Cypress-Fairbanks Independent School District

Salyards Middle School

2025-2026

Mission Statement

The Salyards Middle School mission is to challenge and inspire students to adapt, grow, and strive for continued improvement through relevant and engaging learning environments.

Vision

Salyards Middle School vision is to build lifelong, empowered learners who have the necessary tools to become a contributing and responsible member of our ever-changing world.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Salyards students passed STAAR Reading, Science and Math at 90% or higher.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Economically disadvantaged students in all subject areas (ELAR, Math, Social Studies, Science) need to grow from the meets category to the masters category.
Root Cause: Instructional Focus Root Cause #1: Teachers have a lack of instructional practices to address the increase in our economically disadvantaged student population from 2021 to 2025.

Problem Statement 2: Instructional Focus Problem #2: Social studies saw a decrease in student performance in the approaches, meets and masters performance categories for african american, economically disadvantaged, emergent bilingual and special education students.
Root Cause: Instructional Focus Root Cause #2: Students are underperforming in social studies due to insufficient scaffolding and limited vocabulary acquisition.

Problem Statement 3: Math: Economically disadvantaged and emergent bilingual students continue to underperform other subpops on STAAR.
Root Cause: Math: Students struggled with rigor of STAAR based questions.

Problem Statement 4: ELAR: Students in special education and emergent bilingual students continue to underperform other subpops on STAAR.
Root Cause: ELAR: Students struggled with rigor and vocabulary of STAAR based questions.

Problem Statement 5: Science: Emergent bilingual students continue to underperform other subpops on STAAR.
Root Cause: Science: Students struggled with vocabulary of STAAR based questions and do not have opportunities to practice speaking and writing in science.

Problem Statement 6: Social Studies: Emergent bilingual students continue to underperform other subpops on STAAR.
Root Cause: Social Studies: First time instruction was at lower Bloom's taxonomy levels and not at STAAR rigor/mastery.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate based on the Positive Behavioral Interventions and Supports (PBIS) Survey:

- 93% of staff say procedures are in place to address emergency/dangerous situations.
- 93% of staff say school administrator is an active participant of the behavior support team.
- 90% of staff say all expected student behaviors and routines in classroom are stated positively and defined clearly.
- 90% of staff expected student behaviors and routines in classroom are taught directly.

Salyards Middle School was recognized as an attendance champion for the 24-25 school year. Our yearly attendance stayed above 95%.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students are not cognitively engaged in lessons during class.
Root Cause: Students do not find classroom lessons/activities challenging.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Salyards has two lead mentor teachers that oversee the new staff mentor program and are responsible for supporting our new Bengal family members. Each new staff member at Salyards, including paraprofessionals, support staff, or classroom teachers are assigned a mentor to provide ongoing support and collaboration. The mentors check in with the new staff members to participate in sessions to work on different items throughout the year, including paperwork and scenarios. Staff are able to provide feedback on Starts, Stop and Continue survey, where they provide input on procedures, ideas, etc. they would like to start, stop or continue.

The following strengths were identified (utilizing the 2024-2025 Employee Perception Survey Data) in relation to students data and data driven decisions in measuring overall student success: 52 Teachers, 14 Para/Secretary, 4 Support Staff and 6 Administrators completed the EPS survey:

- 100% of staff strongly agree/agree that opportunities exist for them to think for themselves
- 100% of staff strongly agree/agree that opportunities are available to provide input
- 100% of staff strongly agree/agree procedures have been implemented to keep them safe at work
- 100% of staff strongly agree/agree quality work is expected of them
- 100% of staff strongly agree/agree opportunities to discuss concerns with campus administrators are available
- 98% of staff strongly agree/agree they are clear about their job responsibilities
- 98% of staff strongly agree/agree that staff appreciation is built into the school culture
- 96% of staff strongly agree/agree that decisions are data driven

Teachers are provided the opportunity to vote on matters such as Teacher of the Year, CTE days, Advisory, etc. Teachers are provided the opportunity to provide input on procedures in the building such as Bengal Express, BAT (Bengal Academic Team) to help with academic expectations, and PBIS.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers do not feel various forms of feedback are given to help improve performance.
Root Cause: Instructional team members do not feel they have enough quality time to give feedback effectively.

