

# Cypress-Fairbanks Independent School District

## Hopper 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

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

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

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

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

**Next Year's Recommendation:** Continue to look for incremental growth towards our target goals.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> RLA: Monitor content engagement through intentional, planned, purposeful evaluation through checks for understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 <p>Some Progress</p>	 <p>Considerable</p>	 <p>Considerable</p>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math: Intentional planning of purposeful checks for understanding and responding to data for student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 <p>Some Progress</p>	 <p>Considerable</p>	 <p>Considerable</p>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Planning intentional checks for understanding and responding to data for student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies: Planning scaffolded checks for understanding using recall strategies to build confidence.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Some Progress	 Considerable
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Dropout Prevention: The Registrar will work with the Attendance Officer, Assistant Principals, and Counseling office to make contact and create an action plan with parents as well as provide support with outside resources as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 No Progress	 Some Progress	 Considerable

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: Well-Rounded Education :</b> Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: 1. Horizons Showcase 2. PBIS Program 3. Husky Huddles 4. Mentor Program 5. Soccer Start 6. Dierkers Champs Baseball 7. PACK Time interventions</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialist, Counselors, and Program Sponsors.</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8: At-Risk:</b> Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Hopper will implement the following measures.</p> <ol style="list-style-type: none"> <li>1. Additional Staffing - The class-size reduction teachers in core content areas will assist in lowering the student-to-teacher ratio which will assist in meeting or exceeding instructional targets.</li> <li>2. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</li> <li>3. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students</li> <li>4. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school and on scheduled Saturdays to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs.</li> <li>5. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays.</li> <li>6. IXL - We will incorporate the IXL program to help fill academic gaps in math and reading through targeted interventions and PACK time. This program includes diagnostic assessments and personalized plans for each student based on their individual needs.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialists</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 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue with the same goal.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on school bus and 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and Staff will be in a safe environment Intruders will be easily identifiable</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Coordinator AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue to meet regularly and build relationships with the parents to better understand the reasons behind low attendance.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.  <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate  <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Some Progress	 Some Progress
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)  <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate  <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Some Progress	 Some Progress
 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:** Provide additional support and professional development to teachers surrounding behavior management techniques, including restorative practices.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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. PBIS strategies and Relational Practices strategies will be used to positively reinforce and partner consequences with learning opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Some Progress	 Some Progress

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

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

**Next Year's Recommendation:** Continue to encourage teacher attendance and recognize those who are at work.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Staff members will be recognized for perfect attendance each grading period.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 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.

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

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

**Next Year's Recommendation:** Continue to grow our zero hour committees as well as work on our coaching tools.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Capacity Building Walks, Learning Hoppertunities, Zero Hour Committees, Sibme Coach the Coach, WeClimb Coaching</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will grow in areas that align with their goals. Capacity Building Walks - allow teachers the opportunity to see colleagues successfully implementing instructional strategies Learning Hoppertunities - professional development sessions that address campus wide needs as they arise Zero Hour Committees - teachers selected committee that focuses on instructional practices or improving school culture that mee bi-monthly Sibme Coach the Coach - instructional coaches will be coached through the Sibme program by both outside coaches and our instructional leadership team WeClimb Coaching - an instructional leadership created form to collect data on instructional strategies observed in classroom observations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction</p>	Formative		
	Nov	Feb	May
	 Some Progress	 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:** We are seeing great gains in our parent involvement and as we bring a new class in, we are already working on those relationships.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: We will consistently communicate via school messenger, flyers, brochures and emails, and afford opportunities for parents to be actively involved.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Counselors, Assistant Principals, Academic Achievement Specialists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Felicia Hayes	Principal (there is only one principal)
Teacher #1	Jennifer Allen	Teacher #1
Teacher #2	Angela Hoang	Teacher #2
Teacher #3	Michele Russo	Teacher #3
Teacher #4	Viridiana Reyes	Teacher #4
Teacher #5	Tiffany Coleman	Teacher #5
Teacher #6	Rachel Koeppe	Teacher #6
Teacher #7	Jean Paul Brown	Teacher #7
Teacher #8	Kori Taylor	Teacher #8
Other School Leader (Nonteaching Professional) #1	Brianne Branch	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Toni Galvan	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Caitlin Bolland	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Karen Nixon	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Taylor Jackson	Paraprofessional #1
Paraprofessional #2	Lisa Olivares	Paraprofessional #2
Administrator (LEA) #1	Jennifer Leonard	Administrator (LEA) #1
Administrator (LEA) #2	Deborah Cowie	Administrator (LEA) #2
Parent #1	Letrina Ladd	Parent #1
Parent #2	Liliana Ramirez	Parent #2
Business Representative #1	Brantley Walkup	Business Representative #1
Business Representative #2	Ricardo Arias	Business Representative #2
Community Member #1	Liset Ramirez	Community Member #1
Community Member #2	Cheryl Johns	Community Member #2

