Cypress-Fairbanks Independent School District

Labay Middle School

2024-2025

Mission Statement

Empower learners to achieve more.

Vision

Create a safe and inclusive environment that encourages collaboration and learning opportunities for all students.

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: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will focus on target instructional strategies for these subgroups, including teacher clarity, learning progressions, small group instruction and differentiation. Through these efforts, teachers will improve instructional practices for all students.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** RLA Teachers, CCIS, Director of Instruction, Appraisers	Some Progress	Considerable	Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will focus on targeted instructional strategies for these subgroups, including teacher clarity, vertical alignment and best math practices. Through these efforts, teachers will improve instructional practices for all students.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Math Teachers, CCIS, Director of Instruction, Appraisers	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will focus on targeted instructional strategies for these subgroups,teacher clarity and inquiry based learning. Through these efforts, teachers will improve instructional practices for all students.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Science Teachers, CCIS, Director of Instruction, Appraisers	Some Progress	Considerable	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will focus on targeted instructional strategies for these subgroups, including teacher clarity, differentiation and elaboration & organization. Through these efforts, teachers will improve instructional practices for all students.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Social Studies Teachers, CCIS, Director of Instruction, Appraisers	Some Progress	Considerable	Considerable

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**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal Physical Education Teachers	Considerable	Considerable	Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The AAS team will identify students within the first grading period who exhibit frequent absences/ tardies, frequent behavior issues, and/or students who are failing math and/or reading in order to begin early interventions to prevent future possibility of dropping out of school.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: These students, with a focus on 6th graders, will be targeted for our mentoring program. The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Teachers, CCIS, Director of Instruction, AASs	Considerable	Considerable	Accomplished

Strategy 7 Details	Formative Reviews

Strategy 7 Details	Formative Reviews		
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: Fine Arts (including band, choir, orchestra, visual arts, and theater arts), Family and Consumer Sciences, Business, Engineering and Manufacturing, Athletics and Physical Education, Foreign Languages (including Spanish and French), and two new electives to Labay - Coding and Robotics and LeadWorthy.. **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. **Staff Responsible for Monitoring:** Teachers, Counselors, AASs, DI	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

Strategy 8 Details	Formative Reviews		
Strategy 8: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring (i.e., Emergent Bilingual and Special Education) will be provided with additional academic support based on their specific academic needs. **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. **Staff Responsible for Monitoring:** Principal Director of Instruction AASs STAAR-Tested Content Teachers DI Helping Teacher CCISs	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 9 Details	Formative Reviews		
Strategy 9: State Compensatory Education (SCE): Throughout the current school year, we will 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. **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. **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol (Lockout, Lockdown, Evacuate, Shelter) and practice drills using SRP terminology and associated procedures. **Strategy's Expected Result/Impact:** Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. Teachers will keep their classroom doors locked and closed while teaching; locked and propped during passing periods. **Staff Responsible for Monitoring:** All Staff	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Campus Safety Coordinator, Leadership Team, All Staff	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: By the end of the school year, student attendance will match the district goal of 95%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 96% overall attendance rate **Staff Responsible for Monitoring:** Principal Director of Instruction All Teachers AASs APs Attendance Secretary/Registrar Counselors	**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)	**Formative**		
Strategy's Expected Result/Impact: 96% overall attendance rate **Staff Responsible for Monitoring:** Principal Director of Instruction AASs APs Attendance Secretary/Registrar Counselors	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable

No Progress ⬤   Accomplished ⬤   Continue/Modify ➡   Discontinue ✖

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

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Behavior Management: Students will seek help from a trusted adult on campus when they feel they need support (counselor, ap, teacher, BI, AAS). Disciplinary action will range from behavior management techniques to restorative practices.

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. Labay Staff will continue to use PBIS as an incentive for positive behaviors, and key staff members will be trained in de-escalating situations with students and using each situation as a teachable moment.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Assistant Principals, Campus Police Officer, All Staff	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students will be proactively taught desired behaviors via Project Safety Advisory Lessons and Bringing Out the Best (character education) lessons. In addition, PBIS will be used to reinforce positive behaviors. Students will attend Code of Conduct presentations in fall and spring. Classroom teachers will use the buddy system to change the student environment in response to minor classroom misbehavior. Mediation and restorative circles will be used to circumvent teacher-student and student-student conflicts. Students are encouraged to comply with the simple requests of any adult and are being taught basic skills in this regard related to reacclimating students to school.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, All Staff	Some Progress	Considerable	Considerable