Family and Community Engagement

Family and Community Engagement Strengths

Salyards hosts several opportunities for parents throughout the school year. Each year we invite parents and students to attend Athletic Express and Bengal Express. These events provide parents an opportunity to purchase items for their student participating in athletics, as well as access to the locker room, purchase spirit items for the upcoming school year, and walk their child's schedule. During Open House, we provide meetings to review 4 year planning information for 8th grade students and parents, as well as a meeting for parents of students with dyslexia and dysgraphia. Open House is well attended by our Salyards families for all grade levels. Salyards invites our 5th to 6th grade students in January to host electives night and give parents an introduction into middle school. We communicate regularly with parents and community members through our campus web page, Schoology, School Messenger, Twitter, Instagram and Facebook.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents have indicated that there are inconsistent communication platforms.
Root Cause: The campus will define the different communication procedures and methods for parents.

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: To increase student academic engagement.	**Formative**			**Summative**
Strategy: The campus will support teachers in learning and practicing cognitive engagement strategies in the classroom to increase student engagement. Instructional team members will use data (weCLIMB walks, planning sessions, etc) to develop instructional coaching opportunities to increase student discourse, critical student thinking opportunities to extend learning. The instructional team will discuss the data at weekly meetings and have coaching check-ins. **Strategy's Expected Result/Impact:** Classrooms will have student discourse opportunities running at the 80/20 (student/teacher) ratio by the end of the school year. **Staff Responsible for Monitoring:** Content CCIS, Director of Instruction, Assistant Principals, Principal.	**Nov** Moderate Progress	**Feb**	**May**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: Social Studies TEKS performance.	**Formative**			**Summative**
Strategy: Social studies teachers will create reteach opportunities for students aligned with targeted TEKS performance data, including the use of small group facilitation. Students will access complex texts, understand academic language through vocabulary practice, and engage in student discourse opportunities throughout lessons. **Strategy's Expected Result/Impact:** Students will show mastery in understanding of primary sources through the growth of academic language. **Staff Responsible for Monitoring:** Social Studies CCIS, Appraiser, Director of Instruction	**Nov** Moderate Progress	**Feb**	**May**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal		**Nov**	**Feb**	**May**	**June**
		Some Progress			

Strategy 4 Details		Reviews			
Strategy 4: Dropout Prevention: Teachers will focus on student intervention through math and reading courses to intervene and check for understanding.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal		**Nov**	**Feb**	**May**	**June**
		Some Progress			

Strategy 5 Details		Reviews			
Strategy 5: Improving Student Engagement: Teachers will work on creating and implementing cognitive engagement strategies in class to increase student discourse opportunities. Teachers will focus on working with their emergent bilingual, special education and economically disadvantaged student populations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth on STAAR **Staff Responsible for Monitoring:** Teachers, CCIS, AAS, Director of Instruction		**Nov**	**Feb**	**May**	**June**
		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 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: Our PBIS leaders and committee will facilitate the implementation of multiple campus-wide activities that encourage positive behavior. Students and staff will commit to promoting respect, inclusion, and understanding of all members in our school community.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: There will be an increased focus on positive behavior through the PBIS program. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Director of Instruction, and PBIS Leaders/team	Some Progress			

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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Moderate 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 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 97% overall attendance rate.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 97% overall attendance rate **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**	**June**
			Moderate Progress			
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**
Strategy's Expected Result/Impact: 97% overall attendance rate **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**	**June**
			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. Salyards will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Some Progress			
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. Our administrative staff and PBIS team will continue to explore ways to intervene with students and resolve behavioral issues without escalating the student. We will also be proactive with students through positive behavior referrals and Educator's Handbook. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, PBIS Team, Principal		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Some Progress			
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. **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**			**Summative**
		Nov	**Feb**	**May**	**June**
		Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD 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. Social Contracts posted and utilized in class. **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 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals with perfect attendance each month will earn perfect attendance certificate and a treat.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Sub Representative paraprofessional.	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

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: Staff feedback
Classroom Walks and Coaching Feedback