# Addendums

Campus Hopper

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	35%	38%	41%	44%	47%
Masters Grade Level	13%	16%	19%	22%	25%

2024-25	Target Check
71%	Met District Strategic Target
41%	Met District Strategic Target
18%	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	Hopper	MS4	All	293	67%	70%	68%	42%	45%	47%	13%	16%	18%
Reading	6	Hopper	MS4	Hispanic	153	71%	73%	72%	46%	48%	54%	15%	17%	20%
Reading	6	Hopper	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Reading	6	Hopper	MS4	Asian	7	100%	100%	100%	*	71%	88%	*	43%	*
Reading	6	Hopper	MS4	African Am.	110	54%	59%	57%	31%	33%	33%	7%	9%	12%
Reading	6	Hopper	MS4	Pac. Islander	2	*	100%	*	*	100%	*	*	50%	*
Reading	6	Hopper	MS4	White	13	94%	92%	92%	81%	85%	62%	31%	31%	46%
Reading	6	Hopper	MS4	Two or More	6	88%	83%	100%	*	67%	*	*	17%	*
Reading	6	Hopper	MS4	Eco. Dis.	249	65%	67%	68%	39%	41%	47%	10%	12%	15%
Reading	6	Hopper	MS4	EB	69	65%	67%	50%	35%	37%	31%	*	19%	*
Reading	6	Hopper	MS4	At-Risk	193	60%	62%	64%	33%	35%	40%	9%	11%	12%
Reading	6	Hopper	MS4	SPED	57	22%	24%	32%	17%	19%	11%	*	9%	*
Reading	7	Hopper	MS4	All	275	65%	71%	63%	40%	42%	41%	16%	18%	15%
Reading	7	Hopper	MS4	Hispanic	132	65%	70%	62%	41%	43%	42%	16%	18%	15%
Reading	7	Hopper	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	7	Hopper	MS4	Asian	8	100%	100%	86%	*	88%	*	*	63%	*
Reading	7	Hopper	MS4	African Am.	107	59%	65%	59%	30%	32%	36%	7%	9%	14%
Reading	7	Hopper	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	7	Hopper	MS4	White	20	80%	90%	76%	60%	60%	59%	*	30%	*
Reading	7	Hopper	MS4	Two or More	6	69%	83%	*	62%	67%	*	54%	50%	*
Reading	7	Hopper	MS4	Eco. Dis.	230	63%	65%	61%	35%	37%	39%	13%	15%	14%
Reading	7	Hopper	MS4	EB	83	59%	61%	48%	26%	28%	21%	13%	14%	*
Reading	7	Hopper	MS4	At-Risk	193	56%	58%	54%	30%	32%	29%	12%	14%	10%
Reading	7	Hopper	MS4	SPED	44	31%	33%	23%	*	16%	14%	*	7%	*
Reading	8	Hopper	MS4	All	297	66%	70%	81%	38%	44%	50%	13%	18%	23%
Reading	8	Hopper	MS4	Hispanic	164	68%	70%	83%	43%	45%	51%	11%	13%	22%
Reading	8	Hopper	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	8	Hopper	MS4	Asian	5	80%	100%	100%	80%	100%	*	60%	60%	*
Reading	8	Hopper	MS4	African Am.	100	61%	67%	75%	30%	32%	42%	12%	14%	19%
Reading	8	Hopper	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Hopper	MS4	White	15	75%	80%	92%	*	67%	77%	*	53%	62%
Reading	8	Hopper	MS4	Two or More	12	80%	83%	80%	*	67%	60%	*	50%	*
Reading	8	Hopper	MS4	Eco. Dis.	241	64%	66%	79%	37%	39%	48%	13%	15%	20%
Reading	8	Hopper	MS4	EB	84	44%	46%	74%	17%	19%	35%	*	10%	*
Reading	8	Hopper	MS4	At-Risk	215	59%	61%	77%	31%	33%	42%	7%	9%	14%
Reading	8	Hopper	MS4	SPED	49	22%	24%	50%	*	12%	14%	*	6%	*
Math	6	Hopper	MS4	All	293	56%	70%	56%	23%	36%	18%	4%	13%	3%
Math	6	Hopper	MS4	Hispanic	153	59%	70%	64%	24%	33%	22%	*	11%	3%
Math	6	Hopper	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Math	6	Hopper	MS4	Asian	7	63%	86%	88%	*	71%	*	*	29%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#	%	%	%	%	%	%	%		
Math	6	Hopper	MS4	African Am.	110	47%	63%	40%	14%	27%	7%	*	9%	*
