

Cypress-Fairbanks Independent School District

Bleyl Middle School

2023-2024



Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Bleyl Middle School is a campus in Houston, Texas. Bleyl Middle School opened its doors in 1973. Bleyl Middle School is projected to serve 1312 students in grades 6-8 during the 2023-2024 school year, which is a decrease from the previous year of 1505 at the end of 2022-23.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Bleyl Middle School's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

CFISD Benchmark and assessment data

2023 STAAR data

Discipline data

Performance objectives with summative review

Campus/district improvement plans from prior years

Student failure and retention rates

Special population data (SPED, EB, African American, Hispanic, Economically Disadvantaged, White, At-Risk)

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 11, 2023 and again on September 14, 2023 to develop and finalize the CNA. The meetings were held in the Library and LGI at Bleyl Middle School from 3:20 pm to 4:45 pm.

At the first meeting on May 11, 2023, Principal Michelle Provo and Director of Instruction Jennifer Leonard shared relevant data with the committee to begin the needs assessment for the following school year. The committee voted on progress toward the goals for the 2022-2023 school year and brainstormed needs and goals for the 2023-2024 school year.

At the second meeting on September 14, 2023 the CPOC met and agreed to approve the Campus Improvement Plan for the 2023-2024 school year after reviewing all the goals and needs shared.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically African-American students are underperforming in Math as compared to other sub-populations. Through the root cause analysis process, we identified the cause to be we are not individualizing instruction for all students enough.

Our second identified priority problem is in the area of student achievement, specifically African American, At-risk students are underperforming in Reading as compared to other sub-populations. Through the root cause analysis process, we identified the cause to be we are not individualizing instruction regularly.

Our third identified priority problem is in the area of Parent and Family Engagement. Many parents are not attending events on our campus. Through the root cause analysis process, we identified the need to offer multiple events at varying times of the day and various week days.

Student Achievement

Student Achievement Summary

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

100% of Algebra students scored at least Approached on the EOC exam.

7th Grade Math Students surpassed targets at the Approaches and Meets levels of the STAAR test.

Emerging Bilingual Students surpassed the target and performed above the district average at the Approaches and Meets levels of the 8th grade Math STAAR.

Emerging Bilingual Students surpassed the target and performed above the district average at the Approaches and Meets levels of the 8th grade Reading STAAR.

Emerging Bilingual Students surpassed the target and performed above the district average at the Approaches and Meets levels of the 8th grade Science STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our African American, At-risk students are underperforming as compared to other subpopulations. **Root Cause:** RLA: We are not individualizing instruction to meet our students' needs.

Problem Statement 2: Math: Our African American students are underperforming as compared to other sub-populations. **Root Cause:** Math: We need to increase the frequency at which we provide individualized instruction to our students who scored DNM on the Math STAAR last year.

Problem Statement 3: Science: Our African American, Economically Disadvantaged students are underperforming as compared to other sub-populations. **Root Cause:** Science: We are not individualizing instruction to meet our students' needs.

Problem Statement 4: Social Studies: Our Emerging Bilingual, Economically Disadvantaged students are underperforming as compared to other sub-populations. **Root Cause:** Social Studies: We need to increase the frequency at which we provide individualized instruction to our students.

Problem Statement 5: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Students who are passing all classes and have no discipline infractions each 3 week progress report window are celebrated with a recess after lunch. Students want to participate and the number of students qualifying is increaseing.

Students are able to participate in a variety of clubs, sports, and fine arts groups. Involvement helps students feel they belong at Bleyl.

Student Discipline: Inappropriate physical contact referrals decreased by 40% as compared to the previous school year.

Student Discipline: Skipping decreased by 55% as compared to the previous school year.

Student Discipline: Refusal of Adult Directive decreased by 52% as compared to the previous year.

Student Discipline: Fighting decreased by 46% as compared to the previous year.

Our PBIS Tiered Fidelity inventory score increased by 17 points.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students struggle to show respect, solve problems, and follow instructions. **Root Cause:** We are not teaching and practicing these 3 skills regularly.

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.

100% of staff feel procedures have been implemented to keep them safe according to our employee perception survey.

99% of staff feel quality work is expected of them.

97% of employees feel there are opportunities for professional growth at Bleyl according to our employee perception survey. This is a 10% growth compared to the 2022 survey.

93% of staff feel staff appreciation is built in to the school culture. This is a 14% growth as compared to the 2022 survey.

