Cypress-Fairbanks Independent School District

Aragon Middle School

2024-2025

Mission Statement

Our mission is to **inspire**, **motivate**, and **support** the growth and achievement of all learners.

PBIS R.O.A.R. Attributes

ROAR - Respectful, Organized, Accountable, Reliable

Motto

Lead the Wildcat Way

Vision

We will prepare our students with a quality education that enables them to live successfully in an ever-changing society through effort, mutual respect and focus on our mission and goals.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Reading and Language Arts teachers will provide small group instruction to model in-depth analysis of texts and writing prompts, and give students opportunities to demonstrate their understanding both orally and in writing using academic language.	**Formative**		
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:** Reading and Language Arts Department, Reading and Language Arts CCIS, Administration	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Math teachers will maximize student growth by providing opportunities for productive struggle and critical thinking through small groups using purposeful questioning strategies to guide student discourse and cognitive engagement.	**Formative**		
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 Department, Math CCIS, Administration	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Science teachers will increase student performance by maximizing the impact of first time quality instruction using small groups and hands-on activities. **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 Department, Science CCIS, Administration	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Social Studies teachers will use accessible vocabulary and relevant connections to help students retain historical events using strategies such as small groups, word walls, and student discourse. **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 Department, Social Studies CCIS, Administration	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished

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	Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: Aragon will follow up with at-risk students and those not attending school to find ways that work with families to get kids to school. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Registrar, Counselors, Administration	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished

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: Bringing Out the Best activities, PBIS lessons and leadership, Student Council, a variety of clubs, fine arts activities, and UIL athletics/fine arts.	**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:** All staff	Some Progress	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 will be provided with additional academic support based on their specific academic needs	**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, Director of Instruction, Director of Instruction Helping Teacher	Some Progress	Considerable	Accomplished

Strategy 9 Details	**Formative Reviews**		
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.	**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, Director of Instruction, AAS, CCIS and Core Content Teachers	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 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

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Students in all grade levels will receive safety lessons periodically though Advisory. Lessons will include procedures and scenarios to be discussed and practiced as a class with the teacher.
    Strategy's Expected Result/Impact: Students will know how to react in an emergency situation.
    Staff Responsible for Monitoring: All campus staff
	Formative		

	Nov	Feb	May
	Some Progress	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: Assistant Principal
	Formative		

	Nov	Feb	May
	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

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.		**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** All campus staff, Registrar, Administration		**Nov**	**Feb**	**May**
		Some Progress	Considerable	Accomplished
Strategy 2 Details		**Formative Reviews**		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)		**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Registrar, Administration		**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 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

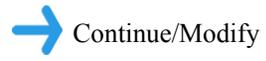   **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

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. Aragon will continue to provide violent prevention training through counseling and assistant principal grade level meetings.
    Strategy's Expected Result/Impact: Violent incidents will be 0%
    Staff Responsible for Monitoring: Assistant Principals, Counselors, BI, Principal
	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. Administrators and teachers will provide more restorative discipline practices including restorative circles in an effort to reduce student discipline data.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, BI, 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	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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase/ remain above 95%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Aragon will provide attendance awards for staff with perfect attendance and recognition for those with fewer than two absences a semester. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase/remain about 95%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Substitute Representative, Appraisers			**Formative**		
			Nov	**Feb**	**May**
			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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Aragon will provide on-campus professional development each month to all staff in an effort to increase technology understanding, classroom management and engagement. We will also suggest district provided professional development for more targeted content based instructional development of teachers.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will participate in professional developments and use learned strategies in their classroom. The CCIS/Appraiser will conduct walk-throughs to observe implementation. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Technology Liaison, Administration, CCIS	Some Progress	Some Progress	Some Progress

⬤ 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, community family engagement will increase by 10%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Multiple opportunities will be provided for campus families and the community to become involved including but not limited to Cub Camp, Wildcat Express, Multicultural Festival, Game Nights, Book Swaps, VIPS Meetings, CPOC, School Store, Grade Level Events, PIE Mentors, Reading Buddies and fundraisers. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** All Teachers, CCIS, Administrative Team	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished
No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue			

