89%	90%	85%	36	65%	66%	60%	17	31%	32%	35%
Reading	8	Salyards	MS1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Salyards	MS1	White	281	274	98%	99%	96%	244	87%	88%	83%	150	53%	55%	58%
Reading	8	Salyards	MS1	Two or More	28	25	89%	91%	100%	24	86%	87%	100%	15	54%	53%	67%
Reading	8	Salyards	MS1	Eco. Dis.	98	87	89%	92%	89%	71	72%	75%	58%	40	41%	43%	32%
Reading	8	Salyards	MS1	Emergent Bilingual	19	13	68%	70%	85%	7	37%	38%	52%	*	*	*	*
Reading	8	Salyards	MS1	At-Risk	130	107	82%	85%	84%	76	58%	60%	54%	35	27%	28%	24%
Reading	8	Salyards	MS1	SPED	47	32	68%	71%	64%	16	34%	39%	27%	5	11%	15%	*
Science	8	Salyards	MS1	All	520	490	94%	95%	92%	421	81%	82%	71%	199	38%	39%	39%
Science	8	Salyards	MS1	Hispanic	120	112	93%	94%	87%	94	78%	79%	69%	44	37%	38%	31%
Science	8	Salyards	MS1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Salyards	MS1	Asian	33	31	94%	95%	97%	28	85%	86%	86%	18	55%	56%	57%
Science	8	Salyards	MS1	African Am.	55	47	85%	86%	80%	33	60%	61%	38%	8	15%	16%	16%
Science	8	Salyards	MS1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Science	8	Salyards	MS1	White	281	272	97%	98%	96%	244	87%	88%	76%	116	41%	43%	45%
Science	8	Salyards	MS1	Two or More	28	26	93%	94%	94%	20	71%	73%	89%	11	39%	39%	56%
Science	8	Salyards	MS1	Eco. Dis.	98	89	91%	93%	80%	70	71%	73%	48%	26	27%	28%	18%
Science	8	Salyards	MS1	Emergent Bilingual	19	13	68%	69%	74%	9	47%	48%	30%	*	*	*	*
Science	8	Salyards	MS1	At-Risk	130	106	82%	84%	78%	72	55%	57%	38%	25	19%	21%	18%
Science	8	Salyards	MS1	SPED	47	27	57%	61%	64%	15	32%	37%	*	*	*	*	*
Social Studies	8	Salyards	MS1	All	518	464	90%	91%	88%	344	66%	67%	63%	198	38%	39%	44%
Social Studies	8	Salyards	MS1	Hispanic	119	105	88%	89%	85%	78	66%	67%	54%	42	35%	36%	34%
Social Studies	8	Salyards	MS1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	MS1	Asian	33	29	88%	89%	100%	25	76%	77%	84%	18	55%	56%	65%
Social Studies	8	Salyards	MS1	African Am.	55	44	80%	81%	65%	24	44%	45%	42%	13	24%	25%	24%
Social Studies	8	Salyards	MS1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	MS1	White	280	261	93%	94%	93%	197	70%	71%	69%	116	41%	42%	50%
Social Studies	8	Salyards	MS1	Two or More	28	23	82%	84%	100%	18	64%	67%	72%	8	29%	32%	61%
Social Studies	8	Salyards	MS1	Eco. Dis.	96	73	76%	78%	71%	54	56%	58%	37%	30	31%	33%	26%
Social Studies	8	Salyards	MS1	Emergent Bilingual	19	11	58%	59%	74%	5	26%	27%	26%	*	*	*	*
Social Studies	8	Salyards	MS1	At-Risk	129	95	74%	76%	70%	57	44%	46%	37%	24	19%	20%	19%
Social Studies	8	Salyards	MS1	SPED	47	24	51%	55%	44%	12	26%	29%	11%	5	11%	15%	*

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

Content	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches #	2023: Approaches %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Algebra I	Salyards	MS 1	All	339	339	100%	100%	100%	329	97%	98%	97%	284	84%	85%	82%
Algebra I	Salyards	MS 1	Hispanic	74	74	100%	100%	100%	73	99%	100%	98%	66	89%	90%	70%
Algebra I	Salyards	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Salyards	MS 1	Asian	27	27	100%	100%	100%	27	100%	100%	96%	25	93%	94%	92%
Algebra I	Salyards	MS 1	African Am.	23	23	100%	100%	100%	23	100%	100%	94%	16	70%	72%	89%
Algebra I	Salyards	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Salyards	MS 1	White	200	200	100%	100%	100%	192	96%	97%	97%	164	82%	83%	83%
Algebra I	Salyards	MS 1	Two or More	13	13	100%	100%	100%	12	92%	93%	86%	11	85%	86%	86%
Algebra I	Salyards	MS 1	Eco. Dis.	43	43	100%	100%	100%	42	98%	99%	93%	36	84%	85%	71%
Algebra I	Salyards	MS 1	Emergent Bilingual	4	*	*	*	100%	*	*	*	100%	*	*	*	*
Algebra I	Salyards	MS 1	At-Risk	46	46	100%	100%	100%	42	91%	92%	100%	33	72%	73%	77%
Algebra I	Salyards	MS 1	SPED	3	*	*	*	*	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Middle School Content Area
Standard Expectations

MS ELA 6-8 Standard Expectations

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing routines to teach and reinforce critical TEKS [think aloud, explicit instruction, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;

- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
  - engage in collaborative problem-solving activities and discussions
  - use research tools such as primary and secondary sources for in depth study and relevant applications
  - analyze visuals (cartoons, maps, images) using critical thinking skills
  - access differentiated content for readiness and skill level and/or interests
  - utilize devices for self-directed learning
  - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations