Cypress-Fairbanks Independent School District

Bleyl Middle School

2025-2026

Mission Statement

Equip students today to impact tomorrow.

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Bleyl is a campus in Houston, Texas.   Bleyl is projected to serve 1293 students in grades 6 - 8 during the 2025-26 school year, which is a decrease from the previous year of 1370.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Bleyl 's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 9, 2025, and again on September 25, 2025. The meetings were held in the Bley LGI.   We plan to meet again on November 13, 2025, February 12, 2026, and May 7, 2026, to review and revise the CNA as needed.

At the first meeting on May 9, 2025 :
The committee discussed relevant data to begin the needs assessment for the 25-26 school year. The committee voted on progress towards the 24-25 school year goals and brainstormed needs and goals for the 25-26 school year. The committee discussed the purpose of PAFE, Bleyl's 2024-2025 PFE Policy, PAFE programming that occurred during the 2024-2025 school year, and proposed ideas for the 2025-2026 school year. Feedback from the community was garnered. DI shared the proposed budget spending for the 25-26 school year.

The following data were evaluated from the 2024-25 school year:

- CFISD Benchmarks and Assessment Data
- Campus Discipline data
- Campus Attendance data
- Performance Objectives with Summative Review
- Camus/District Improvement Plan for prior years
- Student Failure and Retention rates (including 98's)

- Special Education Population data
- 2025 STAAR data

At the second meeting on September 11, 2025, the CPOC: After the welcome and introductions, the purpose and process of the CPOC were explained, and future dates were shared. We then revisited the needs assessment, as well as District Goal 1. All four core subject areas spoke to the need for instructional focus. Additionally, we revised/added the word manipulatives to the math strategy. Next, we discussed Board Guardrails 1-3 and the need to review the strategy to improve student engagement. Then we shared how our State Compensatory Education and Title I funds are used to help teachers, support parent and family engagement. During the discussion on parent and family engagement, parents suggested that we allocate some of our funds to Destination Imagination. At the conclusion of the meeting, we discussed the next steps and how we will progress in monitoring our goals and strategies. Finally, we voted on the strategy evaluation.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievemen** t is the underperformance of our African Americans and Economically Disadvantaged learners in the area of Reading compared to other sub-populations. Through the root cause analysis process, we identified the cause to be a lack of progress monitoring, using evidence of student learning through writing samples that specifically target vocabulary, grammar, and reading skills.

Our second identified priority problem in the area of **student achievement** is the underperformance of our African Americans and Economically Disadvantaged learners in the area of Math compared to other sub-populations .. Through the root cause analysis process, we identified a need to increase models and visual representations during first-time instruction to close gaps in foundational skills .

Our third identified priority problem is the lack of **Parent and Family Engagement** in the academic progress of students and campus event attendance. Through the root cause analysis process, we identified the need to host events that parents share an interest in attending based on surveys and feedback.

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		Reviews			
Strategy 1: Instructional Focus: RLA: African American and economically disadvantaged students will demonstrate proficiency in writing skills.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**

Strategy: RLA: We will implement weekly writing tasks across genres and utilize progress monitoring every three weeks to track growth, adjust instruction, and provide targeted interventions
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Language Arts CCIS
		Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Instructional Focus: Math: We will close performance gaps close to the next performance level on STAAR with African American students.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**

Strategy: We will use models, manipulatives, and visual representations during first-time instruction to ensure students demonstrate growth in conceptual understanding and foundational math skills.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Math CCIS
		Moderate Progress			

Strategy 3 Details	Reviews			

Strategy 3: Instructional Focus: Science: We will increase African American students' proficiency on STAAR.
 	
Strategy: Science: We will increase student visual literacy skills through interpreting charts, graphs, tables, and stimuli.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Science CCIS
	Formative			Summative

	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			

Strategy 4: Instructional Focus: Social Studies: We will focus on African American and economically disadvantaged students' process skills to increase student performance on district and campus-based assessments.
 	
Strategy: We will use at least one short constructed response (SCR) activity per week during classroom instruction to assess and strengthen student proficiency.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Social Studies CCIS
	Formative			Summative

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 5 Details	Reviews			

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

	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 6 Details	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.
    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
	Formative			Summative

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities to provide all students with a well-rounded education: REAL Time (Character Building), Restorative Circles (mediation), various UIL Fine Arts events and concerts, Theatre Arts programming, Athletic programs (Football, Basketball, Volleyball, Track, and Cross-Country), Soccer Start program, Baseball program, and Counselor's Lunch Bunch/Corner. **Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education. **Staff Responsible for Monitoring:** Teachers and Administration	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 8 Details	Reviews			
Strategy 8: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. **Strategy's Expected Result/Impact:** *Salaries: 1 Counselor, 2 paraprofessionals, and 6 teachers (4 English, 2 Math) will assist with helping students and reducing class size in our highest areas of need. *Student Scholarships: We will use this to cover the cost of all Dual Credit classes and the registration fees for all AP tests. *Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice. *Instructional Supplies: Classroom supplies such as paper, Chromebook chargers, and other office supplies will help provide students with the supplies they need to be successful in class. *Extra Duty Pay: Staff members will be paid for having 5 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support. *Subscriptions: We will increase our student attendance by tracking restroom passes for all students using Securly. *Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP. *Parental Involvement: We will increase parent involvement throughout the year with events like Ram Express, Meet the Rams, Open House, Horizons Showcase, Spring Showcase, Counselor Talks, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement. **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 9 Details	Reviews			
Strategy 9: Improving Student Engagement: Increase overall student engagement by implementing a consistent, campus-wide positive behavior incentive system that recognizes and reinforces desired behaviors, resulting in improved student participation, attendance, and academic outcomes. **Strategy's Expected Result/Impact:** Student engagement indicators--including class participation, attendance rates, and discipline data--will improve by at least 10% as measured by classroom walkthroughs, attendance reports, and behavior incident records. **Staff Responsible for Monitoring:** APs and Behavior Specialists	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	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

Strategy 1 Details	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.
    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.
	Formative			**Summative**

	Nov	Feb	May	June
	Considerable			
Strategy 2 Details	Reviews			

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.
    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
	Formative			**Summative**

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

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

No Progress	Accomplished	Continue/Modify	Discontinue

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Teachers, Counselors, Administration	Considerable			

Strategy 2 Details	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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist	Considerable			

Strategy 3 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
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			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	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

Strategy 1 Details	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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 25% or more. **Staff Responsible for Monitoring:** Administration, Director of Instruction	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

Strategy 1 Details		Reviews			
Strategy 1: High-Quality Professional Development: The staff participates in campus-designed PD sessions designed to support the development of quality lesson plans and activities; prepare teachers to implement positive behavior strategies to support closing academic gaps and small-group instruction. Ongoing professional development (Learning Paths) opportunities will be provided based on campus needs, as well as addressing student progress monitoring to ensure growth is happening.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
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		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 5%.

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

Strategy 1 Details		Reviews			
Strategy 1: Improving Parent and Community Engagement: Bleyl MS will host a series of events for community and parents (including, but not limited to, Brahma Corral/Express, Open House, Watch Dog Dads, and Curriculum Nights) to increase:		**Formative**			**Summative**
-active parent engagement		**Nov**	**Feb**	**May**	**June**

-awareness of the student and school-related topics
- the facilitation of more open and positive relationships between students, parents, and staff
- the development of more active home/school partnerships to influence student academic outcomes
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.
    Staff Responsible for Monitoring: Teachers, Administration
		Considerable			

Strategy 2 Details		Reviews			
Strategy 2: Improving Social Media Presence: Bleyl will keep parents informed and aware of school events and programming through the use of School Messenger, Remind, and our active social media platforms (Twitter and Facebook).		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Administration and Campus Social Media Committee		Considerable			
No Progress Accomplished Continue/Modify Discontinue					

