Cypress-Fairbanks Independent School District

Bleyl Middle School

2024-2025

Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

A Community that Builds Relationships, Develops Character, and Inspires a Desire to Learn.

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.

Performance Objective 1: District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue progress monitoring on all content areas with goal meeting campus STAAR targets.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: We will provide targeted, small group instruction to every student a minimum of one time per week.	**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.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Language Arts CCIS	Some Progress	Considerable	Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: We will provide targeted, small-group instruction once per week to every student and up to twice weekly with the target group.	**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.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Math CCIS	Considerable	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will provide targeted, small group instruction to every student a minimum of one time per week.	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:** Science CCIS	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: We will provide targeted, small group instruction to every student at least two times per week.	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:** Social Studies CCIS	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The dropout prevention team at Bleyl MS, consisting of the Registrar, Administration, and district Attendance Officer, will work collaboratively to ensure any student coded with a 98 is located and school placement is recorded.	Formative		
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Registrar, District Attendance officer, Director of Instruction	Nov	Feb	May
	Considerable	Considerable	Considerable

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: REAL Time (Character Building), Clubs and Organizations, Project Safety, Restorative Circles (Mediation), various UIL Fine Arts Events and Concerts, Theater Arts Programs, CTE Activities, Athletic Programs (Football, Basketball, Volleyball, Track, Cross-Country), Soccer Start Program, Baseball Program, Counselors' Lunch Bunch, and Counselors' Corner at lunch. **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 and Administration	Formative		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

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 **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	**Feb**	**May**
	Some Progress	Some Progress	Considerable

Strategy 9 Details	Formative Reviews		
Strategy 9: State Compensatory Education (SCE): Throughout the current school year, we will use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	**Feb**	**May**
	Considerable	Considerable	Considerable

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: 100% of the district's safety policies will be implemented.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Bleyl will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus backpack and student id/badge policy and procedures.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be prepared to learn daily with materials and supplies located in a clear backpack and an ID badge around their neck and visible to all personnel. **Staff Responsible for Monitoring:** All Bleyl MS staff will have a duty station to support this daily check-in process, in classrooms, hallways, and at extra-curricular activities.	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. All students will learn all about and be prepared for Emergency Operating Procedures/safety drills. **Staff Responsible for Monitoring:** Assistant Principal	Considerable	Considerable	Accomplished

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue monitoring attendance weekly to identify areas of immediate impact and growth.

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:** Principal	Nov	Feb	May
	Considerable	Considerable	Considerable

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

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 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

   Next Year's Recommendation: Continue the goal.

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. To promote a safe environment, students will engage in daily advisory lessons teaching REAL behaviors that focus on the skills from the Well Managed Schools program.
   Strategy's Expected Result/Impact: Violent Incidents will be 0%.
   Staff Responsible for Monitoring: Teachers, Counselors, Administration
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews		

Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.
Students will learn about being REAL (Respect, Excellence, Accountability, and Leadership) at Bleyl. Campus rubrics will be taught during Brahma Camp, code of conduct meetings, and revisited regularly during advisory time. Staff will implement the Well Managed Schools strategies to support restorative discipline practices.
   Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
   Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist
	Formative		

	Nov	Feb	May
	Considerable	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
	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 10% or more.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Continue goal and monitor for areas of improvement in after school participation

Strategy 1 Details	Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: Each month, staff perfect attendance will be celebrated at the faculty meetings. Staff with perfect attendance each month will receive a "Perfect Attendance" certificate and have their name placed in a drawing to be selected to receive perfect attendance prizes.
 	
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 25% or more.
    Staff Responsible for Monitoring: Administration, Director of Instruction
	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 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
Formal Observations
Power Walks
Lesson Plans

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue goal

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: The staff completed a book study on Emotional Poverty. The campus PD week sessions were designed to support the continuance WMS program and prepare teachers to implement positive behavior strategies to support small-group instruction. Ongoing professional development opportunities will be provided based on campus needs as well as the extended focus on the book Emotional Poverty. **Strategy's Expected Result/Impact:** Students will be challenged at a higher learning level as teachers will implement the strategies learned from their training. **Staff Responsible for Monitoring:** Teachers, CCIS, Administration	**Formative**		
	Nov	**Feb**	**May**
	Considerable	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 25%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
Number of parents attending meetings/activities

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Increase number of PAFE events.

