

Cypress-Fairbanks Independent School District

Kahla Middle School

2024-2025



Mission Statement

The mission of Kahla Middle School is to develop a community of learners in an ever-changing world using self-discipline, motivation, and excellence.

Vision

Building to be KNIGHTS: Knowledgeable, Noble, Insightful, Global, Honorable, Trustworthy Scholars!

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: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will prioritize designing student-centered instruction with a strong emphasis on fostering student discourse, encouraging ownership, and developing writing responses. They will track and use student data to target specific TEKS and skills, making informed decisions regarding small-group instruction, differentiation, and interventions.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will prioritize designing student-centered instruction with a strong focus on promoting student discourse, encouraging ownership, and reinforcing foundational math skills necessary for the current unit or curriculum. They will track and use student data to target specific TEKS and skills, making informed decisions regarding small-group instruction, differentiation, and interventions.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will prioritize designing student-centered instruction with a strong focus on promoting student discourse, encouraging ownership, and maximizing content relevance. They will track and use student data to target specific TEKS and skills, making informed decisions regarding small-group instruction, differentiation, and interventions.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Teachers will prioritize designing student-centered instruction with a strong focus on promoting student discourse, encouraging ownership, and reinforcing consistencies with the usage of instructional strategies. They will track and use student data to target specific TEKS and skills, making informed decisions regarding small-group instruction, differentiation, and interventions.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will engage in lessons on nutrition and fitness and take part in fitness-related events both at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: Our campus registrar and AAS team will work to contact families and/or schools to regulate attendance and regularly ensure codes reflect a student's current status. Counselors will support families with school and/or outside resources as needed.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Student Council, Horizon's Club, and Kahla Clubs created through student interest.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist, Counselors, and Club Sponsors.</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: At Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <ol style="list-style-type: none"> 1. Additional Staffing - The class-size reduction teachers in Science and Social Studies will assist in lowering the student-to-teacher ratio. All additional staff will assist in meeting or exceeding instructional targets. 2. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. 3. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state 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. 4. 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 5. 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. 6. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays. 7. Online learning platform - Students will utilize online resources such as IXL as additional interventions at school and home to assist in meeting or exceeding instructional targets. 8. Instructional Monitors & Frames - Monitors and frames will be utilized to incorporate instructional strategies used throughout math and reading, academic strategies, and social behavior. They will also allow us to communicate intervention opportunities outside of instructional time, PBIS acknowledgments, and campus expectations. <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 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, exterior door checks, and other required safety actions.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Bringing Out The Best lessons will be implemented weekly through advisory classes. These lessons will include various reminders of good citizenship as well as safety guidelines related to positive student behaviors. We will continue to reinforce the use of clear backpacks, and students wearing Identification badges at all times while on campus. Additionally, all interior doors will remain shut and locked throughout the day, and weekly exterior door checks will be conducted by an assistant principal.</p> <p>Strategy's Expected Result/Impact: All students and staff will comply with campus safety protocols.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Each member of the administrative team and those who support them will have access to radios to ensure all leaders have sufficient communication.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Academic Achievement Specialists, Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Academic Achievement Specialists, Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 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 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. All students will receive training on how to submit anonymous tips through tipline. Lessons will also be provided by the counseling office related to bullying prevention and ways to effectively deal with emotions such as stress, fear, anger, and depression. We will also continue to encourage students to "see something, say something" by reporting suspicious or disturbing behaviors to staff members or through our campus tipline.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>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. Kahla's restorative practices will be outlined in the Kahla Foundation and those strategies discussed with staff through on-campus PD opportunities to assist staff in effectively addressing misbehavior and ways to reduce the harm that those behaviors caused.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Leadership, and Campus Administration</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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 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: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will highlight staff that has perfect attendance for each month and provide additional staff incentives.</p> <p>Strategy's Expected Result/Impact: Increased staff attendance</p> <p>Staff Responsible for Monitoring: Principal and Director of Instruction</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will receive site-based PD sessions that will focus on topics tied to supporting instructional practices, technology, SEL, classroom management, and restorative practices. Campus experts will have the opportunity to lead sessions each semester.</p> <p>Strategy's Expected Result/Impact: Teachers will implement and use PD sessions to enhance their Personal Professional Goals.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will receive continuous coaching and support from our campus Instructional Leaders through the use of Trust-Based Observation forms.</p> <p>Strategy's Expected Result/Impact: Teachers will seek opportunities to enhance their personal and professional goals.</p> <p>Staff Responsible for Monitoring: Principal and Director of Instruction</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 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 10%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will host targeted events, including but not limited to Academic Knight, the Parent Empowerment Symposium, and the Elective Fair, to provide parents with information about the school's academic programs and technology. Meeting times will be communicated via Schoology, School Messenger, Facebook, Instagram, and X, with Spanish translations provided when possible.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, and CPOC members.</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