CPOC

Committee Role	Name	Position
Principal	Dirk Heath	Principal (there is only one principal)
Teacher #1	Andrea Twidwell	Teacher #1
Teacher #2	Angela Eads	Teacher #2
Teacher #3	Lori Thompson	Teacher #3
Teacher #4	Kari Jickling	Teacher #4
Teacher #5	Caitlan Lacey	Teacher #5
Teacher #6	Victoria Leon	Teacher #6
Teacher #7	Maurice Rausaw	Teacher #7
Teacher #8	Katriska Orville	Teacher #8
Other School Leader (Nonteaching Professional) #1	Stephanie Castro	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Kendall Parr	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Azereth Alanis	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Deborah Ball	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Graciela Uvalle	Paraprofessional #1
Paraprofessional #2	Beth Wallace	Paraprofessional #2
Administrator (LEA) #1	Linda Sams	Administrator (LEA) #1
Administrator (LEA) #2	Yolanda Gatson	Administrator (LEA) #2
Parent #1	Amanda Ball	Parent #1
Parent #2	Valerie Effinger	Parent #2
Community Member #1	Susan Smith	Community Member #1
Community Member #2	Christopher Edge	Community Member #2
Business Representative #1	Tara Hall	Business Representative #1
Business Representative #2	Samuel Masa	Business Representative #2

Addendums

Campus   Aragon

Strategic Plan Goal 1 Campus 5-year Targets				
2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	85%	87%	89%	91%	93%
Meets or Above	62%	65%	68%	71%	74%
Masters Grade Level	33%	36%	39%	42%	45%

2024-25	Target Check
85%	Met District Strategic Target
65%	Met District Strategic Target
35%	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	Aragon	MS2	All	450	84%	87%	84%	69%	72%	63%	35%	38%	34%
Reading	6	Aragon	MS2	Hispanic	226	81%	84%	82%	63%	66%	58%	29%	32%	27%
Reading	6	Aragon	MS2	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Reading	6	Aragon	MS2	Asian	43	96%	100%	95%	81%	84%	86%	49%	51%	65%
Reading	6	Aragon	MS2	African Am.	65	73%	75%	76%	58%	62%	54%	22%	25%	25%
Reading	6	Aragon	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Aragon	MS2	White	101	92%	95%	91%	80%	84%	73%	48%	51%	46%
Reading	6	Aragon	MS2	Two or More	10	95%	100%	83%	86%	90%	75%	52%	60%	*
Reading	6	Aragon	MS2	Eco. Dis.	247	79%	82%	78%	59%	62%	52%	23%	25%	25%
Reading	6	Aragon	MS2	EB	94	66%	69%	56%	47%	50%	24%	16%	19%	*
Reading	6	Aragon	MS2	At-Risk	225	74%	77%	73%	52%	55%	46%	18%	21%	16%
Reading	6	Aragon	MS2	SPED	89	48%	51%	53%	26%	29%	20%	8%	11%	*
Reading	7	Aragon	MS2	All	514	80%	85%	84%	56%	61%	63%	30%	35%	33%
Reading	7	Aragon	MS2	Hispanic	215	73%	78%	79%	44%	49%	61%	19%	24%	27%
Reading	7	Aragon	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	7	Aragon	MS2	Asian	47	94%	100%	96%	78%	83%	81%	65%	70%	60%
Reading	7	Aragon	MS2	African Am.	95	72%	78%	75%	53%	58%	47%	14%	19%	18%
Reading	7	Aragon	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Aragon	MS2	White	134	90%	95%	92%	71%	76%	72%	48%	53%	45%
Reading	7	Aragon	MS2	Two or More	22	83%	91%	90%	57%	64%	67%	22%	27%	38%
Reading	7	Aragon	MS2	Eco. Dis.	271	70%	75%	79%	41%	46%	52%	16%	21%	25%
Reading	7	Aragon	MS2	EB	92	53%	58%	60%	23%	28%	38%	8%	13%	8%
Reading	7	Aragon	MS2	At-Risk	258	67%	72%	73%	36%	41%	48%	15%	20%	19%
Reading	7	Aragon	MS2	SPED	75	51%	56%	48%	17%	23%	20%	*	13%	*
Reading	8	Aragon	MS2	All	454	91%	94%	85%	70%	73%	63%	42%	45%	34%
Reading	8	Aragon	MS2	Hispanic	206	90%	93%	82%	68%	71%	54%	38%	41%	25%
Reading	8	Aragon	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Aragon	MS2	Asian	44	98%	100%	93%	76%	80%	81%	63%	66%	65%
Reading	8	Aragon	MS2	African Am.	73	83%	88%	82%	60%	64%	55%	32%	36%	23%
Reading	8	Aragon	MS2	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
Reading	8	Aragon	MS2	White	103	94%	97%	90%	80%	83%	76%	47%	50%	47%
Reading	8	Aragon	MS2	Two or More	25	94%	96%	84%	50%	56%	68%	44%	48%	24%
Reading	8	Aragon	MS2	Eco. Dis.	235	88%	91%	79%	61%	64%	50%	33%	36%	21%
Reading	8	Aragon	MS2	EB	94	79%	82%	68%	42%	45%	29%	*	34%	*
Reading	8	Aragon	MS2	At-Risk	238	83%	86%	77%	53%	58%	45%	24%	27%	19%
Reading	8	Aragon	MS2	SPED	65	58%	62%	64%	21%	25%	18%	*	15%	*
Math	6	Aragon	MS2	All	450	76%	79%	78%	43%	55%	45%	16%	19%	17%
Math	6	Aragon	MS2	Hispanic	226	71%	74%	73%	36%	47%	37%	12%	15%	12%
Math	6	Aragon	MS2	Am. Indian	4	*	100%	*	*	100%	*	*	50%	*
Math	6	Aragon	MS2	Asian	43	94%	98%	93%	70%	81%	81%	38%	42%	55%

