Cypress-Fairbanks Independent School District

Salyards Middle School

2024-2025

Mission Statement

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

Vision

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

Goals

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Model and practice (partner/individually) speaking and writing, using sentence stems with TEKS language in everyday lessons through purposeful planning and student discourse opportunities.	**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:** Teachers, CCIS, DI, Principal	Some Progress	Some Progress	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Vertically align with 6th, 7th and 8th grade teachers to address lack of vocabulary in math including closing the gap lessons, assessments, and model academic vocabulary practice through student discourse.	**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:** Teachers, CCIS, DI, Principal	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews
Strategy 3: Science: Purposefully plan for economically disadvantaged students to receive direct instruction and track their personal data to create goals. **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, CCIS, DI, Principal	**Formative**

	Nov	Feb	May
	Some Progress	Considerable	Considerable

Strategy 4 Details	Formative Reviews
Strategy 4: Social Studies: create connections to social studies TEKS through student discourse, small group instruction and daily practice with academic/TEK language. **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, CCIS, DI, Principal	**Formative**

	Nov	Feb	May
	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. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	**Formative**

	Nov	Feb	May
	Some Progress	Considerable	Considerable

Strategy 6 Details	Formative Reviews
Strategy 6: Dropout Prevention: Teachers will focus on student intervention through math and reading courses to intervene and check for understanding. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal	**Formative**

	Nov	Feb	May
	Some Progress	Considerable	Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.	**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:** Principal	Some Progress	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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

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

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

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

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

Evaluation Data Sources: Student attendance records

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Salyards will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our administrative staff and PBIS team will continue to explore ways to intervene with students and resolve behavioral issues without escalating the student. We will also be proactive with students through positive behavior referrals and Educator's Handbook. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, PBIS Team, Principal	**Formative**		
	Nov	**Feb**	**May**
	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. **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	**Formative**		
	Nov	**Feb**	**May**
	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 1%.

   Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals with perfect attendance each month will earn perfect attendance certificate and a treat.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Sub Representative paraprofessional.	Nov	Feb	May
	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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will continue to be invited to specified professional development at Salyards through teacher created professional development.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher created professional development based on feedback and need. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Staff Development Liaisons.	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 2%.

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

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

CPOC

Committee Role	Name	Position
Principal	Stacie Everson	Principal (there is only one principal)
Teacher #1	Samantha Edwards	Teacher #1
Teacher #2	Lauren Biediger	Teacher #2
Teacher #3	Kelley Armstrong	Teacher #3
Teacher #4	Kristin Forrest	Teacher #4
Teacher #5	Shanen Hajdik	Teacher #5
Teacher #6	Becky Janca	Teacher #6
Teacher #7	Kelly Brockelman	Teacher #7
Teacher #8	Kelly Parente	Teacher #8
Other School Leader (Nonteaching Professional) #1	Trae Pollock	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Carley Giron	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Courtney Wagner	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Kandace Blowey	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional)	Stephanie Ingvardsen	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional)	Jana Echols	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional)	Amanda Prindle	Other School Leader (Nonteaching Professional)
Administrator (LEA) #1	David Shrubar	District Representative
Parent #1	Brett Searcy	Parent #1
Parent #2	Amanda Banks	Parent #2
Community Member #1	Paul Pierron	Community Member #1
Committee Member #2	Katie Colville	Community Member #2
Business Representative #1	Skip Pace	Business Representative #1
Business Representative #2	Troy Black	Business Representative #2

Addendums

Campus Salyards

Strategic Plan Goal 1 Campus 5-year Targets				
2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	94%	96%	98%	100%	100%
Meets or Above	77%	80%	83%	86%	89%
Masters Grade Level	49%	52%	55%	58%	60%

