Cypress-Fairbanks Independent School District

Dean Middle School

2024-2025

Mission Statement

It's all about the D.E.A.N

Developing purposeful students to **E**ngage in academic excellence while **A**dvancing rigor, relevance and relationships for the **N**ew leaders of tomorrow's world.

Vision

C.A.R.E. - Continuous Achievement Requires Excellence

Our vision is to foster excellence through establishing a common language, understanding and practice through alignment of behavior, philosophy of teaching, curriculum, and instructional strategies.

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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will analyze formative/summative data and incorporate small group instruction to address learning gaps and differentiate lessons for student growth. **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, CCIS	**Formative**		
	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will incorporate data-driven small group instruction to target students' needs. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS	**Formative**		
	Nov	Feb	May
	Some Progress	Some Progress	Some Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will incorporate strategies to build academic vocabulary and utilize targeted small group instruction to increase engagement and retention of TEKS	**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, CCIS	Some Progress	Some Progress	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will incorporate active engagement strategies with a focus on processing activities to develop critical thinking, reading, and problem solving skills.	**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, CCIS	Some Progress	Some Progress	Considerable

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

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: Campus administrators will work collaboratively with the registrar to design and implement procedures to find and locate students that withdraw from campus.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal, Assistant Principals	Considerable	Considerable	Considerable

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Such as - Bringing Out the Best lessons, Career Speakers, Student Council, Veterans Day Celebration, Soccer Start and after-school clubs (STEM, Hola, FCA, Robotics).	**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, Assistant Principals, AAS	Some Progress	Considerable	Accomplished

Strategy 8 Details	Formative Reviews

	Formative		
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	**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	Some Progress	Considerable	Accomplished

Strategy 9 Details	Formative Reviews

	Formative		
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.	**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	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 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Administrators and staff will actively monitor the implementation of all district safety policies through supervision of students, staff, and campus visitors upon entry to the campus and careful monitoring throughout the day.
    Strategy's Expected Result/Impact: 100% of students, staff, and campus visitors will comply with safety protocols - wearing ID badges, students carrying clear backpacks, staff approaching visitors without a badge, not opening or propping open exterior doors, and keeping classroom doors locked.
    Staff Responsible for Monitoring: Principal, Assistant Principals
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, 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
	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: 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	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, AAS	Some Progress	Considerable	Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, AAS	Some Progress	Some Progress	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

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. Implement proactive measures, including mediation and restorative practices, to teach students alternative strategies for resolving differences amongst peers.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionists			
	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. Train all staff members on the philosophy, implementation, and benefits of restorative discipline with a focus on adjusting the campus culture to one that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists			
	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.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee			
	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 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details		Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Build in incentives to increase attendance on high absence days such as Monday and Friday. Recognize staff with perfect attendance each month with certificates and incentives. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Director of Instruction		**Formative**		
		Nov	**Feb**	**May**
		Some Progress	Considerable	Considerable
○ No Progress ○ Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 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: Walk Through Data
Campus/District Assessment Data
Lesson Plans

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers and instructional leaders will participate in professional development focused on the reflective cycle and instructional practices such as formative assessment, student discourse, small group instruction, and engagement techniques.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets identified in the CIP data tables. **Staff Responsible for Monitoring:** Director of Instruction, AAS, CCIS	⬤	⬤	⬤
	Considerable	Considerable	Accomplished

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Implement various methods of parent communication and provide multiple engagement opportunities such as Open House, Four Year Planning Meeting, Spring Stampede, Family Game Night, GT Showcase, Parent Nights and Electives Night. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished
○ No Progress ○ Accomplished ➡ Continue/Modify ✖ Discontinue			

CPOC

Committee Role	Name	Position
Principal	Michael George	Principal (there is only one principal)
Teacher #1	Jamie Brown	Teacher #1
Teacher #2	Micha Caldwell	Teacher #2
Teacher #3	Rebecca Cofield-Perez	Teacher #3
Teacher #4	Cierra Hypolite	Teacher #4
Teacher #5	Megan Jaramillo	Teacher #5
Teacher #6	Bill Nebeker	Teacher #6
Teacher #7	Elizabeth Ongudu	Teacher #7
Teacher #8	Natalia Solano	Teacher #8
Paraprofessional #1	Stacey Diskin	Paraprofessional #1
Paraprofessional #2	Deborah Garza	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Ashley Augustave	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Dontae Branch	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Steven Hatcher	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Paul Guerrero	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #5	Kristen Thorin	Other School Leader (Nonteaching Professional) #5
Administrator (LEA) #1	Cindy Argueta	Administrator (LEA) #1
Administrator (LEA) #2	Heather Bergman	Administrator (LEA) #2
Parent #1	John Rivera	Parent #1
Parent #2	Jessika Rivera	Parent #2
Community Member #1	Susan Bartos	Community Member #1
Community Member #2	Amanda Carlin	Community Member #2
Business Representative #1	Agarwal Bhumika	Business Representative #1
Business Representative #2	Natalie Espinoza	Business Representative #2

Addendums

Campus: **Dean**

Strategic Plan Goal 1 Campus 5-year Targets				
2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	39%	42%	45%	48%	51%
Masters Grade Level	18%	21%	24%	27%	30%