Strategy 1 Details	Formative Reviews		

Strategy 1: Parent and Family Engagement: Bleyl Middle School will hold meetings (including but not limited to Brahma Express, Open House, Watch Dog Dads, and Coffee & Conversations) with parents to increase:
-active parent engagement
-awareness of teen and school related topics
-the facilitation of more open and positive relationships
-the development of more active home/school partnerships
 	
We will also keep parents informed through the use of School Messenger, Remind, and our social media platforms.
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%.
    Staff Responsible for Monitoring: Teachers, Administration
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Considerable
	○ No Progress ◯ Accomplished → Continue/Modify ✗ Discontinue		

CPOC

Committee Role	Name	Position
Principal	Michelle Provo	Principal (there is only one principal)
Other School Leader (Nonteaching Professional)	Angelique Moulton	Director of instruction
Teacher #1	Kathleen Moreman	Teacher #1
Teacher #2	Roshondra Jones	Teacher #2
Teacher #3	Michael Bassett	Teacher #3
Teacher #4	Chelsea David	Teacher #4
Teacher #5	Jason Covington	Teacher #5
Teacher #6	Desiree Thomas	Teacher #6
Teacher #7	Nicole Morris	Teacher #7
Teacher #8	Justin Roberson	Teacher #8
Paraprofessional #1	Melissa Recinos	Paraprofessional #1
Paraprofessional #2	Patricia Mendez	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Nesi Harold	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Jasmeen Green	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	QueShendra Slade	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Lora Meza	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional)	Jasmine Wilson	Behavior Coach
Other School Leader (Nonteaching Professional)	Perry Holmes	Behavior Coach
Other School Leader (Nonteaching Professional)	Kimberly Ward	Academic Achievment Specialist
Other School Leader (Nonteaching Professional)	Amy Martinez	Academic Achievment Specialist
Administrator (LEA) #1	Carol Wheatfall	Administrator (LEA) #1
Administrator (LEA) #2	Yolanda Gatson	Administrator (LEA) #2
Parent #1	Deanna Torres	Parent #1
Parent #2	Julia Molina	Parent #2
Parent	Teresa Goebel	Parent #4
Parent	Sofia Elwin-Posado	Parent #3
Parent	Jeffry Goebel	Parent #5

Committee Role	Name	Position
Parent	Ashley Askew	Parent #6
Business Representative #1	Alison New	Business Representative #1
Business Representative #2	Carrie Robertson	Business Representative #2
Community Member #1	Fancy Greigg	Community Member #1
Community Member #2	Isaya Torres	Community Member #2

Addendums

Campus Bleyl

Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	72%	74%	76%	78%	80%
Meets or Above	46%	49%	52%	55%	58%
Masters Grade Level	19%	22%	25%	28%	31%