96% of staff believe the work they are asked to do directly relates to their job responsibilities. This is a 7% growth compared to the 2022 survey.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher and paraprofessional attendance rates are lower student attendance rates at Bleyl Middle School. **Root**

Cause: Teacher/Paraprofessional Attendance: We are not regularly celebrating and acknowledging staff members with perfect attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

We offer many parent and family engagement events such as:

Coffee and Conversations

Electives Fair

Brahma Express

8th Grade Parent Night

Bleyl Connect

Open House

VIPS opportunities

Student performances

Athletic Events

Problem Statements Identifying Parent and Community Engagement Needs





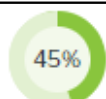
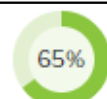
Problem Statement 1: Many parents are not attending events on campus. **Root Cause:** We are not offering events at varying times of the day.

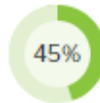



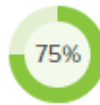



Goals









Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: We will provide targeted, small group instruction to every student a minimum of one time per week. Strategy's Expected Result/Impact: Our African American students who are also at risk will increase performance on STAAR. Staff Responsible for Monitoring: Language Arts CCIS	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: We will provide targeted, small group instruction at least one time per week to every student who earned Approaches, Meets, or Masters and two times per week to every student who scored DNM on the 2023 Math STAAR. Strategy's Expected Result/Impact: Our African American students will increase performance on STAAR. Staff Responsible for Monitoring: Math CCIS	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will provide targeted, small group instruction to every student a minimum of one time per week. Strategy's Expected Result/Impact: Our African American students who are also economically disadvantaged will increase performance on STAAR. Staff Responsible for Monitoring: Science CCIS	Formative		
	Nov	Feb	May
			









Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: We will provide targeted, small group instruction to every student at least two times per week. Strategy's Expected Result/Impact: Our Emerging Bilingual students who are also economically disadvantaged will increase performance on STAAR. Staff Responsible for Monitoring: Social Studies CCIS	Formative		
	Nov	Feb	May
			
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. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The dropout prevention team at Bleyl MS, consisting of the Registrar, Administration, and district Attendance Officer, will work collaboratively to ensure any student coded with a 98 is located and school placement is recorded. 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		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: All students: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19. Closing the Gap takes place on the following days during the first 25 minutes of class. Mondays- Social Studies Tuesdays- Science Wednesdays- Math Thursdays- Language Arts Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Administration and AAS	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: REAL Time (Character Building), Clubs and Organizations, Project Safety, Restorative Circles (Mediation), various UIL Fine Arts Events and Concerts, Theater Arts Programs, CTE Activities, Athletic Programs (Football, Basketball, Volleyball, Track, Cross-Country), Soccer Start Program, Baseball Program, Counselors' Lunch Bunch, and Counselors' Corner at lunch. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Teachers and Administration	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.







Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Accelerated Instruction Tutorials for students who did not meet standards on STAAR Strategy's Expected Result/Impact: Students in attendance will increase their performance by at least 10% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Specialist in ELAR will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: 6th grade ELAR students will increase performance by at least 10% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, we will use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.









Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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









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

Strategy 1 Details	Formative Reviews		
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		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. 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		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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

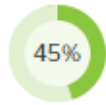
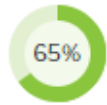






Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. To promote a safe environment, students will engage in daily advisory lessons teaching REAL behaviors that focus on the skills from the Well Managed Schools program. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Teachers, Counselors, Administration	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students will learn about being REAL (Respect, Excellence, Accountability, and Leadership) at Bleyl. Campus rubrics will be taught during Brahma Camp, code of conduct meetings, and revisited regularly during advisory time. Staff will implement the Well Managed Schools strategies to support restorative discipline practices. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Each month, staff perfect attendance will be celebrated at the faculty meetings. Staff with perfect attendance each month will receive a "Perfect Attendance" certificate and have their name placed in a drawing to be selected to receive perfect attendance prizes. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 25% or more. Staff Responsible for Monitoring: Administration, Director of Instruction	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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	Formative Reviews		
Strategy 1: High-Quality Professional Development: 97% of the Bleyl Middle School staff participated in the Well Managed Schools training. The staff completed a book study on Bold School. The campus PD week sessions were designed to support the WMS program as well as prepare teachers to implement Bold School strategies to support small group instruction. Ongoing professional development opportunities will be provided based on campus needs. Strategy's Expected Result/Impact: Students will be challenged at a higher learning level as teachers will implement the strategies learned from their training. Staff Responsible for Monitoring: Teachers, CCIS, Administration	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 25%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Bleyl Middle School will hold meetings (including but not limited to Brahma Express, Open House, Watch Dog Dads, and Coffee & Conversations) with parents to increase: -active parent engagement -awareness of teen and school related topics -the facilitation of more open and positive relationships -the development of more active home/school partnerships We will also keep parents informed through the use of School Messenger, Remind, and our social media platforms. Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. Staff Responsible for Monitoring: Teachers, Administration	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Michelle Provo	Principal
Teacher #1	Tammy Rivera	Teacher #1
Teacher #2	Matthew Payne	Teacher #2
Teacher #3	Krystal Lejune	Teacher #3
Teacher #4	Chad Simmonds	Teacher #4
Teacher #5	Maple Morgan	Teacher #5
Teacher #6	Tiffany Vance	Teacher #6
Teacher #7	Kimberly Ward	Academic Achievement Specialist
Teacher #8	Amy Martinez	Academic Achievement Specialist
Other School Leader (Nonteaching Professional) #1	Nesi Harold	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Jasmeen Green	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Jennifer Leonard	Administrator (LEA) #1
Administrator (LEA) #2	Samdria Stewart	Administrator (LEA) #2
Parent #1	Deanna Torres	Parent #1
Parent #2	Julia Molina	Parent #2
Community Member #1	Fancy Greigg	Community Member #1
Community Member #2	Isaya Torres	Community Member #2
Business Representative #1	Alison New	Business Representative #1
Business Representative #2	Carrie Robertson	Business Representative #2
Paraprofessional #1	Melissa Recinos	Paraprofessional #1
Paraprofessional #2	Patricia Mendez	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Levi Pickett	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Lora Meza	Other School Leader (Nonteaching Professional) #4
Parent	Sofia Elwin-Posado	Parent #3
Parent	Teresa Goebel	Parent #4
Parent	Jeffry Goebel	Parent #5
Parent	Ashley Askew	Parent #6

Committee Role	Name	Position
Behavior Coach	Jasmine Wilson	Behavior Coach
Behavior Coach	Perry Holmes	Behavior Coach
District-level Professional	Pamela Flannagan	District-level Professional