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	Aragon	MS2	African Am.	65	63%	68%	70%	26%	46%	34%	5%	8%	8%
Math	6	Aragon	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Aragon	MS2	White	101	84%	87%	88%	55%	61%	53%	21%	24%	20%
Math	6	Aragon	MS2	Two or More	10	90%	100%	73%	57%	100%	45%	29%	30%	*
Math	6	Aragon	MS2	Eco. Dis.	247	69%	72%	72%	33%	36%	35%	10%	13%	11%
Math	6	Aragon	MS2	EB	94	65%	68%	58%	28%	31%	10%	6%	9%	*
Math	6	Aragon	MS2	At-Risk	225	64%	67%	64%	28%	31%	24%	8%	11%	7%
Math	6	Aragon	MS2	SPED	89	52%	55%	47%	12%	15%	15%	*	10%	*
Math	7	Aragon	MS2	All	510	63%	77%	66%	43%	55%	47%	15%	20%	18%
Math	7	Aragon	MS2	Hispanic	212	53%	64%	61%	31%	47%	40%	7%	12%	14%
Math	7	Aragon	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	7	Aragon	MS2	Asian	47	94%	100%	85%	79%	85%	77%	40%	45%	43%
Math	7	Aragon	MS2	African Am.	95	53%	65%	49%	28%	41%	27%	8%	13%	7%
Math	7	Aragon	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Aragon	MS2	White	133	77%	98%	80%	60%	68%	63%	24%	29%	24%
Math	7	Aragon	MS2	Two or More	22	57%	91%	76%	35%	45%	52%	*	18%	*
Math	7	Aragon	MS2	Eco. Dis.	269	52%	57%	58%	27%	32%	39%	5%	10%	13%
Math	7	Aragon	MS2	EB	91	46%	51%	47%	20%	25%	25%	8%	13%	8%
Math	7	Aragon	MS2	At-Risk	257	47%	52%	49%	25%	30%	28%	9%	14%	10%
Math	7	Aragon	MS2	SPED	75	24%	29%	35%	8%	13%	20%	*	9%	*
Math	8	Aragon	MS2	All	249	73%	76%	71%	37%	55%	39%	7%	25%	7%
Math	8	Aragon	MS2	Hispanic	138	68%	71%	68%	33%	54%	39%	4%	18%	6%
Math	8	Aragon	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Aragon	MS2	Asian	10	95%	100%	89%	63%	60%	*	26%	40%	*
Math	8	Aragon	MS2	African Am.	45	64%	67%	62%	27%	49%	27%	*	27%	*
Math	8	Aragon	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Aragon	MS2	White	39	80%	90%	79%	44%	56%	52%	14%	31%	15%
Math	8	Aragon	MS2	Two or More	15	78%	93%	79%	*	67%	36%	*	47%	*
Math	8	Aragon	MS2	Eco. Dis.	165	71%	74%	66%	34%	37%	35%	6%	9%	5%
Math	8	Aragon	MS2	EB	87	55%	57%	64%	27%	30%	36%	*	15%	*
Math	8	Aragon	MS2	At-Risk	181	66%	69%	67%	24%	27%	33%	4%	7%	5%
Math	8	Aragon	MS2	SPED	64	47%	50%	56%	24%	27%	20%	*	14%	*
Science	8	Aragon	MS2	All	454	87%	90%	87%	67%	70%	67%	29%	33%	30%
Science	8	Aragon	MS2	Hispanic	206	85%	88%	83%	63%	66%	57%	24%	27%	18%
Science	8	Aragon	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Aragon	MS2	Asian	44	96%	100%	100%	80%	84%	88%	59%	61%	60%
Science	8	Aragon	MS2	African Am.	73	80%	84%	85%	49%	55%	61%	18%	21%	24%
Science	8	Aragon	MS2	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
Science	8	Aragon	MS2	White	103	92%	95%	95%	79%	82%	77%	36%	39%	45%
Science	8	Aragon	MS2	Two or More	25	88%	92%	72%	69%	72%	68%	*	36%	28%
Science	8	Aragon	MS2	Eco. Dis.	235	83%	86%	81%	56%	59%	56%	19%	22%	17%
Science	8	Aragon	MS2	EB	94	70%	73%	66%	38%	41%	40%	*	27%	6%
Science	8	Aragon	MS2	At-Risk	238	79%	82%	81%	50%	53%	51%	17%	20%	14%
Science	8	Aragon	MS2	SPED	65	58%	62%	74%	38%	42%	34%	*	23%	*
Social Studies	8	Aragon	MS2	All	454	79%	82%	67%	45%	55%	39%	22%	25%	20%
Social Studies	8	Aragon	MS2	Hispanic	206	78%	81%	59%	40%	50%	27%	16%	19%	13%
Social Studies	8	Aragon	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Aragon	MS2	Asian	44	80%	84%	86%	67%	75%	72%	43%	45%	44%
Social Studies	8	Aragon	MS2	African Am.	73	68%	71%	65%	34%	51%	28%	13%	18%	13%