2024-25	Target Check
74%	Met District Strategic Target
49%	Met District Strategic Target
22%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches Target %	2024 Meets or Above %	2025 Meets Target %	2025 Meets Target %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Target %
Reading	6	Bleyl	MS3	All	437	68%	72%	69%	45%	48%	43%	16%	20%	18%
Reading	6	Bleyl	MS3	Hispanic	212	73%	75%	68%	45%	47%	43%	15%	17%	16%
Reading	6	Bleyl	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	6	Bleyl	MS3	Asian	30	91%	93%	86%	73%	75%	72%	55%	57%	55%
Reading	6	Bleyl	MS3	African Am.	132	54%	56%	59%	33%	35%	30%	7%	9%	6%
Reading	6	Bleyl	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Bleyl	MS3	White	47	89%	91%	91%	70%	72%	58%	32%	34%	40%
Reading	6	Bleyl	MS3	Two or More	16	50%	63%	69%	42%	44%	44%	*	31%	*
Reading	6	Bleyl	MS3	Eco. Dis.	279	64%	66%	66%	39%	41%	38%	12%	14%	14%
Reading	6	Bleyl	MS3	EB	104	68%	70%	51%	37%	39%	21%	13%	15%	*
Reading	6	Bleyl	MS3	At-Risk	264	62%	64%	65%	36%	38%	33%	10%	12%	12%
Reading	6	Bleyl	MS3	SPED	79	29%	34%	37%	11%	16%	10%	*	10%	*
Reading	7	Bleyl	MS3	All	413	64%	72%	68%	41%	46%	40%	16%	19%	13%
Reading	7	Bleyl	MS3	Hispanic	186	62%	70%	74%	44%	48%	42%	15%	18%	13%
Reading	7	Bleyl	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	7	Bleyl	MS3	Asian	26	88%	96%	83%	79%	88%	65%	48%	50%	43%
Reading	7	Bleyl	MS3	African Am.	151	55%	66%	58%	26%	30%	29%	8%	11%	5%
Reading	7	Bleyl	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	7	Bleyl	MS3	White	39	82%	90%	83%	56%	64%	57%	25%	28%	23%
Reading	7	Bleyl	MS3	Two or More	11	69%	82%	67%	38%	45%	50%	*	18%	*
Reading	7	Bleyl	MS3	Eco. Dis.	300	58%	60%	64%	34%	36%	35%	10%	12%	11%
Reading	7	Bleyl	MS3	EB	103	47%	49%	58%	35%	37%	18%	12%	14%	*
Reading	7	Bleyl	MS3	At-Risk	263	54%	56%	64%	31%	33%	31%	8%	10%	10%
Reading	7	Bleyl	MS3	SPED	72	26%	31%	29%	9%	14%	*	*	10%	*
Reading	8	Bleyl	MS3	All	465	78%	80%	75%	51%	53%	41%	22%	25%	18%
Reading	8	Bleyl	MS3	Hispanic	189	78%	80%	75%	52%	54%	43%	20%	23%	18%
Reading	8	Bleyl	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	8	Bleyl	MS3	Asian	35	90%	91%	77%	70%	71%	66%	43%	46%	37%
Reading	8	Bleyl	MS3	African Am.	167	73%	75%	69%	40%	43%	26%	15%	17%	9%
Reading	8	Bleyl	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Bleyl	MS3	White	55	83%	85%	92%	62%	64%	63%	35%	38%	27%
Reading	8	Bleyl	MS3	Two or More	16	78%	81%	77%	52%	56%	46%	26%	31%	*
Reading	8	Bleyl	MS3	Eco. Dis.	326	74%	76%	71%	43%	45%	34%	16%	18%	13%
Reading	8	Bleyl	MS3	EB	107	57%	59%	59%	27%	29%	25%	13%	15%	*
Reading	8	Bleyl	MS3	At-Risk	307	70%	72%	70%	38%	40%	31%	13%	15%	10%
Reading	8	Bleyl	MS3	SPED	69	45%	51%	43%	18%	23%	*	*	12%	*
Math	6	Bleyl	MS3	All	437	59%	72%	63%	28%	46%	28%	7%	19%	11%
Math	6	Bleyl	MS3	Hispanic	212	62%	69%	66%	29%	42%	22%	9%	19%	9%
Math	6	Bleyl	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*

