

Cypress-Fairbanks Independent School District

Cook Middle School

2024-2025



Rangers Today, Leaders Tomorrow

Mission Statement

Equip students today to impact tomorrow

Vision

1. **To provide quality first time learning** using effective team planning, relevance, data analysis, training, differentiated instructional strategies, and model classroom strategies.
2. **To create a sense of belonging for each student and celebrate their accomplishments** through relevant lessons, extracurricular activities, clubs, and school spirit activities.
3. **To recognize the needs of students and adjust our plans and approach** to meet the student needs through targeted team planning, just in time professional development, and self-reflection.

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		
<p>Strategy 1: RLA: We will implement small group instruction with every student using informal and formal assessments at least once a week.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: ELAR CCIS</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RLA: We will implement TEKS-aligned student activities using processing standards at least once a week.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: ELAR CCIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: We will implement small group instruction with every student using informal and formal assessments at least once a week</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Math CCIS</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: We will implement TEKS-aligned student activities using processing standards at least once a week.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Math CCIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: MATH: We will increase Emergent Bilingual student performance on the Math STAAR at the meets and masters levels.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Math CCIS</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: MATH: We will increase Emergent Bilingual student growth performance on the Math STAAR.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: MATH CCIS</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Science: We will implement small group instruction with every student using informal and formal assessments at least once a week</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Science CCIS</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Science: We will implement TEKS-aligned student activities using processing standards at least once a week.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Science CCIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Social Studies: We will implement small group instruction with every student using informal and formal assessments at least once a week</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Social Studies CCIS</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Social Studies: We will implement TEKS-aligned student activities using processing standards at least once a week.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Social Studies CCIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Some Progress

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Dropout Prevention: We will contact parents and schools to ensure that students on our campus dropout list are either enrolled in school or offered educational services.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Dropout Recovery Specialist</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: 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: A variety of social, leadership, community service and academic clubs and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Alison Fleming</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished

Strategy 15 Details	Formative Reviews		
<p>Strategy 15: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will implement health and safety lessons at least once a month, including Bringing out the Best through Advisory Classes.</p> <p>Strategy's Expected Result/Impact: Improved campus safety</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Sean Tellez</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Some Progress	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Staff and students engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will implement and teach violence prevention strategies, including the use of the Cy-Fair Tip line, staff development focused on safety, and parent social media and substance abuse education information.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Behavior Management: We will teach students and staff the skills to foster a positive teacher-student partnership.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will create a campus-wide expectation and process for providing clear information and plans for substitutes.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers and administrators will participate in monthly learning path training focused on the learning environment, ongoing assessment, making student thinking visible, small group instruction, and student use of technology</p> <p>Strategy's Expected Result/Impact: Increased implementation of research-based instructional strategies. Increased student achievement.</p> <ul style="list-style-type: none"> -Staff are divided into cross-curricular learning paths by grade level -Learning Paths meet seven times per year. -Participants collaborate and plan for future classroom strategies, using research-based strategies from the campus professional development library and each other. -Lessons and strategies related to the three campus priorities are shared: 1. Quality First-Time Learning, 2. Creating a sense of belonging, and 3. Monitoring our Plans and Approaches to meet the needs of the students. -Participants reflect on shared lessons, ask questions, and strategize for future lessons. <p>Staff Responsible for Monitoring: Director of Instruction</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

District Guardrail 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		
<p>Strategy 1: Parent and Family Engagement: We will inform parents of classroom activities and assessments through weekly email updates and consistent campus communications about upcoming events.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent and Family Engagement: Parents will receive a monthly Ranger Round-up newsletter that will inform them about campus activities, provide grading information, and offer tips on supporting their students.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

Addendums

Campus Cook

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	74%	76%	78%	80%	82%
Meets or Above	51%	54%	57%	60%	63%
Masters Grade Level	25%	28%	31%	34%	37%