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Incremental Growth Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Reading	6	Bleyl	MS 2	All	484	332	69%	71%	2%	195	40%	42%	2%	68	14%	16%	2%
Reading	6	Bleyl	MS 2	Hispanic	214	152	71%	73%	2%	91	43%	45%	2%	30	14%	16%	2%
Reading	6	Bleyl	MS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Bleyl	MS 2	Asian	31	28	90%	92%	2%	19	61%	63%	2%	10	32%	34%	2%
Reading	6	Bleyl	MS 2	African Am.	166	94	57%	59%	2%	49	30%	32%	2%	13	8%	10%	2%
Reading	6	Bleyl	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Bleyl	MS 2	White	57	47	82%	84%	2%	27	47%	49%	2%	12	21%	23%	2%
Reading	6	Bleyl	MS 2	Two or More	13	8	62%	64%	2%	6	46%	48%	2%	*	*	*	*
Reading	6	Bleyl	MS 2	Eco. Dis.	357	230	64%	66%	2%	130	36%	38%	2%	36	10%	12%	2%
Reading	6	Bleyl	MS 2	LEP Current	102	65	64%	66%	2%	35	34%	36%	2%	8	8%	10%	2%
Reading	6	Bleyl	MS 2	At-Risk	341	214	63%	65%	2%	103	30%	32%	2%	24	7%	9%	2%
Reading	6	Bleyl	MS 2	SPED	52	19	37%	39%	2%	5	10%	12%	2%	*	*	*	*
Reading	7	Bleyl	MS 2	All	476	370	78%	80%	2%	244	51%	53%	2%	101	21%	23%	2%
Reading	7	Bleyl	MS 2	Hispanic	221	172	78%	80%	2%	114	52%	54%	2%	43	19%	21%	2%
Reading	7	Bleyl	MS 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Bleyl	MS 2	Asian	40	38	95%	97%	2%	29	73%	75%	2%	16	40%	42%	2%
Reading	7	Bleyl	MS 2	African Am.	138	93	67%	69%	2%	55	40%	42%	2%	18	13%	15%	2%
Reading	7	Bleyl	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Bleyl	MS 2	White	56	50	89%	91%	2%	35	63%	65%	2%	18	32%	34%	2%
Reading	7	Bleyl	MS 2	Two or More	19	15	79%	81%	2%	11	58%	60%	2%	6	32%	34%	2%
Reading	7	Bleyl	MS 2	Eco. Dis.	317	224	71%	73%	2%	138	44%	46%	2%	50	16%	18%	2%
Reading	7	Bleyl	MS 2	LEP Current	79	46	58%	60%	2%	21	27%	29%	2%	6	8%	10%	2%
Reading	7	Bleyl	MS 2	At-Risk	325	234	72%	74%	2%	129	40%	42%	2%	44	14%	16%	2%
Reading	7	Bleyl	MS 2	SPED	47	14	30%	32%	2%	5	11%	13%	2%	*	*	*	*
Reading	8	Bleyl	MS 2	All	444	374	84%	86%	2%	237	53%	55%	2%	101	23%	25%	2%
Reading	8	Bleyl	MS 2	Hispanic	198	167	84%	86%	2%	107	54%	56%	2%	32	16%	18%	2%
Reading	8	Bleyl	MS 2	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Bleyl	MS 2	Asian	24	22	92%	94%	2%	19	79%	81%	2%	15	63%	65%	2%
Reading	8	Bleyl	MS 2	African Am.	142	113	80%	82%	2%	56	39%	41%	2%	25	18%	20%	2%
Reading	8	Bleyl	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Bleyl	MS 2	White	57	52	91%	93%	2%	43	75%	77%	2%	22	39%	41%	2%
Reading	8	Bleyl	MS 2	Two or More	19	17	89%	91%	2%	9	47%	49%	2%	5	26%	28%	2%
Reading	8	Bleyl	MS 2	Eco. Dis.	307	246	80%	82%	2%	141	46%	48%	2%	54	18%	20%	2%
Reading	8	Bleyl	MS 2	LEP Current	68	44	65%	67%	2%	24	35%	37%	2%	*	*	*	*
Reading	8	Bleyl	MS 2	At-Risk	272	210	77%	79%	2%	104	38%	40%	2%	33	12%	14%	2%
Reading	8	Bleyl	MS 2	SPED	49	25	51%	53%	2%	9	18%	20%	2%	*	*	*	*
Math	6	Bleyl	MS 2	All	484	292	60%	62%	2%	119	25%	27%	2%	37	8%	10%	2%
Math	6	Bleyl	MS 2	Hispanic	215	134	62%	64%	2%	55	26%	28%	2%	14	7%	9%	2%
Math	6	Bleyl	MS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Bleyl	MS 2	Asian	31	27	87%	89%	2%	19	61%	63%	2%	10	32%	34%	2%
Math	6	Bleyl	MS 2	African Am.	165	79	48%	50%	2%	21	13%	15%	2%	5	3%	5%	2%
Math	6	Bleyl	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Bleyl	MS 2	White	57	41	72%	74%	2%	18	32%	34%	2%	7	12%	14%	2%
Math	6	Bleyl	MS 2	Two or More	13	8	62%	64%	2%	*	*	*	*	*	*	*	*
Math	6	Bleyl	MS 2	Eco. Dis.	357	200	56%	58%	2%	74	21%	23%	2%	18	5%	7%	2%
Math	6	Bleyl	MS 2	LEP Current	102	55	54%	56%	2%	20	20%	22%	2%	*	*	*	*
Math	6	Bleyl	MS 2	At-Risk	341	186	55%	57%	2%	58	17%	19%	2%	14	4%	6%	2%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Incremental Growth Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	6	Bleyl	MS 2	SPED	52	18	35%	37%	2%	5	10%	12%	2%	*	*	*	*
Math	7	Bleyl	MS 2	All	476	309	65%	67%	2%	177	37%	39%	2%	45	9%	11%	2%
Math	7	Bleyl	MS 2	Hispanic	221	143	65%	67%	2%	78	35%	37%	2%	14	6%	8%	2%
Math	7	Bleyl	MS 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Bleyl	MS 2	Asian	40	36	90%	92%	2%	28	70%	72%	2%	16	40%	42%	2%