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Math	6	Bleyl	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
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Math	6	Bleyl	MS3	Eco. Dis.	279	52%	54%	60%	22%	24%	24%	5%	7%	9%
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Math	7	Bleyl	MS3	African Am.	151	38%	62%	34%	14%	42%	15%	*	14%	*
Math	7	Bleyl	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
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Math	7	Bleyl	MS3	EB	103	56%	58%	41%	25%	26%	22%	7%	9%	*
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Math	7	Bleyl	MS3	SPED	72	18%	24%	24%	*	11%	7%	*	6%	*
Math	8	Bleyl	MS3	All	360	75%	78%	61%	42%	46%	31%	6%	19%	4%
Math	8	Bleyl	MS3	Hispanic	147	75%	77%	61%	39%	44%	30%	6%	11%	4%
Math	8	Bleyl	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	8	Bleyl	MS3	Asian	18	79%	83%	83%	74%	78%	56%	26%	39%	*
Math	8	Bleyl	MS3	African Am.	148	72%	74%	55%	35%	41%	22%	*	21%	*
Math	8	Bleyl	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Bleyl	MS3	White	36	89%	92%	77%	56%	58%	60%	*	31%	*
Math	8	Bleyl	MS3	Two or More	10	78%	80%	*	61%	60%	*	*	40%	*
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Science	8	Bleyl	MS3	Asian	35	85%	89%	77%	61%	77%	69%	37%	40%	40%
Science	8	Bleyl	MS3	African Am.	167	57%	61%	60%	29%	33%	25%	*	19%	4%
Science	8	Bleyl	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Bleyl	MS3	White	55	88%	91%	88%	65%	71%	71%	27%	29%	22%
Science	8	Bleyl	MS3	Two or More	16	67%	69%	62%	41%	56%	54%	*	31%	*
Science	8	Bleyl	MS3	Eco. Dis.	326	62%	64%	65%	33%	35%	36%	7%	9%	9%
Science	8	Bleyl	MS3	EB	107	52%	54%	60%	28%	30%	32%	10%	12%	*
Science	8	Bleyl	MS3	At-Risk	307	57%	59%	66%	26%	28%	35%	7%	9%	9%
Science	8	Bleyl	MS3	SPED	69	39%	43%	35%	12%	13%	*	*	7%	*
Social Studies	8	Bleyl	MS3	All	465	57%	72%	40%	24%	46%	19%	11%	19%	8%
Social Studies	8	Bleyl	MS3	Hispanic	189	52%	70%	38%	19%	48%	19%	9%	19%	8%
Social Studies	8	Bleyl	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches Target %	2024 Meets or Above %	2025 Meets Target %	2025 Meets Target %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Target %
Social Studies	8	Bleyl	MS3	Asian	35	80%	86%	69%	49%	57%	51%	22%	31%	26%
Social Studies	8	Bleyl	MS3	African Am.	167	47%	62%	30%	17%	38%	8%	5%	12%	*
Social Studies	8	Bleyl	MS3	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Bleyl	MS3	White	55	79%	91%	58%	37%	55%	30%	23%	27%	16%
Social Studies	8	Bleyl	MS3	Two or More	16	65%	94%	46%	31%	56%	*	*	38%	*
Social Studies	8	Bleyl	MS3	Eco. Dis.	326	48%	50%	32%	17%	19%	13%	6%	8%	5%
Social Studies	8	Bleyl	MS3	EB	107	39%	41%	24%	19%	21%	10%	*	10%	*
Social Studies	8	Bleyl	MS3	At-Risk	307	44%	46%	31%	17%	19%	13%	7%	8%	4%
Social Studies	8	Bleyl	MS3	SPED	69	29%	33%	13%	*	17%	*	*	9%	*
Algebra I	MS	Bleyl	MS3	All	106	100%	100%	100%	100%	100%	93%	85%	100%	72%
Algebra I	MS	Bleyl	MS3	Hispanic	42	100%	100%	100%	100%	100%	94%	79%	100%	78%
Algebra I	MS	Bleyl	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Bleyl	MS3	Asian	18	100%	100%	100%	100%	100%	100%	96%	100%	89%
Algebra I	MS	Bleyl	MS3	African Am.	19	100%	100%	100%	100%	100%	85%	83%	100%	40%
Algebra I	MS	Bleyl	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Bleyl	MS3	White	19	100%	100%	100%	100%	100%	88%	88%	100%	76%
Algebra I	MS	Bleyl	MS3	Two or More	6	*	100%	100%	*	100%	100%	*	100%	*
Algebra I	MS	Bleyl	MS3	Eco. Dis.	54	100%	100%	100%	100%	100%	90%	78%	100%	67%
Algebra I	MS	Bleyl	MS3	EB	5	100%	100%	*	100%	100%	*	82%	100%	*
Algebra I	MS	Bleyl	MS3	At-Risk	42	100%	100%	100%	100%	100%	97%	84%	100%	71%
Algebra I	MS	Bleyl	MS3	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