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	Aragon	MS2	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Aragon	MS2	White	103	86%	89%	77%	53%	58%	56%	29%	32%	29%
Social Studies	8	Aragon	MS2	Two or More	25	88%	92%	64%	38%	60%	32%	*	20%	*
Social Studies	8	Aragon	MS2	Eco. Dis.	235	71%	74%	59%	39%	42%	27%	17%	20%	11%
Social Studies	8	Aragon	MS2	EB	94	53%	56%	40%	9%	12%	12%	*	10%	*
Social Studies	8	Aragon	MS2	At-Risk	238	68%	71%	54%	29%	32%	20%	12%	15%	6%
Social Studies	8	Aragon	MS2	SPED	65	49%	52%	33%	13%	15%	11%	*	12%	*
Algebra I	MS	Aragon	MS2	All	209	100%	100%	99%	92%	95%	94%	78%	82%	78%
Algebra I	MS	Aragon	MS2	Hispanic	71	100%	100%	97%	88%	93%	92%	70%	73%	75%
Algebra I	MS	Aragon	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Aragon	MS2	Asian	34	100%	100%	100%	100%	100%	100%	94%	97%	91%
Algebra I	MS	Aragon	MS2	African Am.	28	100%	100%	100%	84%	86%	93%	75%	79%	75%
Algebra I	MS	Aragon	MS2	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Aragon	MS2	White	65	100%	100%	100%	97%	100%	95%	85%	88%	76%
Algebra I	MS	Aragon	MS2	Two or More	10	100%	100%	100%	86%	90%	91%	71%	70%	73%
Algebra I	MS	Aragon	MS2	Eco. Dis.	72	100%	100%	99%	87%	90%	88%	77%	80%	68%
Algebra I	MS	Aragon	MS2	EB	8	100%	100%	100%	80%	83%	78%	70%	73%	67%
Algebra I	MS	Aragon	MS2	At-Risk	58	100%	100%	97%	86%	89%	87%	77%	80%	63%
Algebra I	MS	Aragon	MS2	SPED	1	*	100%	*	*	100%	*	*	100%	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Middle School Content Area
Standard Expectations

MS ELA 6-8 Standard Expectations

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Use instructional practices and routines to create a classroom community that allows students to engage actively and safely in their learning.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS.
  - Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, grammar instruction that focuses on meaning and effect
- Use questioning strategies to guide students to depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic talk and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- 1:1 Technology in the English Language Arts classroom should provide students with:
  - opportunities to engage safely with digital texts and resources
  - the environment to create, collaborate, and think with peers
  - activities to research and produce original products in the digital environment.
  .

Mathematics

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

Secondary Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - use Chromebook devices to engage in face-to-face and digital collaboration;
  - locate and access information and resources stored in different platforms;
  - explore simulations;
  - collect and represent data using probeware and other digital tools;
  - analyze and interpret data using various digital tools;
  - communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.

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

LOTE

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