Math	7	Bleyl	MS 2	African Am.	138	73	53%	55%	2%	30	22%	24%	2%	5	4%	6%	2%
Math	7	Bleyl	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Bleyl	MS 2	White	56	44	79%	81%	2%	33	59%	61%	2%	9	16%	18%	2%
Math	7	Bleyl	MS 2	Two or More	19	12	63%	65%	2%	8	42%	44%	2%	*	*	*	*
Math	7	Bleyl	MS 2	Eco. Dis.	317	186	59%	61%	2%	93	29%	31%	2%	18	6%	8%	2%
Math	7	Bleyl	MS 2	LEP Current	79	42	53%	55%	2%	19	24%	26%	2%	6	8%	10%	2%
Math	7	Bleyl	MS 2	At-Risk	325	180	55%	57%	2%	82	25%	27%	2%	14	4%	6%	2%
Math	7	Bleyl	MS 2	SPED	47	13	28%	30%	2%	*	*	*	*	*	*	*	*
Math	8	Bleyl	MS 2	All	325	214	66%	68%	2%	106	33%	35%	2%	16	5%	7%	2%
Math	8	Bleyl	MS 2	Hispanic	153	106	69%	71%	2%	55	36%	38%	2%	9	6%	8%	2%
Math	8	Bleyl	MS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Bleyl	MS 2	Asian	7	7	100%	100%	0%	*	*	*	*	*	*	*	*
Math	8	Bleyl	MS 2	African Am.	118	65	55%	57%	2%	27	23%	25%	2%	*	*	*	*
Math	8	Bleyl	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Bleyl	MS 2	White	31	27	87%	89%	2%	17	55%	57%	2%	*	*	*	*
Math	8	Bleyl	MS 2	Two or More	14	8	57%	59%	2%	*	*	*	*	*	*	*	*
Math	8	Bleyl	MS 2	Eco. Dis.	244	151	62%	64%	2%	69	28%	30%	2%	14	6%	8%	2%
Math	8	Bleyl	MS 2	LEP Current	63	38	60%	62%	2%	18	29%	31%	2%	*	*	*	*
Math	8	Bleyl	MS 2	At-Risk	234	137	59%	61%	2%	51	22%	24%	2%	5	2%	4%	2%
Math	8	Bleyl	MS 2	SPED	47	19	40%	42%	2%	*	*	*	*	*	*	*	*
Science	8	Bleyl	MS 2	All	441	325	74%	76%	2%	212	48%	50%	2%	69	16%	18%	2%
Science	8	Bleyl	MS 2	Hispanic	197	144	73%	75%	2%	93	47%	49%	2%	25	13%	15%	2%
Science	8	Bleyl	MS 2	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Bleyl	MS 2	Asian	24	22	92%	94%	2%	18	75%	77%	2%	12	50%	52%	2%
Science	8	Bleyl	MS 2	African Am.	141	88	62%	64%	2%	46	33%	35%	2%	11	8%	10%	2%
Science	8	Bleyl	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Bleyl	MS 2	White	56	53	95%	97%	2%	42	75%	77%	2%	17	30%	32%	2%
Science	8	Bleyl	MS 2	Two or More	19	15	79%	81%	2%	10	53%	55%	2%	*	*	*	*
Science	8	Bleyl	MS 2	Eco. Dis.	306	204	67%	69%	2%	127	42%	44%	2%	33	11%	13%	2%
Science	8	Bleyl	MS 2	LEP Current	68	43	63%	65%	2%	23	34%	36%	2%	*	*	*	*
Science	8	Bleyl	MS 2	At-Risk	271	172	63%	65%	2%	95	35%	37%	2%	21	8%	10%	2%
Science	8	Bleyl	MS 2	SPED	49	20	41%	43%	2%	7	14%	16%	2%	*	*	*	*
Social Studies	8	Bleyl	MS 2	All	440	283	64%	66%	2%	135	31%	33%	2%	62	14%	16%	2%
Social Studies	8	Bleyl	MS 2	Hispanic	197	126	64%	66%	2%	50	25%	27%	2%	23	12%	14%	2%
Social Studies	8	Bleyl	MS 2	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	MS 2	Asian	24	21	88%	90%	2%	15	63%	65%	2%	10	42%	44%	2%
Social Studies	8	Bleyl	MS 2	African Am.	140	72	51%	53%	2%	32	23%	25%	2%	13	9%	11%	2%
Social Studies	8	Bleyl	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	MS 2	White	56	48	86%	88%	2%	31	55%	57%	2%	11	20%	22%	2%
Social Studies	8	Bleyl	MS 2	Two or More	19	13	68%	70%	2%	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	MS 2	Eco. Dis.	305	179	59%	61%	2%	74	24%	26%	2%	33	11%	13%	2%
Social Studies	8	Bleyl	MS 2	LEP Current	68	29	43%	45%	2%	5	7%	9%	2%	*	*	*	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Social Studies	8	Bleyl	MS 2	At-Risk	269	141	52%	54%	2%	45	17%	19%	2%	25	9%	11%	2%
Social Studies	8	Bleyl	MS 2	SPED	48	15	31%	33%	2%	*	*	*	*	*	*	*	*

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

[illegible]

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

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing routines to teach and reinforce critical TEKS [think aloud, explicit instruction, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- 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 CTG/AI instruction.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.

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, 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

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;

- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

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