CPOC

Committee Role	Name	Position
Principal	Joshua Carroll	Principal (there is only one principal)
Teacher #1	Mercy Okrah	Teacher #1
Teacher #2	Christian Bykowski	Teacher #2
Teacher #3	Leslie Rash	Teacher #3
Teacher #4	Christy Bellflower	Teacher #4
Teacher #5	Viviana Jedlicki-Arocena	Teacher #5
Teacher #6	Devin Steen	Teacher #6
Teacher #7	Joshua Lukasek	Teacher #7
Teacher #8	Arlene Tyndall	Teacher #8
Paraprofessional #1	Daniela Solis	Paraprofessional #1
Paraprofessional #2	Dolores Frayler	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Denishia Nickerson	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Thaida Garcia	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Chelsea Alexander	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Christopher Hecker	Administrator (LEA) #1
Administrator (LEA) #2	Stacy Love	Administrator (LEA) #2
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Business Representative #1	Lena Lindsey	Business Representative #1
Business Representative #2	Carlos Villegas	Business Representative #2
Community Member #1	Jesse Russell	Community Member #1
Community Member #2	Ivon Calderon	Community Member #2

Addendums

Campus Kahla

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	41%	44%	47%	50%	53%
Masters Grade Level	17%	20%	23%	26%	29%

2024-25	Target Check
72%	Met District Strategic Target
45%	Met District Strategic Target
22%	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	Kahla	MS4	All	370	68%	71%	68%	42%	45%	41%	18%	22%	18%
Reading	6	Kahla	MS4	Hispanic	214	67%	69%	64%	40%	42%	35%	15%	17%	13%
Reading	6	Kahla	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	6	Kahla	MS4	Asian	21	76%	76%	79%	67%	67%	71%	38%	38%	46%
Reading	6	Kahla	MS4	African Am.	96	68%	70%	69%	40%	42%	43%	18%	20%	20%
Reading	6	Kahla	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Kahla	MS4	White	22	74%	77%	78%	48%	50%	61%	35%	36%	26%
Reading	6	Kahla	MS4	Two or More	15	*	73%	76%	*	60%	29%	*	47%	*
Reading	6	Kahla	MS4	Eco. Dis.	308	68%	70%	66%	43%	45%	36%	18%	20%	16%
Reading	6	Kahla	MS4	EB	116	51%	53%	47%	23%	25%	12%	6%	8%	7%
Reading	6	Kahla	MS4	At-Risk	265	62%	64%	61%	34%	36%	32%	13%	15%	11%
Reading	6	Kahla	MS4	SPED	62	24%	26%	32%	*	23%	14%	*	19%	*
Reading	7	Kahla	MS4	All	377	67%	70%	64%	44%	47%	38%	19%	23%	18%
Reading	7	Kahla	MS4	Hispanic	225	66%	68%	63%	42%	44%	35%	15%	17%	17%
Reading	7	Kahla	MS4	Am. Indian	4	*	100%	*	*	100%	*	*	100%	*
Reading	7	Kahla	MS4	Asian	25	91%	92%	74%	70%	72%	63%	43%	44%	48%
Reading	7	Kahla	MS4	African Am.	97	63%	66%	62%	42%	44%	35%	22%	24%	12%
Reading	7	Kahla	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Kahla	MS4	White	18	68%	72%	74%	42%	44%	53%	26%	28%	26%
Reading	7	Kahla	MS4	Two or More	7	86%	86%	75%	*	71%	*	*	57%	*
Reading	7	Kahla	MS4	Eco. Dis.	303	67%	69%	63%	44%	46%	37%	19%	21%	18%
Reading	7	Kahla	MS4	EB	124	57%	59%	44%	34%	36%	13%	10%	12%	*
Reading	7	Kahla	MS4	At-Risk	282	60%	62%	57%	35%	37%	29%	13%	15%	12%
Reading	7	Kahla	MS4	SPED	52	31%	33%	21%	16%	18%	*	*	8%	*
Reading	8	Kahla	MS4	All	374	74%	76%	79%	45%	46%	54%	16%	20%	24%
Reading	8	Kahla	MS4	Hispanic	212	75%	77%	80%	44%	46%	53%	13%	15%	23%
Reading	8	Kahla	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	8	Kahla	MS4	Asian	20	78%	80%	100%	75%	75%	95%	34%	35%	60%
Reading	8	Kahla	MS4	African Am.	109	68%	70%	74%	36%	38%	49%	19%	21%	20%
Reading	8	Kahla	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Kahla	MS4	White	20	82%	85%	74%	45%	45%	53%	*	35%	26%
Reading	8	Kahla	MS4	Two or More	10	77%	80%	82%	46%	50%	*	*	30%	*
Reading	8	Kahla	MS4	Eco. Dis.	309	72%	74%	79%	42%	44%	52%	15%	17%	24%
Reading	8	Kahla	MS4	EB	107	54%	56%	66%	27%	29%	30%	*	14%	*
Reading	8	Kahla	MS4	At-Risk	283	69%	71%	74%	38%	40%	46%	11%	13%	18%
Reading	8	Kahla	MS4	SPED	66	27%	29%	46%	*	14%	17%	*	6%	*
Math	6	Kahla	MS4	All	370	59%	70%	57%	25%	41%	22%	6%	17%	8%
Math	6	Kahla	MS4	Hispanic	214	59%	65%	55%	24%	36%	17%	4%	12%	5%
Math	6	Kahla	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	6	Kahla	MS4	Asian	21	76%	86%	83%	57%	57%	71%	*	48%	42%