CPOC

Committee Role	Name	Position
Principal	Michelle Provo	Principal (there is only one principal)
Director of Instruction	Angelique Moulton	Director of Instruction
District Representative	Jennifer Klaus	District Representative
District Representative	Mark Williams	District Representative
Teacher	Abigail Meehan	Social Studies
Teacher	Maple Morgan	Special Education
Teacher	Matthew Payne	Fine Arts
Teacher	Julie Bremer	CTE
Teacher	Michael Bassett	Science
Teacher	Krystal LeJune	Algebra
Teacher	Disiree Thomas	Math
Other School Leader (Nonteaching Professional) #1	Kimberly Ward	AAS
Other School Leader (Nonteaching Professional)	Jennifer Sorrells	AAS
Other School Leader (Nonteaching Professional)	Jasmeen Green	Math CCIS
Other School Leader (Nonteaching Professional)	Byroneshia Harold	Science CCIS
Other School Leader (Nonteaching Professional)	Lora Meza	Social Studies CCIS
Other School Leader (Nonteaching Professional)	Qua Shrendra Slade	RLA CCIS
Administrator (LEA) #1	Everette Taylor	Assistant Principal
Administrator (LEA) #2	Samdria Stewart	Assistant Principal
Administrator (LEA) #3	Tashanda Franklin	Assistant Principal
Parent #1	Julie Mendoza	Parent #1
Parent #2	Michelle Richmond	Parent #2
Business Representative #1	Graced Ministries	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2
Community Member #1	Frans Van Dyk	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Other School Leader (Nonteaching Professional)	Perry Holmes	Behavior Specialist

Committee Role	Name	Position
Other School Leader (Nonteaching Professional)	Jasmine Wilson	Behavior Specialist