Math	6	Hopper	MS4	Pac. Islander	2	*	100%	*	*	100%	*	*	50%	*
Math	6	Hopper	MS4	White	13	88%	100%	85%	63%	77%	54%	*	38%	*
Math	6	Hopper	MS4	Two or More	6	*	100%	100%	*	83%	*	*	33%	*
Math	6	Hopper	MS4	Eco. Dis.	249	52%	54%	53%	21%	23%	16%	3%	5%	*
Math	6	Hopper	MS4	EB	69	51%	53%	42%	18%	20%	13%	*	10%	*
Math	6	Hopper	MS4	At-Risk	193	48%	50%	51%	16%	18%	13%	*	6%	*
Math	6	Hopper	MS4	SPED	57	20%	22%	29%	*	11%	*	*	5%	*
Math	7	Hopper	MS4	All	275	43%	70%	41%	27%	35%	19%	7%	13%	3%
Math	7	Hopper	MS4	Hispanic	132	47%	68%	44%	30%	36%	20%	6%	10%	*
Math	7	Hopper	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	7	Hopper	MS4	Asian	8	83%	100%	75%	*	100%	*	*	50%	*
Math	7	Hopper	MS4	African Am.	107	26%	62%	30%	13%	23%	12%	7%	9%	*
Math	7	Hopper	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	7	Hopper	MS4	White	20	67%	100%	69%	47%	49%	31%	*	25%	*
Math	7	Hopper	MS4	Two or More	6	62%	100%	*	46%	48%	*	*	17%	*
Math	7	Hopper	MS4	Eco. Dis.	230	39%	41%	40%	24%	26%	17%	5%	7%	3%
Math	7	Hopper	MS4	EB	83	40%	42%	28%	22%	24%	10%	*	12%	*
Math	7	Hopper	MS4	At-Risk	193	33%	35%	33%	17%	19%	13%	4%	6%	*
Math	7	Hopper	MS4	SPED	44	12%	14%	*	*	7%	*	*	2%	*
Math	8	Hopper	MS4	All	215	56%	70%	45%	22%	35%	16%	*	14%	2%
Math	8	Hopper	MS4	Hispanic	111	59%	70%	48%	24%	32%	16%	*	12%	*
Math	8	Hopper	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	8	Hopper	MS4	Asian	2	*	100%	*	*	100%	*	*	50%	*
Math	8	Hopper	MS4	African Am.	84	49%	62%	36%	17%	26%	14%	*	10%	*
Math	8	Hopper	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Hopper	MS4	White	10	70%	100%	88%	*	90%	*	*	40%	*
Math	8	Hopper	MS4	Two or More	7	100%	100%	*	*	86%	*	*	43%	*
Math	8	Hopper	MS4	Eco. Dis.	177	56%	58%	45%	21%	23%	16%	*	11%	*
Math	8	Hopper	MS4	EB	73	54%	56%	40%	24%	26%	13%	*	14%	*
Math	8	Hopper	MS4	At-Risk	175	52%	54%	42%	16%	18%	14%	*	9%	*
Math	8	Hopper	MS4	SPED	48	45%	47%	20%	23%	25%	*	*	13%	*
Science	8	Hopper	MS4	All	297	52%	70%	65%	19%	35%	41%	6%	13%	15%
Science	8	Hopper	MS4	Hispanic	164	53%	70%	71%	23%	30%	44%	6%	8%	13%
Science	8	Hopper	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	8	Hopper	MS4	Asian	5	80%	100%	*	70%	80%	*	*	60%	*
Science	8	Hopper	MS4	African Am.	100	44%	60%	49%	12%	27%	27%	*	13%	10%
Science	8	Hopper	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Hopper	MS4	White	15	67%	100%	92%	*	87%	77%	*	33%	54%
Science	8	Hopper	MS4	Two or More	12	70%	100%	80%	*	83%	60%	*	42%	*
Science	8	Hopper	MS4	Eco. Dis.	241	51%	53%	63%	17%	19%	39%	4%	5%	12%
Science	8	Hopper	MS4	EB	84	30%	32%	50%	*	15%	31%	*	7%	*
Science	8	Hopper	MS4	At-Risk	215	43%	45%	58%	12%	14%	31%	3%	5%	7%
Science	8	Hopper	MS4	SPED	49	22%	24%	34%	*	12%	14%	*	6%	*
Social Studies	8	Hopper	MS4	All	297	44%	70%	44%	15%	35%	22%	6%	13%	9%
Social Studies	8	Hopper	MS4	Hispanic	164	47%	70%	46%	15%	32%	20%	4%	12%	8%
Social Studies	8	Hopper	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Hopper	MS4	Asian	5	80%	100%	*	70%	80%	*	50%	40%	*
Social Studies	8	Hopper	MS4	African Am.	100	38%	60%	34%	11%	22%	18%	5%	7%	9%