Strategy 1 Details		Reviews			
Strategy 1: High-Quality Professional Development: Teachers will continue to be invited to specified professional development at Salyards through teacher created professional development. Teacher created professional development will be based on feedback and need.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Staff Development Liaisons.		Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Monthly Professional Development Opportunities - 2 minute PD at staff meetings		**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.		**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Director of Instruction, Staff Development Liaisons.		Moderate Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, 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 Social Media Presence: Utilize social media platforms to promote Salyards academics.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase participation from parents and community on social media platforms. **Staff Responsible for Monitoring:** Social Media chairs, Director of Instruction, Principal		**Nov**	**Feb**	**May**	**June**
		Some Progress			
Strategy 2 Details		**Reviews**			
Strategy 2: Improving Social Media Presence: Utilize social media platforms to promote Salyards extracurricular activities.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase participation from parents and community on social media platforms. **Staff Responsible for Monitoring:** Social Media chairs, Director of Instruction, Principal		**Nov**	**Feb**	**May**	**June**
		Moderate Progress			
Strategy 3 Details		**Reviews**			
Strategy 3: Improving Parent and Community Engagement: Salyards will work on promoting and growing our VIPS program through highlighting their support through social media platforms and monthly newsletter distribution.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Grow VIPS partners and numbers **Staff Responsible for Monitoring:** Campus Secretary, Principal		Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: Utilize our social media platforms and monthly newsletter (SMORE) to advertise and promote special events. 　　**Strategy's Expected Result/Impact:** Increase viewership of our monthly SMORE 　　**Staff Responsible for Monitoring:** Campus secretary, Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

○ No Progress　　　○ Accomplished　　　→ Continue/Modify　　　✕ Discontinue

CPOC

Committee Role	Name	Position
Principal	Steve Miller	Principal (there is only one principal)
District Representative	Tina Hughes	District Representative
Teacher #1	Becky Janca	Teacher #1
Teacher #2	Lisa Davis	Teacher #2
Teacher #3	Meagan Graham	Teacher #3
Teacher #4	Kelly Parente	Teacher #4
Teacher #5	Shanen Hajdik	Teacher #5
Teacher #6	Ursula Veserra	Teacher #6
Teacher #7	Lauren Biediger	Teacher #7
Teacher #8	Tonetta Washington	Teacher #8
Teacher #9	Kelley Armstrong	Teacher #9
Other School Leader (Nonteaching Professional) #1	Marla Woodward	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Krystal Jackson	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Courtney Wagner	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Jana Echols	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #5	Amanda Prindle	Other School Leader (Nonteaching Professional) #5
Other School Leader (Nonteaching Professional) #6	Kelley Bartels	Other School Leader (Nonteaching Professional) #6
Other School Leader (Nonteaching Professional) #7	Mark Stine	Other School Leader (Nonteaching Professional) #7
Administrator (LEA) #1	Kandace Blowey	Administrator (LEA) #1
Parent #1	Brett Searcy	Parent #1
Parent #2	Amanda Banks	Parent #2
Community Member #1	Paul Pierron	Community Member #1
Committee Member #2	Katie Colville	Community Member #2
Business Representative #1	Skip Pace	Business Representative #1
Business Representative #2	Troy Black	Business Representative #2

Addendums

Campus   Salyards

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	94%	96%	98%	100%	100%
Meets or Above	77%	80%	83%	86%	89%
Masters Grade Level	49%	52%	55%	58%	60%