Addendums

Campus	Bleyl

Strategic Plan Goal 1 Campus 5-year Targets						2025-26	Target Check
	2024-25	2025-26	2026-27	2027-28	2028-29		
Approaches or Above	72%	74%	76%	78%	80%	81%	Met District Strategic Target
Meets or Above	46%	49%	52%	55%	58%	51%	Met District Strategic Target
Masters Grade Level	19%	22%	25%	28%	31%	32%	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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Reading	6	Bleyl	MS2	All	421	69%	336	80%	43%	210	50%	18%	126	30%
Reading	6	Bleyl	MS2	Hispanic	191	68%	153	80%	43%	95	50%	16%	57	30%
Reading	6	Bleyl	MS2	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Reading	6	Bleyl	MS2	Asian	25	86%	20	80%	72%	13	52%	55%	7	28%
Reading	6	Bleyl	MS2	African Am.	149	59%	119	80%	30%	75	50%	6%	45	30%
Reading	6	Bleyl	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Bleyl	MS2	White	37	91%	29	78%	58%	18	49%	40%	11	30%
Reading	6	Bleyl	MS2	Two or More	17	69%	13	76%	44%	8	47%	*	5	29%
Reading	6	Bleyl	MS2	Eco. Dis.	321	66%	258	80%	38%	160	50%	14%	95	30%
Reading	6	Bleyl	MS2	EB	106	51%	85	80%	21%	53	50%	*	32	30%
Reading	6	Bleyl	MS2	At-Risk	264	65%	210	80%	33%	132	50%	12%	78	30%
Reading	6	Bleyl	MS2	SPED	77	37%	61	79%	10%	38	49%	*	23	30%
Reading	7	Bleyl	MS2	All	424	68%	340	80%	40%	211	50%	13%	127	30%
Reading	7	Bleyl	MS2	Hispanic	210	74%	169	80%	42%	105	50%	13%	62	30%
Reading	7	Bleyl	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	7	Bleyl	MS2	Asian	28	83%	23	82%	65%	14	50%	43%	10	36%
Reading	7	Bleyl	MS2	African Am.	124	57%	99	80%	29%	62	50%	5%	37	30%
Reading	7	Bleyl	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Bleyl	MS2	White	43	83%	34	79%	57%	21	49%	23%	13	30%
Reading	7	Bleyl	MS2	Two or More	19	67%	15	79%	50%	9	47%	*	5	26%
Reading	7	Bleyl	MS2	Eco. Dis.	303	64%	242	80%	35%	150	50%	11%	90	30%
Reading	7	Bleyl	MS2	EB	126	58%	101	80%	18%	63	50%	*	38	30%
Reading	7	Bleyl	MS2	At-Risk	279	63%	222	80%	31%	140	50%	10%	85	30%
Reading	7	Bleyl	MS2	SPED	64	29%	51	80%	*	32	50%	*	19	30%
Reading	8	Bleyl	MS2	All	411	75%	330	80%	41%	205	50%	18%	125	30%
Reading	8	Bleyl	MS2	Hispanic	193	75%	155	80%	43%	97	50%	18%	57	30%
Reading	8	Bleyl	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	8	Bleyl	MS2	Asian	25	77%	20	80%	66%	12	48%	37%	11	44%
Reading	8	Bleyl	MS2	African Am.	146	68%	117	80%	26%	73	50%	9%	44	30%
Reading	8	Bleyl	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Bleyl	MS2	White	35	92%	28	80%	63%	17	49%	27%	10	29%
Reading	8	Bleyl	MS2	Two or More	12	77%	10	83%	46%	6	50%	*	3	25%
Reading	8	Bleyl	MS2	Eco. Dis.	307	71%	245	80%	34%	152	50%	13%	92	30%
Reading	8	Bleyl	MS2	EB	129	58%	103	80%	25%	65	50%	*	39	30%
Reading	8	Bleyl	MS2	At-Risk	269	69%	215	80%	31%	135	50%	10%	80	30%
Reading	8	Bleyl	MS2	SPED	66	40%	53	80%	*	33	50%	*	20	30%
Math	6	Bleyl	MS2	All	421	63%	336	80%	28%	210	50%	11%	125	30%
Math	6	Bleyl	MS2	Hispanic	191	66%	153	80%	22%	95	50%	9%	57	30%
Math	6	Bleyl	MS2	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
Math	6	Bleyl	MS2	Asian	25	83%	20	80%	69%	13	52%	41%	7	28%
Math	6	Bleyl	MS2	African Am.	149	49%	119	80%	17%	75	50%	6%	45	30%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Math	6	Bleyl	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Bleyl	MS2	White	37	87%	29	78%	60%	18	49%	22%	11	30%
Math	6	Bleyl	MS2	Two or More	17	41%	13	76%	*	8	47%	*	5	29%
Math	6	Bleyl	MS2	Eco. Dis.	321	60%	257	80%	24%	160	50%	9%	97	30%
Math	6	Bleyl	MS2	EB	106	60%	85	80%	14%	53	50%	*	32	30%
Math	6	Bleyl	MS2	At-Risk	264	58%	212	80%	20%	132	50%	8%	80	30%
Math	6	Bleyl	MS2	SPED	77	33%	61	79%	*	38	49%	*	23	30%
Math	7	Bleyl	MS2	All	424	50%	340	80%	31%	211	50%	7%	127	30%
Math	7	Bleyl	MS2	Hispanic	210	55%	168	80%	37%	105	50%	8%	62	30%
Math	7	Bleyl	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	7	Bleyl	MS2	Asian	28	82%	24	86%	64%	14	50%	27%	10	36%
Math	7	Bleyl	MS2	African Am.	124	34%	99	80%	15%	62	50%	*	37	30%