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	Hopper	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Hopper	MS4	White	15	42%	100%	69%	*	93%	54%	*	33%	*
Social Studies	8	Hopper	MS4	Two or More	12	50%	100%	60%	*	92%	*	*	42%	*
Social Studies	8	Hopper	MS4	Eco. Dis.	241	43%	45%	42%	15%	17%	19%	6%	7%	8%
Social Studies	8	Hopper	MS4	EB	84	22%	24%	31%	*	12%	12%	*	6%	*
Social Studies	8	Hopper	MS4	At-Risk	215	36%	38%	35%	10%	12%	15%	3%	6%	6%
Social Studies	8	Hopper	MS4	SPED	49	22%	24%	27%	*	12%	*	*	6%	*
Algebra I	MS	Hopper	MS4	All	82	100%	100%	99%	83%	85%	86%	46%	48%	47%
Algebra I	MS	Hopper	MS4	Hispanic	53	100%	100%	100%	76%	77%	86%	37%	38%	38%
Algebra I	MS	Hopper	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Hopper	MS4	Asian	3	100%	100%	*	100%	100%	*	100%	100%	*
Algebra I	MS	Hopper	MS4	African Am.	16	100%	100%	94%	100%	100%	81%	58%	63%	56%
Algebra I	MS	Hopper	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Hopper	MS4	White	5	*	100%	100%	*	100%	*	*	60%	*
Algebra I	MS	Hopper	MS4	Two or More	5	*	100%	100%	*	100%	100%	*	60%	*
Algebra I	MS	Hopper	MS4	Eco. Dis.	64	100%	100%	98%	80%	81%	82%	44%	45%	38%
Algebra I	MS	Hopper	MS4	EB	11	*	100%	100%	*	82%	82%	*	36%	45%
Algebra I	MS	Hopper	MS4	At-Risk	40	100%	100%	100%	80%	83%	85%	40%	43%	43%
Algebra I	MS	Hopper	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