2025-26	Target Check
98%	Met District Strategic Target
81%	Met District Strategic Target
55%	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	Salyards	MS1	All	429	92%	421	98%	79%	343	80%	53%	224	52%
Reading	6	Salyards	MS1	Hispanic	112	88%	110	98%	76%	87	78%	46%	52	46%
Reading	6	Salyards	MS1	Am. Indian	2	*	2	100%	*	2	100%	*	0	0%
Reading	6	Salyards	MS1	Asian	45	97%	44	98%	87%	38	84%	58%	26	58%
Reading	6	Salyards	MS1	African Am.	48	83%	47	98%	61%	30	63%	44%	21	44%
Reading	6	Salyards	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	6	Salyards	MS1	White	199	94%	196	98%	83%	167	84%	57%	113	57%
Reading	6	Salyards	MS1	Two or More	22	96%	21	95%	81%	18	82%	54%	12	55%
Reading	6	Salyards	MS1	Eco. Dis.	126	87%	112	89%	65%	85	67%	42%	57	45%
Reading	6	Salyards	MS1	EB	51	55%	29	57%	25%	15	29%	*	11	22%
Reading	6	Salyards	MS1	At-Risk	157	78%	126	80%	58%	94	60%	27%	47	30%
Reading	6	Salyards	MS1	SPED	71	50%	36	51%	28%	21	30%	*	11	15%
Reading	7	Salyards	MS1	All	454	92%	445	98%	79%	364	80%	51%	236	52%
Reading	7	Salyards	MS1	Hispanic	122	95%	120	98%	71%	87	71%	43%	53	43%
Reading	7	Salyards	MS1	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
Reading	7	Salyards	MS1	Asian	31	95%	30	97%	92%	29	94%	54%	17	55%
Reading	7	Salyards	MS1	African Am.	43	82%	42	98%	63%	27	63%	32%	14	33%
Reading	7	Salyards	MS1	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Reading	7	Salyards	MS1	White	230	92%	225	98%	84%	195	85%	59%	138	60%
Reading	7	Salyards	MS1	Two or More	25	100%	25	100%	100%	25	100%	56%	14	56%
Reading	7	Salyards	MS1	Eco. Dis.	114	86%	103	90%	64%	75	66%	31%	37	32%
Reading	7	Salyards	MS1	EB	57	85%	50	88%	52%	32	56%	*	12	21%
Reading	7	Salyards	MS1	At-Risk	151	79%	125	83%	55%	86	57%	28%	44	29%
Reading	7	Salyards	MS1	SPED	58	48%	29	50%	20%	13	22%	*	7	12%
Reading	8	Salyards	MS1	All	480	94%	471	98%	82%	384	80%	61%	250	52%
Reading	8	Salyards	MS1	Hispanic	136	95%	133	98%	85%	113	83%	59%	75	55%
Reading	8	Salyards	MS1	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Reading	8	Salyards	MS1	Asian	41	96%	40	98%	87%	35	85%	78%	31	76%
Reading	8	Salyards	MS1	African Am.	63	81%	60	95%	65%	40	63%	37%	20	32%
Reading	8	Salyards	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	8	Salyards	MS1	White	219	95%	217	99%	82%	179	82%	63%	112	51%
Reading	8	Salyards	MS1	Two or More	19	97%	19	100%	90%	16	84%	66%	12	63%
Reading	8	Salyards	MS1	Eco. Dis.	131	91%	122	93%	74%	98	75%	43%	59	45%
Reading	8	Salyards	MS1	EB	67	75%	53	79%	55%	38	57%	25%	18	27%
Reading	8	Salyards	MS1	At-Risk	157	80%	130	83%	58%	94	60%	31%	50	32%
Reading	8	Salyards	MS1	SPED	46	39%	19	41%	18%	9	20%	*	5	11%
Math	6	Salyards	MS1	All	429	91%	421	98%	65%	343	80%	29%	224	52%
Math	6	Salyards	MS1	Hispanic	112	89%	110	98%	60%	95	85%	27%	58	52%
Math	6	Salyards	MS1	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Math	6	Salyards	MS1	Asian	45	94%	44	98%	84%	40	89%	48%	34	76%