Math	7	Bleyl	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Bleyl	MS2	White	43	74%	34	79%	49%	21	49%	17%	13	30%
Math	7	Bleyl	MS2	Two or More	19	58%	15	79%	42%	9	47%	*	5	26%
Math	7	Bleyl	MS2	Eco. Dis.	303	43%	243	80%	25%	150	50%	5%	90	30%
Math	7	Bleyl	MS2	EB	126	41%	101	80%	22%	63	50%	*	38	30%
Math	7	Bleyl	MS2	At-Risk	279	43%	222	80%	24%	140	50%	5%	85	30%
Math	7	Bleyl	MS2	SPED	64	24%	51	80%	7%	32	50%	*	19	30%
Math	8	Bleyl	MS2	All	302	61%	243	80%	31%	151	50%	4%	90	30%
Math	8	Bleyl	MS2	Hispanic	140	61%	112	80%	30%	70	50%	4%	42	30%
Math	8	Bleyl	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	8	Bleyl	MS2	Asian	12	83%	11	92%	56%	6	50%	*	3	25%
Math	8	Bleyl	MS2	African Am.	124	55%	99	80%	22%	62	50%	*	37	30%
Math	8	Bleyl	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Bleyl	MS2	White	20	77%	16	80%	60%	10	50%	*	6	30%
Math	8	Bleyl	MS2	Two or More	6	*	5	83%	*	3	50%	*	2	33%
Math	8	Bleyl	MS2	Eco. Dis.	238	58%	190	80%	27%	118	50%	3%	72	30%
Math	8	Bleyl	MS2	EB	93	64%	74	80%	32%	46	49%	8%	28	30%
Math	8	Bleyl	MS2	At-Risk	209	60%	167	80%	28%	104	50%	4%	63	30%
Math	8	Bleyl	MS2	SPED	65	30%	52	80%	10%	32	49%	*	19	29%
Science	8	Bleyl	MS2	All	411	70%	330	80%	43%	205	50%	14%	125	30%
Science	8	Bleyl	MS2	Hispanic	193	73%	155	80%	45%	96	50%	15%	57	30%
Science	8	Bleyl	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	8	Bleyl	MS2	Asian	25	77%	20	80%	69%	12	48%	40%	10	40%
Science	8	Bleyl	MS2	African Am.	146	60%	117	80%	25%	73	50%	4%	44	30%
Science	8	Bleyl	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Bleyl	MS2	White	35	88%	29	83%	71%	18	51%	22%	10	29%
Science	8	Bleyl	MS2	Two or More	12	62%	9	75%	54%	6	50%	*	4	33%
Science	8	Bleyl	MS2	Eco. Dis.	307	65%	245	80%	36%	152	50%	9%	93	30%
Science	8	Bleyl	MS2	EB	129	60%	103	80%	32%	65	50%	*	39	30%
Science	8	Bleyl	MS2	At-Risk	269	66%	215	80%	35%	135	50%	9%	80	30%
Science	8	Bleyl	MS2	SPED	66	35%	53	80%	*	33	50%	*	20	30%
Social Studies	8	Bleyl	MS2	All	411	40%	330	80%	19%	205	50%	8%	125	30%
Social Studies	8	Bleyl	MS2	Hispanic	193	38%	155	80%	19%	96	50%	8%	57	30%
Social Studies	8	Bleyl	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Bleyl	MS2	Asian	25	69%	20	80%	51%	13	52%	26%	10	40%
Social Studies	8	Bleyl	MS2	African Am.	146	30%	117	80%	8%	73	50%	*	44	30%
Social Studies	8	Bleyl	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Bleyl	MS2	White	35	58%	28	80%	30%	17	49%	16%	10	29%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Social Studies	8	Bleyl	MS2	Two or More	12	46%	10	83%	*	6	50%	*	4	33%
Social Studies	8	Bleyl	MS2	Eco. Dis.	307	32%	245	80%	13%	152	50%	5%	93	30%
Social Studies	8	Bleyl	MS2	EB	129	24%	103	80%	10%	65	50%	*	39	30%
Social Studies	8	Bleyl	MS2	At-Risk	269	31%	215	80%	13%	134	50%	4%	80	30%
Social Studies	8	Bleyl	MS2	SPED	66	13%	53	80%	*	33	50%	*	20	30%
Algebra I	MS	Bleyl	MS2	All	109	100%	109	100%	93%	109	100%	72%	109	100%
Algebra I	MS	Bleyl	MS2	Hispanic	53	100%	53	100%	94%	53	100%	78%	53	100%
Algebra I	MS	Bleyl	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Bleyl	MS2	Asian	13	100%	13	100%	100%	13	100%	89%	13	100%
Algebra I	MS	Bleyl	MS2	African Am.	22	100%	22	100%	85%	22	100%	40%	22	100%
Algebra I	MS	Bleyl	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Bleyl	MS2	White	15	100%	15	100%	88%	15	100%	76%	15	100%
Algebra I	MS	Bleyl	MS2	Two or More	6	100%	6	100%	100%	6	100%	*	6	100%
Algebra I	MS	Bleyl	MS2	Eco. Dis.	69	100%	69	100%	90%	69	100%	67%	69	100%
Algebra I	MS	Bleyl	MS2	EB	36	*	36	100%	*	36	100%	*	36	100%
Algebra I	MS	Bleyl	MS2	At-Risk	60	100%	60	100%	97%	60	100%	71%	60	100%
Algebra I	MS	Bleyl	MS2	SPED	1	*	1	100%	*	1	100%	*	1	100%

Content Area
Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- 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, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse 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.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE
- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.