2024-25	Target Check
95%	Met District Strategic Target
81%	Met District Strategic Target
59%	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	Salyards	MS1	All	450	94%	96%	92%	81%	83%	79%	51%	56%	53%
Reading	6	Salyards	MS1	Hispanic	119	97%	98%	88%	80%	81%	76%	44%	50%	46%
Reading	6	Salyards	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	6	Salyards	MS1	Asian	31	97%	97%	97%	89%	90%	87%	63%	65%	58%
Reading	6	Salyards	MS1	African Am.	46	88%	93%	83%	67%	76%	61%	31%	50%	44%
Reading	6	Salyards	MS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Salyards	MS1	White	226	94%	95%	94%	83%	84%	83%	57%	58%	57%
Reading	6	Salyards	MS1	Two or More	25	94%	96%	96%	88%	92%	81%	53%	56%	54%
Reading	6	Salyards	MS1	Eco. Dis.	102	90%	92%	87%	72%	75%	65%	38%	50%	42%
Reading	6	Salyards	MS1	EB	31	93%	94%	55%	62%	77%	25%	17%	52%	*
Reading	6	Salyards	MS1	At-Risk	143	86%	87%	78%	58%	75%	58%	29%	50%	27%
Reading	6	Salyards	MS1	SPED	63	62%	92%	50%	33%	75%	28%	*	32%	*
Reading	7	Salyards	MS1	All	459	92%	93%	92%	80%	81%	79%	59%	60%	51%
Reading	7	Salyards	MS1	Hispanic	126	91%	94%	95%	74%	76%	71%	53%	56%	43%
Reading	7	Salyards	MS1	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Salyards	MS1	Asian	37	98%	100%	95%	89%	95%	92%	76%	81%	54%
Reading	7	Salyards	MS1	African Am.	55	73%	76%	82%	63%	67%	63%	39%	42%	32%
Reading	7	Salyards	MS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Salyards	MS1	White	223	93%	95%	92%	82%	84%	84%	60%	61%	59%
Reading	7	Salyards	MS1	Two or More	16	97%	100%	100%	90%	94%	100%	71%	81%	56%
Reading	7	Salyards	MS1	Eco. Dis.	112	83%	84%	86%	65%	75%	64%	42%	50%	31%
Reading	7	Salyards	MS1	EB	31	74%	94%	85%	58%	77%	52%	32%	52%	*
Reading	7	Salyards	MS1	At-Risk	153	76%	92%	79%	53%	75%	55%	31%	50%	28%
Reading	7	Salyards	MS1	SPED	46	39%	93%	48%	28%	76%	20%	14%	50%	*
Reading	8	Salyards	MS1	All	501	94%	96%	94%	78%	83%	82%	54%	58%	61%
Reading	8	Salyards	MS1	Hispanic	136	92%	93%	95%	70%	75%	85%	47%	50%	59%
Reading	8	Salyards	MS1	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*
Reading	8	Salyards	MS1	Asian	48	100%	100%	96%	95%	96%	87%	78%	79%	78%
Reading	8	Salyards	MS1	African Am.	40	85%	88%	81%	60%	75%	65%	35%	50%	37%
Reading	8	Salyards	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Salyards	MS1	White	244	96%	97%	95%	83%	84%	82%	58%	59%	63%
Reading	8	Salyards	MS1	Two or More	30	100%	100%	97%	100%	100%	90%	67%	70%	66%
Reading	8	Salyards	MS1	Eco. Dis.	115	89%	92%	91%	58%	75%	74%	32%	50%	43%
Reading	8	Salyards	MS1	EB	39	85%	87%	75%	52%	77%	55%	*	38%	25%
Reading	8	Salyards	MS1	At-Risk	137	84%	92%	80%	54%	75%	58%	24%	50%	31%
Reading	8	Salyards	MS1	SPED	47	64%	94%	39%	27%	77%	18%	*	32%	*
Math	6	Salyards	MS1	All	450	90%	94%	91%	65%	77%	65%	29%	50%	29%
Math	6	Salyards	MS1	Hispanic	119	89%	92%	89%	53%	76%	60%	24%	51%	27%
Math	6	Salyards	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	6	Salyards	MS1	Asian	31	97%	100%	94%	89%	90%	84%	43%	55%	48%