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: By the end of the current school year, teacher/paraprofessional attendance will increase by 2 %.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be encouraged to reach out to campus administration if they need extra support in the classroom or if they need assistance through the district wellness program utilizing Mental Health services. Staff recognition will be built into the culture of the school to encourage staff and show appreciation.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. **Staff Responsible for Monitoring:** Administrative team, PBIS Committee, Substitute Office Personnel	Some Progress	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
Lesson Plans

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: By the end of the 25-26 school year, 100% of teachers will receive job targeted professional development based on identified needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: We will continue to provide high quality professional development for all staff - such as Labay developed professional development, Labay Leadership Academy, trainings available from Student Services, Digital Learning Conference, and Flippen Group trainings (Leadership Blueprint and Capturing Kids' Hearts).	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The Leadership Academy is designed to expose future leaders to many options available and grow their skills as future leaders. Trainings from Student Services will assist staff in creating equitable and restorative classroom environments for students. Labay developed professional development will be targeted and relevant to the staffs needs that employ the use of Hattie's Best Practices. Digital Learning Conference will assist teachers in staying abreast of current technology trends and uses for their classrooms. **Staff Responsible for Monitoring:** CCISs, APs, DI, principal	Some Progress	Considerable	Considerable

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: By the end of the 25-26 school year, parent and family engagement will increase by 5%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parents will receive frequent messages through School Messenger to help stay informed of school events, a school newsletter will go out each month to inform parents of important dates and events, parents will be emailed Home Access Center codes for their student to monitor grades and attendance for their student.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.	Some Progress	Considerable	Considerable
	No Progress	Accomplished	Continue/Modify	Discontinue			

CPOC

Committee Role	Name	Position
Principal	Krystal Love-Hoyer	Principal (there is only one principal)
Teacher #1	Kathryn Lapid	7th Grade Science Teacher
Teacher #2	Amani Jannah	8th Grade U.S. History Teacher
Paraprofessional #1	Madeline Mendoza	Campus Secretary
Paraprofessional #2	Candy Diosdado	Life Skills Paraprofessional
Other School Leader (Nonteaching Professional) #1	Jill English	Director of Instruction
Other School Leader (Nonteaching Professional) #2	Amy Foster-Munoz	Academic Achievement Specialist
Administrator (LEA) #1	Jackie Loyd	Administrator (LEA) #1
Administrator (LEA) #2	Jamie Ricketts	Administrator (LEA) #2
Parent #1	Andrea Barnes	Parent
Parent #2	Kristin Shields-Watkins	Parent #2
Community Member #1	Elizabeth Buchner	Community Member #1
Community Member #2	Debbie Emery	Community Member #2
Business Representative #1	Andy Correa	Business Representative #1
Business Representative #2	Allison Merten	Business Representative #2

Addendums

Campus	Labay

Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	77%	79%	81%	83%	85%
Meets or Above	51%	54%	57%	60%	63%
Masters Grade Level	25%	28%	31%	34%	37%