2024-25	Target Check
85%	Met District Strategic Target
53%	Met District Strategic Target
33%	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	Dean	MS4	All	371	63%	86%	63%	40%	51%	42%	16%	30%	18%
Reading	6	Dean	MS4	Hispanic	279	63%	86%	62%	39%	49%	41%	14%	26%	18%
Reading	6	Dean	MS4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Dean	MS4	Asian	12	90%	100%	73%	80%	83%	45%	30%	58%	*
Reading	6	Dean	MS4	African Am.	58	49%	79%	64%	30%	45%	45%	13%	31%	14%
Reading	6	Dean	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Dean	MS4	White	12	81%	92%	50%	50%	75%	42%	31%	58%	*
Reading	6	Dean	MS4	Two or More	9	*	100%	88%	*	78%	63%	*	56%	*
Reading	6	Dean	MS4	Eco. Dis.	327	62%	80%	61%	38%	45%	41%	15%	25%	17%
Reading	6	Dean	MS4	EB	127	50%	76%	37%	22%	41%	15%	4%	16%	*
Reading	6	Dean	MS4	At-Risk	279	59%	76%	57%	32%	45%	36%	10%	20%	15%
Reading	6	Dean	MS4	SPED	73	24%	45%	17%	9%	25%	*	*	14%	*
Reading	7	Dean	MS4	All	380	55%	87%	65%	32%	50%	40%	13%	30%	17%
Reading	7	Dean	MS4	Hispanic	280	57%	86%	68%	33%	45%	40%	13%	26%	15%
Reading	7	Dean	MS4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Dean	MS4	Asian	19	88%	100%	88%	76%	79%	82%	53%	63%	59%
Reading	7	Dean	MS4	African Am.	58	41%	83%	48%	15%	52%	25%	7%	26%	8%
Reading	7	Dean	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	7	Dean	MS4	White	18	56%	89%	69%	*	78%	50%	*	67%	31%
Reading	7	Dean	MS4	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Reading	7	Dean	MS4	Eco. Dis.	326	54%	80%	64%	31%	44%	38%	13%	22%	15%
Reading	7	Dean	MS4	EB	158	40%	76%	52%	21%	44%	23%	7%	22%	5%
Reading	7	Dean	MS4	At-Risk	303	49%	80%	60%	28%	44%	33%	11%	22%	12%
Reading	7	Dean	MS4	SPED	58	14%	45%	30%	*	22%	11%	*	14%	*
Reading	8	Dean	MS4	All	387	69%	85%	73%	40%	53%	48%	20%	32%	21%
Reading	8	Dean	MS4	Hispanic	281	68%	84%	71%	38%	52%	48%	18%	28%	19%
Reading	8	Dean	MS4	Am. Indian	6	*	100%	*	*	83%	*	*	67%	*
Reading	8	Dean	MS4	Asian	20	89%	95%	95%	79%	85%	80%	74%	80%	65%
Reading	8	Dean	MS4	African Am.	66	63%	83%	68%	32%	41%	36%	12%	26%	13%
Reading	8	Dean	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Dean	MS4	White	9	85%	89%	100%	77%	78%	71%	46%	56%	*
Reading	8	Dean	MS4	Two or More	5	*	100%	100%	*	80%	*	*	60%	*
Reading	8	Dean	MS4	Eco. Dis.	328	68%	81%	71%	36%	48%	45%	17%	22%	19%
Reading	8	Dean	MS4	EB	170	47%	74%	55%	14%	33%	24%	4%	20%	9%
Reading	8	Dean	MS4	At-Risk	317	64%	80%	69%	32%	44%	42%	16%	20%	16%
Reading	8	Dean	MS4	SPED	52	30%	45%	35%	*	33%	*	*	17%	*
Math	6	Dean	MS4	All	371	60%	86%	53%	27%	53%	14%	6%	30%	3%
Math	6	Dean	MS4	Hispanic	279	60%	85%	54%	24%	50%	13%	4%	26%	3%
Math	6	Dean	MS4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Dean	MS4	Asian	12	95%	100%	82%	95%	100%	64%	35%	50%	*