2024-25	Target Check
76%	Met District Strategic Target
56%	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	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025	%	%	%	%	%	%	%	%	
					#	%	%	%	%	%	%	%		
Reading	6	Cook	MS3	All	455	74%	76%	71%	55%	57%	50%	27%	29%	26%
Reading	6	Cook	MS3	Hispanic	262	73%	75%	66%	47%	50%	41%	19%	21%	20%
Reading	6	Cook	MS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Reading	6	Cook	MS3	Asian	35	83%	86%	89%	79%	83%	83%	58%	60%	54%
Reading	6	Cook	MS3	African Am.	66	65%	67%	65%	42%	48%	48%	17%	20%	17%
Reading	6	Cook	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Cook	MS3	White	70	79%	81%	90%	71%	74%	72%	42%	44%	46%
Reading	6	Cook	MS3	Two or More	17	86%	88%	75%	64%	71%	50%	43%	47%	*
Reading	6	Cook	MS3	Eco. Dis.	310	68%	70%	64%	46%	48%	40%	17%	19%	16%
Reading	6	Cook	MS3	EB	133	62%	64%	39%	34%	36%	14%	7%	9%	*
Reading	6	Cook	MS3	At-Risk	306	66%	68%	61%	42%	44%	36%	19%	21%	15%
Reading	6	Cook	MS3	SPED	81	30%	32%	28%	*	25%	13%	*	19%	*
Reading	7	Cook	MS3	All	452	73%	76%	76%	55%	59%	51%	31%	36%	27%
Reading	7	Cook	MS3	Hispanic	268	67%	69%	74%	46%	48%	47%	24%	26%	21%
Reading	7	Cook	MS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Reading	7	Cook	MS3	Asian	53	100%	100%	91%	86%	89%	77%	60%	62%	58%
Reading	7	Cook	MS3	African Am.	49	70%	71%	59%	50%	51%	30%	23%	24%	14%
Reading	7	Cook	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Cook	MS3	White	63	84%	86%	81%	79%	81%	58%	54%	56%	37%
Reading	7	Cook	MS3	Two or More	14	85%	86%	86%	77%	79%	79%	*	64%	36%
Reading	7	Cook	MS3	Eco. Dis.	292	70%	72%	70%	49%	51%	44%	24%	26%	17%
Reading	7	Cook	MS3	EB	143	48%	50%	59%	22%	24%	26%	7%	9%	4%
Reading	7	Cook	MS3	At-Risk	325	60%	62%	68%	38%	40%	39%	18%	20%	17%
Reading	7	Cook	MS3	SPED	54	24%	26%	34%	13%	19%	*	*	11%	*
Reading	8	Cook	MS3	All	463	78%	80%	85%	55%	57%	63%	27%	30%	38%
Reading	8	Cook	MS3	Hispanic	279	73%	75%	81%	46%	49%	53%	19%	21%	30%
Reading	8	Cook	MS3	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*
Reading	8	Cook	MS3	Asian	38	96%	97%	100%	84%	87%	90%	55%	58%	64%
Reading	8	Cook	MS3	African Am.	59	67%	75%	86%	40%	47%	64%	*	22%	31%
Reading	8	Cook	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Cook	MS3	White	71	92%	94%	89%	76%	77%	80%	50%	52%	64%
Reading	8	Cook	MS3	Two or More	13	75%	77%	100%	58%	62%	91%	*	46%	45%
Reading	8	Cook	MS3	Eco. Dis.	300	73%	75%	82%	45%	47%	57%	17%	19%	32%
Reading	8	Cook	MS3	EB	132	49%	51%	61%	18%	20%	22%	*	15%	*
Reading	8	Cook	MS3	At-Risk	291	70%	72%	77%	42%	44%	47%	16%	18%	23%
Reading	8	Cook	MS3	SPED	51	26%	28%	52%	*	20%	16%	*	16%	*
Math	6	Cook	MS3	All	455	73%	75%	65%	39%	51%	31%	11%	15%	11%
Math	6	Cook	MS3	Hispanic	262	71%	74%	62%	30%	45%	23%	5%	7%	6%
Math	6	Cook	MS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025	%	%	%	%	%	%	%	%	
					#	%	%	%	%	%	%	%	%	
Math	6	Cook	MS3	Asian	35	90%	91%	91%	73%	74%	68%	44%	46%	32%
Math	6	Cook	MS3	African Am.	66	53%	58%	52%	16%	38%	19%	*	12%	*
Math	6	Cook	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Cook	MS3	White	70	82%	84%	78%	65%	71%	51%	21%	23%	24%
Math	6	Cook	MS3	Two or More	17	71%	71%	60%	50%	59%	40%	*	41%	*
Math	6	Cook	MS3	Eco. Dis.	310	66%	68%	56%	30%	32%	20%	7%	9%	4%
Math	6	Cook	MS3	EB	133	67%	69%	45%	23%	25%	11%	*	20%	*
Math	6	Cook	MS3	At-Risk	306	66%	68%	51%	27%	29%	17%	8%	10%	4%
Math	6	Cook	MS3	SPED	81	37%	39%	27%	*	31%	*	*	12%	*
Math	7	Cook	MS3	All	448	60%	73%	58%	41%	51%	39%	14%	17%	12%
Math	7	Cook	MS3	Hispanic	268	52%	65%	53%	30%	37%	32%	6%	8%	6%
Math	7	Cook	MS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Math	7	Cook	MS3	Asian	50	97%	100%	82%	85%	88%	69%	53%	56%	39%
Math	7	Cook	MS3	African Am.	48	51%	63%	38%	31%	42%	12%	*	2%	*