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					#	%	#	%	%	#	%	%	#	%
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Math	6	Salyards	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
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Math	7	Salyards	MS1	Hispanic	122	81%	117	96%	57%	90	74%	31%	61	50%
Math	7	Salyards	MS1	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Math	7	Salyards	MS1	Asian	31	97%	31	100%	95%	30	97%	49%	22	71%
Math	7	Salyards	MS1	African Am.	43	68%	41	95%	53%	35	81%	23%	18	42%
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Math	7	Salyards	MS1	White	230	89%	228	99%	77%	184	80%	41%	115	50%
Math	7	Salyards	MS1	Two or More	25	100%	25	100%	88%	23	92%	50%	18	72%
Math	7	Salyards	MS1	Eco. Dis.	114	79%	94	82%	58%	68	60%	18%	23	20%
Math	7	Salyards	MS1	EB	57	74%	45	79%	41%	26	46%	*	20	35%
Math	7	Salyards	MS1	At-Risk	151	68%	106	70%	42%	68	45%	14%	23	15%
Math	7	Salyards	MS1	SPED	58	38%	23	40%	13%	11	19%	*	8	14%
Math	8	Salyards	MS1	All	180	79%	177	98%	46%	144	80%	12%	94	52%
Math	8	Salyards	MS1	Hispanic	68	83%	67	99%	44%	52	76%	*	33	49%
Math	8	Salyards	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	8	Salyards	MS1	Asian	8	93%	8	100%	71%	7	88%	36%	4	50%
Math	8	Salyards	MS1	African Am.	34	62%	33	97%	41%	25	74%	*	18	53%
Math	8	Salyards	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	8	Salyards	MS1	White	62	80%	61	98%	46%	53	85%	14%	35	56%
Math	8	Salyards	MS1	Two or More	6	82%	6	100%	45%	5	83%	*	3	50%
Math	8	Salyards	MS1	Eco. Dis.	76	78%	61	80%	43%	61	80%	8%	8	11%
Math	8	Salyards	MS1	EB	32	76%	25	78%	53%	18	56%	29%	10	31%
Math	8	Salyards	MS1	At-Risk	100	69%	70	70%	34%	36	36%	7%	10	10%
Math	8	Salyards	MS1	SPED	42	58%	25	60%	21%	10	24%	*	6	14%
Science	8	Salyards	MS1	All	480	91%	471	98%	74%	384	80%	42%	250	52%
Science	8	Salyards	MS1	Hispanic	136	90%	134	99%	64%	100	74%	30%	60	44%
Science	8	Salyards	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	8	Salyards	MS1	Asian	41	93%	40	98%	84%	37	90%	67%	30	73%
Science	8	Salyards	MS1	African Am.	63	70%	60	95%	51%	40	63%	26%	24	38%
Science	8	Salyards	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Science	8	Salyards	MS1	White	219	95%	217	99%	82%	191	87%	49%	125	57%
Science	8	Salyards	MS1	Two or More	19	97%	18	95%	72%	14	74%	34%	10	53%
Science	8	Salyards	MS1	Eco. Dis.	131	84%	118	90%	58%	79	60%	23%	33	25%
Science	8	Salyards	MS1	EB	67	70%	50	75%	35%	27	40%	*	18	27%
Science	8	Salyards	MS1	At-Risk	157	77%	126	80%	40%	70	45%	19%	31	20%
Science	8	Salyards	MS1	SPED	46	55%	26	57%	21%	11	24%	*	8	17%
Social Studies	8	Salyards	MS1	All	480	82%	471	98%	55%	384	80%	35%	250	52%
Social Studies	8	Salyards	MS1	Hispanic	136	79%	134	99%	44%	104	76%	23%	74	54%
Social Studies	8	Salyards	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Salyards	MS1	Asian	41	87%	40	98%	71%	35	85%	60%	27	66%
Social Studies	8	Salyards	MS1	African Am.	63	74%	61	97%	40%	50	79%	30%	30	48%

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	Salyards	MS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Salyards	MS1	White	219	84%	216	99%	61%	180	82%	37%	108	49%
Social Studies	8	Salyards	MS1	Two or More	19	83%	18	95%	62%	13	68%	38%	9	47%
Social Studies	8	Salyards	MS1	Eco. Dis.	131	71%	98	75%	33%	53	40%	17%	26	20%
Social Studies	8	Salyards	MS1	EB	67	53%	37	55%	26%	20	30%	*	10	15%
Social Studies	8	Salyards	MS1	At-Risk	157	58%	94	60%	26%	47	30%	13%	23	15%
Social Studies	8	Salyards	MS1	SPED	46	39%	20	43%	*	10	22%	*	6	13%
Algebra I	MS	Salyards	MS1	All	300	100%	300	100%	96%	294	98%	85%	270	90%
Algebra I	MS	Salyards	MS1	Hispanic	68	100%	68	100%	91%	65	96%	76%	58	85%
Algebra I	MS	Salyards	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Salyards	MS1	Asian	33	100%	33	100%	100%	33	100%	97%	32	97%
Algebra I	MS	Salyards	MS1	African Am.	29	100%	29	100%	93%	28	97%	93%	27	93%
Algebra I	MS	Salyards	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Salyards	MS1	White	157	100%	157	100%	99%	156	99%	87%	143	91%
Algebra I	MS	Salyards	MS1	Two or More	13	100%	13	100%	89%	12	92%	83%	10	77%
Algebra I	MS	Salyards	MS1	Eco. Dis.	55	100%	55	100%	95%	52	95%	77%	43	78%
Algebra I	MS	Salyards	MS1	EB	35	*	35	100%	*	20	57%	*	15	43%
Algebra I	MS	Salyards	MS1	At-Risk	57	100%	57	100%	91%	52	91%	76%	45	79%
Algebra I	MS	Salyards	MS1	SPED	4	*	4	100%	*	3	75%	*	2	50%

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.