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	Kahla	MS4	African Am.	96	57%	69%	52%	19%	42%	16%	5%	11%	5%
Math	6	Kahla	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Kahla	MS4	White	22	83%	86%	70%	35%	45%	43%	*	32%	*
Math	6	Kahla	MS4	Two or More	15	*	87%	71%	*	67%	*	*	47%	*
Math	6	Kahla	MS4	Eco. Dis.	308	59%	61%	53%	25%	27%	19%	5%	7%	8%
Math	6	Kahla	MS4	EB	116	43%	45%	41%	14%	16%	10%	*	9%	*
Math	6	Kahla	MS4	At-Risk	265	51%	53%	50%	19%	21%	16%	3%	5%	5%
Math	6	Kahla	MS4	SPED	62	20%	22%	24%	*	11%	*	*	5%	*
Math	7	Kahla	MS4	All	376	47%	70%	47%	25%	41%	24%	8%	18%	6%
Math	7	Kahla	MS4	Hispanic	225	48%	68%	50%	23%	36%	22%	7%	15%	3%
Math	7	Kahla	MS4	Am. Indian	4	*	100%	*	*	100%	*	*	100%	*
Math	7	Kahla	MS4	Asian	24	78%	92%	68%	61%	79%	60%	22%	33%	40%
Math	7	Kahla	MS4	African Am.	97	42%	65%	35%	26%	37%	15%	7%	13%	*
Math	7	Kahla	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Kahla	MS4	White	18	47%	67%	63%	26%	33%	53%	*	22%	26%
Math	7	Kahla	MS4	Two or More	7	*	100%	*	*	100%	*	*	71%	*
Math	7	Kahla	MS4	Eco. Dis.	303	47%	49%	45%	25%	27%	22%	7%	9%	5%
Math	7	Kahla	MS4	EB	124	37%	39%	38%	18%	20%	15%	5%	7%	*
Math	7	Kahla	MS4	At-Risk	281	37%	39%	41%	16%	18%	18%	5%	7%	3%
Math	7	Kahla	MS4	SPED	52	21%	23%	17%	9%	11%	*	*	6%	*
Math	8	Kahla	MS4	All	263	59%	70%	53%	24%	41%	19%	4%	18%	2%
Math	8	Kahla	MS4	Hispanic	150	59%	67%	57%	24%	34%	19%	*	17%	*
Math	8	Kahla	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	8	Kahla	MS4	Asian	6	76%	83%	*	53%	50%	*	*	33%	*
Math	8	Kahla	MS4	African Am.	82	56%	70%	45%	18%	44%	18%	6%	8%	*
Math	8	Kahla	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Kahla	MS4	White	13	67%	69%	58%	*	54%	*	*	38%	*
Math	8	Kahla	MS4	Two or More	9	*	100%	50%	*	78%	*	*	56%	*
Math	8	Kahla	MS4	Eco. Dis.	220	58%	60%	53%	22%	24%	19%	3%	5%	*
Math	8	Kahla	MS4	EB	95	47%	49%	46%	20%	22%	13%	*	11%	*
Math	8	Kahla	MS4	At-Risk	216	54%	56%	50%	19%	21%	15%	2%	4%	*
Math	8	Kahla	MS4	SPED	62	32%	34%	25%	*	16%	*	*	8%	*
Science	8	Kahla	MS4	All	374	59%	70%	70%	32%	41%	37%	9%	17%	8%
Science	8	Kahla	MS4	Hispanic	212	59%	66%	70%	28%	36%	37%	5%	11%	8%
Science	8	Kahla	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Science	8	Kahla	MS4	Asian	20	75%	75%	90%	56%	60%	75%	31%	35%	30%
Science	8	Kahla	MS4	African Am.	109	56%	76%	63%	31%	44%	30%	12%	18%	*
Science	8	Kahla	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Kahla	MS4	White	20	64%	65%	78%	45%	45%	50%	*	35%	*
Science	8	Kahla	MS4	Two or More	10	62%	60%	80%	38%	40%	*	*	20%	*
Science	8	Kahla	MS4	Eco. Dis.	309	57%	59%	67%	30%	32%	36%	8%	10%	8%
Science	8	Kahla	MS4	EB	107	40%	42%	58%	16%	18%	19%	*	9%	*
Science	8	Kahla	MS4	At-Risk	283	51%	53%	64%	24%	26%	31%	5%	7%	6%
Science	8	Kahla	MS4	SPED	66	27%	29%	30%	14%	16%	11%	*	8%	*
Social Studies	8	Kahla	MS4	All	374	53%	70%	52%	26%	41%	22%	10%	17%	13%
Social Studies	8	Kahla	MS4	Hispanic	212	51%	67%	51%	24%	38%	17%	6%	11%	11%
Social Studies	8	Kahla	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Kahla	MS4	Asian	20	75%	75%	85%	50%	50%	60%	25%	25%	35%
Social Studies	8	Kahla	MS4	African Am.	109	50%	71%	47%	21%	40%	24%	12%	19%	12%