Math	7	Cook	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Cook	MS3	White	63	86%	90%	72%	73%	79%	65%	36%	38%	22%
Math	7	Cook	MS3	Two or More	14	67%	86%	71%	50%	71%	57%	*	7%	*
Math	7	Cook	MS3	Eco. Dis.	289	53%	54%	50%	34%	36%	29%	8%	10%	6%
Math	7	Cook	MS3	EB	143	39%	41%	42%	19%	21%	20%	*	10%	*
Math	7	Cook	MS3	At-Risk	322	44%	46%	46%	25%	27%	27%	6%	8%	5%
Math	7	Cook	MS3	SPED	54	22%	24%	22%	*	13%	*	*	9%	*
Math	8	Cook	MS3	All	291	64%	73%	56%	31%	51%	24%	7%	9%	5%
Math	8	Cook	MS3	Hispanic	209	60%	69%	54%	26%	49%	20%	4%	6%	2%
Math	8	Cook	MS3	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*
Math	8	Cook	MS3	Asian	8	78%	88%	100%	50%	50%	69%	33%	38%	38%
Math	8	Cook	MS3	African Am.	45	70%	78%	57%	25%	56%	28%	*	7%	*
Math	8	Cook	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Cook	MS3	White	19	76%	89%	50%	55%	58%	41%	*	16%	*
Math	8	Cook	MS3	Two or More	7	75%	86%	*	*	57%	*	*	43%	*
Math	8	Cook	MS3	Eco. Dis.	221	63%	65%	55%	29%	31%	21%	6%	8%	5%
Math	8	Cook	MS3	EB	122	50%	52%	43%	17%	19%	11%	*	8%	*
Math	8	Cook	MS3	At-Risk	231	60%	62%	51%	25%	27%	19%	3%	5%	3%
Math	8	Cook	MS3	SPED	50	37%	39%	24%	*	30%	11%	*	14%	*
Science	8	Cook	MS3	All	463	73%	75%	80%	47%	51%	54%	19%	21%	22%
Science	8	Cook	MS3	Hispanic	279	64%	67%	78%	34%	39%	44%	11%	11%	14%
Science	8	Cook	MS3	Am. Indian	3	86%	100%	*	*	67%	*	*	33%	*
Science	8	Cook	MS3	Asian	38	96%	97%	95%	82%	84%	92%	53%	55%	51%
Science	8	Cook	MS3	African Am.	59	64%	71%	73%	29%	42%	41%	*	17%	*
Science	8	Cook	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	8	Cook	MS3	White	71	92%	94%	90%	78%	83%	81%	37%	39%	48%
Science	8	Cook	MS3	Two or More	13	83%	85%	75%	58%	62%	67%	*	46%	*
Science	8	Cook	MS3	Eco. Dis.	300	68%	70%	78%	38%	40%	45%	11%	13%	16%
Science	8	Cook	MS3	EB	132	45%	47%	61%	17%	19%	21%	*	13%	6%
Science	8	Cook	MS3	At-Risk	291	65%	67%	72%	34%	36%	37%	11%	13%	12%
Science	8	Cook	MS3	SPED	51	32%	34%	49%	*	20%	16%	*	14%	*
Social Studies	8	Cook	MS3	All	463	56%	73%	57%	29%	51%	31%	12%	15%	15%
Social Studies	8	Cook	MS3	Hispanic	279	48%	72%	49%	21%	51%	19%	5%	8%	7%
Social Studies	8	Cook	MS3	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025	%	%	%	%	%	%	%	%	%
					#	%	%	%	%	%	%	%	%	
Social Studies	8	Cook	MS3	Asian	38	78%	92%	92%	63%	66%	67%	35%	37%	46%
Social Studies	8	Cook	MS3	African Am.	59	36%	51%	49%	13%	37%	24%	*	12%	8%
Social Studies	8	Cook	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Cook	MS3	White	71	84%	86%	75%	48%	54%	65%	25%	27%	38%
Social Studies	8	Cook	MS3	Two or More	13	67%	69%	67%	*	54%	*	*	38%	*
Social Studies	8	Cook	MS3	Eco. Dis.	300	46%	48%	48%	19%	21%	22%	8%	10%	12%
Social Studies	8	Cook	MS3	EB	132	23%	25%	29%	5%	7%	6%	*	5%	*
Social Studies	8	Cook	MS3	At-Risk	291	45%	47%	43%	20%	22%	16%	8%	10%	8%
Social Studies	8	Cook	MS3	SPED	51	15%	17%	27%	*	14%	*	*	10%	*
Algebra I	MS	Cook	MS3	All	176	100%	100%	100%	98%	99%	100%	92%	94%	99%
Algebra I	MS	Cook	MS3	Hispanic	70	100%	100%	100%	96%	99%	100%	83%	86%	100%
Algebra I	MS	Cook	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Cook	MS3	Asian	33	100%	100%	100%	100%	100%	100%	100%	100%	100%
Algebra I	MS	Cook	MS3	African Am.	15	100%	100%	100%	*	100%	100%	*	100%	92%
Algebra I	MS	Cook	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Cook	MS3	White	52	100%	100%	100%	100%	100%	100%	98%	100%	100%
Algebra I	MS	Cook	MS3	Two or More	6	*	100%	100%	*	100%	100%	*	100%	100%
Algebra I	MS	Cook	MS3	Eco. Dis.	82	100%	100%	100%	95%	97%	100%	86%	88%	99%
Algebra I	MS	Cook	MS3	EB	10	100%	100%	100%	83%	85%	100%	83%	85%	100%
Algebra I	MS	Cook	MS3	At-Risk	63	100%	100%	100%	98%	100%	100%	92%	94%	100%
Algebra I	MS	Cook	MS3	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