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
					#	%	%	%	%	%	%	%	%	%
Math	6	Salyards	MS1	African Am.	46	78%	93%	83%	45%	76%	51%	*	35%	17%
Math	6	Salyards	MS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Salyards	MS1	White	226	93%	94%	92%	71%	75%	67%	34%	50%	29%
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Math	6	Salyards	MS1	Eco. Dis.	102	83%	92%	83%	52%	75%	54%	13%	50%	25%
Math	6	Salyards	MS1	EB	31	79%	94%	60%	52%	77%	25%	*	32%	*
Math	6	Salyards	MS1	At-Risk	143	76%	92%	77%	39%	76%	41%	14%	50%	19%
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Math	7	Salyards	MS1	All	459	88%	93%	85%	70%	78%	70%	37%	51%	37%
Math	7	Salyards	MS1	Hispanic	126	84%	92%	81%	56%	76%	57%	27%	50%	31%
Math	7	Salyards	MS1	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Salyards	MS1	Asian	37	93%	95%	97%	79%	76%	95%	60%	62%	49%
Math	7	Salyards	MS1	African Am.	55	71%	93%	68%	51%	75%	53%	20%	51%	23%
Math	7	Salyards	MS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Salyards	MS1	White	223	92%	93%	89%	79%	80%	77%	42%	50%	41%
Math	7	Salyards	MS1	Two or More	16	97%	100%	100%	74%	75%	88%	42%	50%	50%
Math	7	Salyards	MS1	Eco. Dis.	110	76%	93%	79%	49%	75%	58%	19%	50%	18%
Math	7	Salyards	MS1	EB	31	74%	94%	74%	35%	77%	41%	*	39%	*
Math	7	Salyards	MS1	At-Risk	153	69%	92%	68%	37%	75%	42%	16%	50%	14%
Math	7	Salyards	MS1	SPED	46	50%	93%	38%	19%	76%	13%	*	33%	*
Math	8	Salyards	MS1	All	172	82%	92%	79%	49%	75%	46%	13%	50%	12%
Math	8	Salyards	MS1	Hispanic	57	83%	93%	83%	57%	75%	44%	10%	53%	*
Math	8	Salyards	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	8	Salyards	MS1	Asian	15	100%	100%	93%	71%	80%	71%	43%	53%	36%
Math	8	Salyards	MS1	African Am.	26	73%	92%	62%	38%	77%	41%	*	42%	*
Math	8	Salyards	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Salyards	MS1	White	64	83%	92%	80%	43%	75%	46%	10%	52%	14%
Math	8	Salyards	MS1	Two or More	10	*	80%	82%	*	60%	45%	*	40%	*
Math	8	Salyards	MS1	Eco. Dis.	72	77%	93%	78%	42%	75%	43%	6%	50%	8%
Math	8	Salyards	MS1	EB	35	82%	94%	76%	50%	77%	53%	*	29%	29%
Math	8	Salyards	MS1	At-Risk	90	74%	92%	69%	39%	76%	34%	7%	50%	7%
Math	8	Salyards	MS1	SPED	45	50%	93%	58%	18%	76%	21%	*	33%	*
Science	8	Salyards	MS1	All	501	92%	96%	91%	71%	78%	74%	39%	52%	42%
Science	8	Salyards	MS1	Hispanic	136	87%	93%	90%	69%	75%	64%	31%	50%	30%
Science	8	Salyards	MS1	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
Science	8	Salyards	MS1	Asian	48	97%	98%	93%	86%	88%	84%	57%	58%	67%
Science	8	Salyards	MS1	African Am.	40	80%	93%	70%	38%	75%	51%	16%	50%	26%
Science	8	Salyards	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
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Science	8	Salyards	MS1	Two or More	30	94%	97%	97%	89%	90%	72%	56%	57%	34%
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Science	8	Salyards	MS1	At-Risk	137	78%	92%	77%	38%	75%	40%	18%	50%	19%
Science	8	Salyards	MS1	SPED	47	64%	94%	55%	*	43%	21%	*	21%	*
Social Studies	8	Salyards	MS1	All	501	88%	94%	82%	63%	75%	55%	44%	53%	35%
Social Studies	8	Salyards	MS1	Hispanic	136	85%	93%	79%	54%	75%	44%	34%	50%	23%
Social Studies	8	Salyards	MS1	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Salyards	MS1	Asian	48	100%	100%	87%	84%	75%	71%	65%	67%	60%
Social Studies	8	Salyards	MS1	African Am.	40	65%	93%	74%	42%	75%	40%	24%	50%	30%

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Social Studies	8	Salyards	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	MS1	White	244	93%	94%	84%	69%	75%	61%	50%	51%	37%
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Social Studies	8	Salyards	MS1	Eco. Dis.	115	71%	92%	71%	37%	76%	33%	26%	50%	17%
Social Studies	8	Salyards	MS1	EB	39	74%	92%	53%	26%	77%	26%	*	38%	*
Social Studies	8	Salyards	MS1	At-Risk	137	70%	93%	58%	37%	75%	26%	19%	50%	13%
Social Studies	8	Salyards	MS1	SPED	47	44%	94%	39%	11%	77%	*	*	32%	*
Algebra I	MS	Salyards	MS1	All	329	100%	100%	100%	97%	98%	96%	82%	85%	85%
Algebra I	MS	Salyards	MS1	Hispanic	79	100%	100%	100%	98%	99%	91%	70%	76%	76%
Algebra I	MS	Salyards	MS1	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Salyards	MS1	Asian	33	100%	100%	100%	96%	97%	100%	92%	94%	97%
Algebra I	MS	Salyards	MS1	African Am.	14	100%	100%	100%	94%	100%	93%	89%	93%	93%
Algebra I	MS	Salyards	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Salyards	MS1	White	180	100%	100%	100%	97%	98%	99%	83%	86%	87%
Algebra I	MS	Salyards	MS1	Two or More	20	100%	100%	100%	86%	95%	89%	86%	90%	83%
Algebra I	MS	Salyards	MS1	Eco. Dis.	43	100%	100%	100%	93%	93%	95%	71%	72%	77%
Algebra I	MS	Salyards	MS1	EB	4	100%	100%	*	100%	100%	*	*	100%	*
Algebra I	MS	Salyards	MS1	At-Risk	47	100%	100%	100%	100%	100%	91%	77%	79%	76%
Algebra I	MS	Salyards	MS1	SPED	2	*	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