2024-25	Target Check
77%	Met District Strategic Target
51%	Met District Strategic Target
26%	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 2025 #	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 %
Reading	6	Labay	MS3	All	333	76%	80%	75%	50%	56%	51%	21%	25%	22%
Reading	6	Labay	MS3	Hispanic	185	73%	77%	73%	42%	46%	48%	14%	16%	22%
Reading	6	Labay	MS3	Am. Indian	4	*	100%	*	*	100%	*	*	100%	*
Reading	6	Labay	MS3	Asian	22	87%	86%	84%	83%	86%	72%	39%	41%	44%
Reading	6	Labay	MS3	African Am.	66	73%	80%	72%	45%	56%	44%	18%	20%	14%
Reading	6	Labay	MS3	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
Reading	6	Labay	MS3	White	46	85%	87%	82%	70%	72%	67%	41%	43%	27%
Reading	6	Labay	MS3	Two or More	8	75%	75%	88%	63%	63%	75%	*	50%	*
Reading	6	Labay	MS3	Eco. Dis.	214	72%	75%	70%	45%	47%	47%	17%	20%	20%
Reading	6	Labay	MS3	EB	93	62%	65%	46%	31%	33%	16%	*	16%	*
Reading	6	Labay	MS3	At-Risk	213	68%	70%	66%	38%	40%	40%	12%	14%	15%
Reading	6	Labay	MS3	SPED	51	42%	43%	40%	23%	25%	23%	*	12%	11%
Reading	7	Labay	MS3	All	332	76%	80%	79%	55%	59%	54%	28%	31%	24%
Reading	7	Labay	MS3	Hispanic	184	72%	75%	76%	48%	52%	49%	21%	23%	19%
Reading	7	Labay	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	7	Labay	MS3	Asian	22	93%	95%	91%	81%	86%	86%	59%	64%	50%
Reading	7	Labay	MS3	African Am.	76	78%	82%	78%	54%	61%	46%	25%	30%	15%
Reading	7	Labay	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	7	Labay	MS3	White	41	88%	90%	85%	72%	76%	73%	44%	49%	50%
Reading	7	Labay	MS3	Two or More	7	65%	86%	86%	41%	43%	*	29%	29%	*
Reading	7	Labay	MS3	Eco. Dis.	243	72%	74%	77%	49%	51%	47%	21%	23%	19%
Reading	7	Labay	MS3	EB	100	57%	60%	63%	29%	31%	31%	12%	14%	6%
Reading	7	Labay	MS3	At-Risk	230	69%	70%	72%	43%	45%	45%	17%	19%	14%
Reading	7	Labay	MS3	SPED	51	35%	45%	41%	23%	25%	14%	*	12%	*
Reading	8	Labay	MS3	All	401	83%	86%	84%	56%	62%	59%	31%	37%	32%
Reading	8	Labay	MS3	Hispanic	214	79%	82%	81%	51%	57%	54%	26%	31%	24%
Reading	8	Labay	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	8	Labay	MS3	Asian	27	93%	96%	96%	79%	85%	84%	66%	67%	64%
Reading	8	Labay	MS3	African Am.	86	85%	88%	76%	55%	58%	48%	24%	30%	29%
Reading	8	Labay	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Labay	MS3	White	59	90%	92%	98%	67%	73%	83%	45%	51%	48%
Reading	8	Labay	MS3	Two or More	12	93%	92%	91%	64%	75%	*	36%	33%	*
Reading	8	Labay	MS3	Eco. Dis.	258	81%	82%	80%	51%	53%	49%	25%	27%	22%
Reading	8	Labay	MS3	EB	100	66%	67%	66%	26%	28%	32%	5%	13%	16%
Reading	8	Labay	MS3	At-Risk	272	76%	77%	78%	42%	45%	49%	17%	20%	22%
Reading	8	Labay	MS3	SPED	51	53%	54%	46%	18%	25%	27%	*	12%	13%
Math	6	Labay	MS3	All	333	72%	75%	71%	35%	40%	32%	11%	14%	11%
Math	6	Labay	MS3	Hispanic	185	69%	71%	68%	27%	30%	29%	7%	8%	8%
Math	6	Labay	MS3	Am. Indian	4	*	100%	*	*	100%	*	*	100%	*