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	Dean	MS4	African Am.	58	46%	84%	45%	16%	50%	9%	*	34%	*
Math	6	Dean	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Dean	MS4	White	12	75%	92%	62%	38%	75%	*	*	58%	*
Math	6	Dean	MS4	Two or More	9	*	100%	*	*	78%	*	*	56%	*
Math	6	Dean	MS4	Eco. Dis.	327	58%	78%	51%	25%	42%	13%	5%	25%	3%
Math	6	Dean	MS4	EB	127	49%	72%	44%	19%	42%	8%	*	35%	*
Math	6	Dean	MS4	At-Risk	279	55%	78%	49%	21%	42%	10%	4%	25%	2%
Math	6	Dean	MS4	SPED	73	26%	59%	25%	*	34%	*	*	27%	*
Math	7	Dean	MS4	All	380	44%	86%	49%	27%	51%	30%	9%	30%	8%
Math	7	Dean	MS4	Hispanic	280	45%	84%	51%	27%	46%	30%	7%	25%	8%
Math	7	Dean	MS4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Dean	MS4	Asian	19	94%	100%	94%	82%	92%	88%	59%	63%	41%
Math	7	Dean	MS4	African Am.	58	26%	83%	28%	13%	52%	13%	*	34%	*
Math	7	Dean	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	7	Dean	MS4	White	18	*	100%	61%	*	78%	33%	*	56%	*
Math	7	Dean	MS4	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Math	7	Dean	MS4	Eco. Dis.	326	43%	83%	47%	26%	41%	29%	8%	24%	7%
Math	7	Dean	MS4	EB	158	35%	75%	41%	20%	40%	22%	5%	15%	6%
Math	7	Dean	MS4	At-Risk	303	39%	83%	43%	23%	41%	25%	8%	24%	6%
Math	7	Dean	MS4	SPED	58	17%	50%	24%	*	26%	11%	*	17%	*
Math	8	Dean	MS4	All	294	60%	82%	56%	26%	50%	26%	2%	33%	4%
Math	8	Dean	MS4	Hispanic	213	59%	81%	56%	24%	47%	26%	2%	30%	4%
Math	8	Dean	MS4	Am. Indian	5	*	100%	*	*	80%	*	*	60%	*
Math	8	Dean	MS4	Asian	5	100%	100%	100%	83%	100%	83%	*	100%	*
Math	8	Dean	MS4	African Am.	58	60%	79%	49%	20%	47%	14%	*	31%	*
Math	8	Dean	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Dean	MS4	White	8	63%	88%	*	63%	75%	*	*	38%	*
Math	8	Dean	MS4	Two or More	5	*	100%	*	*	80%	*	*	60%	*
Math	8	Dean	MS4	Eco. Dis.	258	60%	81%	56%	26%	43%	25%	2%	30%	4%
Math	8	Dean	MS4	EB	152	48%	80%	48%	20%	42%	20%	*	33%	5%
Math	8	Dean	MS4	At-Risk	250	57%	80%	53%	22%	43%	23%	*	28%	4%
Math	8	Dean	MS4	SPED	51	47%	49%	26%	17%	24%	*	*	16%	*
Science	8	Dean	MS4	All	387	54%	84%	68%	29%	50%	34%	11%	30%	9%
Science	8	Dean	MS4	Hispanic	281	53%	83%	68%	26%	44%	33%	9%	24%	9%
Science	8	Dean	MS4	Am. Indian	6	*	100%	*	*	83%	*	*	67%	*
Science	8	Dean	MS4	Asian	20	95%	100%	100%	89%	95%	80%	47%	60%	30%
Science	8	Dean	MS4	African Am.	66	44%	82%	56%	17%	56%	15%	*	38%	*
Science	8	Dean	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	8	Dean	MS4	White	9	69%	89%	71%	54%	67%	*	*	44%	*
Science	8	Dean	MS4	Two or More	5	*	100%	100%	*	80%	*	*	60%	*
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Social Studies	8	Dean	MS4	Am. Indian	6	*	100%	*	*	83%	*	*	67%	*
Social Studies	8	Dean	MS4	Asian	20	89%	95%	85%	74%	85%	50%	47%	65%	35%
Social Studies	8	Dean	MS4	African Am.	66	36%	83%	25%	17%	50%	16%	*	38%	*

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	Dean	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Dean	MS4	White	9	69%	89%	*	38%	56%	*	*	33%	*
Social Studies	8	Dean	MS4	Two or More	5	*	100%	*	*	80%	*	*	60%	*
Social Studies	8	Dean	MS4	Eco. Dis.	328	44%	83%	43%	22%	45%	19%	8%	20%	6%
Social Studies	8	Dean	MS4	EB	170	25%	76%	31%	10%	25%	9%	*	18%	3%
Social Studies	8	Dean	MS4	At-Risk	317	41%	83%	42%	20%	43%	18%	8%	20%	7%
Social Studies	8	Dean	MS4	SPED	52	19%	47%	21%	*	29%	*	*	19%	*
Algebra I	MS	Dean	MS4	All	93	100%	100%	100%	97%	98%	95%	90%	92%	69%
Algebra I	MS	Dean	MS4	Hispanic	68	100%	100%	100%	97%	99%	94%	90%	93%	62%
Algebra I	MS	Dean	MS4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Dean	MS4	Asian	15	100%	100%	100%	100%	100%	100%	100%	100%	86%
Algebra I	MS	Dean	MS4	African Am.	8	*	100%	100%	*	88%	100%	*	75%	100%
Algebra I	MS	Dean	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Dean	MS4	White	1	100%	100%	*	100%	100%	*	*	100%	*
Algebra I	MS	Dean	MS4	Two or More	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Dean	MS4	Eco. Dis.	70	100%	100%	100%	97%	98%	96%	89%	91%	66%
Algebra I	MS	Dean	MS4	EB	18	100%	100%	100%	100%	100%	80%	88%	90%	53%
Algebra I	MS	Dean	MS4	At-Risk	67	100%	100%	100%	97%	98%	93%	88%	90%	65%
Algebra I	MS	Dean	MS4	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