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	Kahla	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Kahla	MS4	White	20	55%	75%	53%	*	50%	32%	*	35%	*
Social Studies	8	Kahla	MS4	Two or More	10	46%	70%	*	38%	50%	*	*	30%	*
Social Studies	8	Kahla	MS4	Eco. Dis.	309	49%	51%	51%	25%	27%	21%	8%	10%	12%
Social Studies	8	Kahla	MS4	EB	107	35%	37%	31%	17%	19%	7%	*	9%	*
Social Studies	8	Kahla	MS4	At-Risk	283	44%	46%	45%	20%	22%	16%	5%	7%	8%
Social Studies	8	Kahla	MS4	SPED	66	24%	26%	27%	*	12%	*	*	6%	*
Algebra I	MS	Kahla	MS4	All	112	99%	100%	100%	95%	97%	98%	70%	72%	85%
Algebra I	MS	Kahla	MS4	Hispanic	62	98%	100%	100%	92%	95%	98%	64%	66%	85%
Algebra I	MS	Kahla	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Kahla	MS4	Asian	15	100%	100%	100%	100%	100%	100%	73%	73%	100%
Algebra I	MS	Kahla	MS4	African Am.	27	100%	100%	100%	100%	100%	100%	82%	85%	83%
Algebra I	MS	Kahla	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Kahla	MS4	White	7	*	100%	100%	*	100%	83%	*	71%	*
Algebra I	MS	Kahla	MS4	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Kahla	MS4	Eco. Dis.	89	99%	100%	100%	93%	95%	100%	67%	69%	88%
Algebra I	MS	Kahla	MS4	EB	12	100%	100%	100%	85%	87%	100%	69%	71%	100%
Algebra I	MS	Kahla	MS4	At-Risk	68	98%	100%	100%	93%	95%	98%	65%	67%	79%
Algebra I	MS	Kahla	MS4	SPED	4	*	100%	*	*	75%	*	*	50%	*

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