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Math	6	Labay	MS3	Asian	22	91%	91%	96%	74%	82%	71%	35%	36%	38%
Math	6	Labay	MS3	African Am.	66	66%	70%	54%	31%	35%	18%	9%	11%	7%
Math	6	Labay	MS3	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
Math	6	Labay	MS3	White	46	85%	87%	93%	52%	54%	51%	15%	17%	13%
Math	6	Labay	MS3	Two or More	8	75%	88%	100%	63%	75%	*	*	50%	*
Math	6	Labay	MS3	Eco. Dis.	214	70%	71%	68%	30%	31%	28%	9%	10%	9%
Math	6	Labay	MS3	EB	93	59%	60%	55%	19%	20%	14%	*	10%	*
Math	6	Labay	MS3	At-Risk	213	64%	65%	63%	23%	24%	21%	6%	12%	9%
Math	6	Labay	MS3	SPED	51	45%	46%	51%	14%	22%	13%	*	10%	*
Math	7	Labay	MS3	All	332	64%	68%	67%	43%	47%	45%	13%	15%	16%
Math	7	Labay	MS3	Hispanic	184	59%	63%	62%	38%	42%	37%	9%	10%	9%
Math	7	Labay	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	7	Labay	MS3	Asian	22	96%	100%	96%	70%	77%	91%	30%	32%	65%
Math	7	Labay	MS3	African Am.	76	57%	63%	67%	33%	37%	44%	10%	13%	8%
Math	7	Labay	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	7	Labay	MS3	White	41	77%	80%	72%	63%	68%	56%	23%	24%	33%
Math	7	Labay	MS3	Two or More	7	53%	86%	86%	35%	57%	71%	*	29%	*
Math	7	Labay	MS3	Eco. Dis.	243	58%	60%	63%	34%	35%	40%	9%	10%	13%
Math	7	Labay	MS3	EB	100	46%	50%	55%	24%	26%	28%	5%	8%	6%
Math	7	Labay	MS3	At-Risk	230	52%	53%	58%	30%	31%	35%	6%	7%	10%
Math	7	Labay	MS3	SPED	51	37%	40%	35%	17%	20%	12%	*	10%	*
Math	8	Labay	MS3	All	253	62%	70%	63%	30%	36%	33%	8%	12%	5%
Math	8	Labay	MS3	Hispanic	150	62%	69%	63%	30%	33%	32%	6%	7%	6%
Math	8	Labay	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Labay	MS3	Asian	9	75%	78%	100%	42%	56%	63%	*	33%	*
Math	8	Labay	MS3	African Am.	60	55%	67%	57%	22%	27%	25%	8%	10%	*
Math	8	Labay	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Labay	MS3	White	22	74%	77%	60%	48%	55%	36%	19%	23%	*
Math	8	Labay	MS3	Two or More	10	60%	80%	78%	*	60%	*	*	40%	*
Math	8	Labay	MS3	Eco. Dis.	189	62%	64%	59%	27%	29%	27%	7%	8%	4%
Math	8	Labay	MS3	EB	88	49%	50%	55%	21%	22%	23%	*	11%	*
Math	8	Labay	MS3	At-Risk	199	57%	59%	56%	23%	25%	26%	5%	6%	3%
Math	8	Labay	MS3	SPED	46	39%	40%	30%	12%	13%	*	*	7%	*
Science	8	Labay	MS3	All	401	71%	77%	77%	45%	49%	52%	17%	18%	20%
Science	8	Labay	MS3	Hispanic	214	70%	75%	75%	44%	47%	47%	14%	15%	14%
Science	8	Labay	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Science	8	Labay	MS3	Asian	27	86%	89%	96%	79%	81%	84%	55%	56%	52%
Science	8	Labay	MS3	African Am.	86	69%	76%	72%	34%	37%	41%	8%	10%	13%
Science	8	Labay	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Labay	MS3	White	59	76%	80%	90%	56%	59%	72%	20%	20%	37%
Science	8	Labay	MS3	Two or More	12	64%	75%	64%	36%	42%	55%	*	25%	*
Science	8	Labay	MS3	Eco. Dis.	258	68%	71%	72%	38%	41%	43%	12%	13%	11%
Science	8	Labay	MS3	EB	100	52%	60%	53%	25%	28%	26%	6%	8%	6%
Science	8	Labay	MS3	At-Risk	272	61%	65%	70%	33%	36%	39%	10%	13%	11%
Science	8	Labay	MS3	SPED	51	37%	38%	52%	*	20%	27%	*	10%	*
Social Studies	8	Labay	MS3	All	401	63%	68%	55%	33%	37%	29%	17%	21%	18%
Social Studies	8	Labay	MS3	Hispanic	214	62%	66%	48%	30%	32%	23%	13%	15%	15%
Social Studies	8	Labay	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	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 %
Social Studies	8	Labay	MS3	Asian	27	83%	93%	88%	66%	67%	64%	48%	52%	40%
Social Studies	8	Labay	MS3	African Am.	86	53%	60%	53%	23%	26%	24%	14%	16%	13%
Social Studies	8	Labay	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Labay	MS3	White	59	71%	75%	72%	51%	54%	45%	24%	27%	28%
Social Studies	8	Labay	MS3	Two or More	12	64%	67%	55%	*	50%	*	*	33%	*
Social Studies	8	Labay	MS3	Eco. Dis.	258	58%	61%	46%	26%	28%	19%	14%	16%	10%
Social Studies	8	Labay	MS3	EB	100	43%	45%	31%	17%	20%	12%	7%	10%	6%
Social Studies	8	Labay	MS3	At-Risk	272	52%	55%	44%	21%	23%	19%	9%	11%	10%
Social Studies	8	Labay	MS3	SPED	51	31%	33%	27%	*	16%	13%	*	8%	*
Algebra I	MS	Labay	MS3	All	148	100%	100%	100%	95%	97%	88%	73%	75%	62%
Algebra I	MS	Labay	MS3	Hispanic	64	100%	100%	100%	90%	94%	84%	70%	72%	49%
Algebra I	MS	Labay	MS3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Labay	MS3	Asian	18	100%	100%	100%	100%	100%	100%	100%	100%	76%
Algebra I	MS	Labay	MS3	African Am.	26	100%	100%	100%	100%	100%	83%	67%	69%	58%
Algebra I	MS	Labay	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Labay	MS3	White	37	100%	100%	100%	100%	100%	91%	67%	70%	74%
Algebra I	MS	Labay	MS3	Two or More	2	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Labay	MS3	Eco. Dis.	69	100%	100%	100%	94%	96%	82%	72%	74%	53%
Algebra I	MS	Labay	MS3	EB	12	100%	100%	100%	90%	92%	91%	70%	75%	45%
Algebra I	MS	Labay	MS3	At-Risk	73	100%	100%	100%	91%	93%	84%	78%	79%	59%
Algebra I	MS	Labay	MS3	SPED	5	*	100%	100%	*	80%	*	*	60%	*

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