

Cypress-Fairbanks Independent School District

Labay Middle School

2023-2024



Mission Statement

All students are empowered, committed, and productive citizens.

Vision

Labay Middle School is committed to F.O.C.U.S. We will focus on challenges until we are successful.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Labay Middle School is a campus in Houston, Texas. Labay Middle School opened its doors in 1984. Labay Middle School is projected to serve 1200 students in grades 6-8 during the 2023-2024 school year, which is a decrease from the previous year of 1250 students at the end of the 2022-23 school year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Labay 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:

BULLET THE SPECIFIC DATA PIECES REVIEWED

- STAAR Data/Results
- Student/Staff Attendance Rates
- Discipline Reports
- Employee Perception Survey
- DPM Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 16, 2023 and again on September 19, 2023 to develop and finalize the CNA. The meetings were held in our Eagle Room/Library at 3:45 PM.

At the first meeting on May 16, 2023, Dr. Mike R Contreras, Principal, explained to the committee that the 2023 STAAR Data had not been released; therefore, we were unable to fully determine whether or not we had achieved our goals regarding our Emergent Bilingual and Special Education student subgroups. However, other data pieces were reviewed (see above) to

discuss other data points, including our Employee Perception Survey, school-wide discipline reports, and staff and student attendance rates. Preliminary goals and strategies for the 2023-2024 school year were discussed and determined.

At the second meeting on September 19, 2023, the CPOC team introduced our new members, shared positive data points our campus achieved based on 2023 STAAR results, and reviewed the data points, goals, and strategies that were developed in May 2023. Members of the committee were given the opportunity to share their input regarding the goals and strategies. Additionally, the committee reviewed budgetary items along with reviewing 2023 STAAR results specific to our Emergent Bilingual and Special Education subgroups. Highlights and opportunities for the subgroups were discussed. The committee was informed that individual meetings were scheduled for each STAAR tested core content teams to discuss next steps (i.e., goals, target groups, CIP targets, etc.).

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 for our Emergent Bilingual students. Through the root cause analysis process, we identified that they were lacking in active engagement in the classroom, curriculum support, and understanding/utilizing academic language with comprehension.

Our second identified priority problem is in the area of student achievement, specifically for our Special Education students. Through the root cause analysis process, we identified they were lacking in understanding the relevance and application of the content, social-emotional factors, and understanding/utilizing academic language with comprehension.

Our third identified priority problem is in the area of student attendance and discipline, specifically our suspension rate. Through the root cause analysis process, we identified that the number of students who were suspended, which negatively impacted our overall attendance rate, were continuously lacking in academic success; thereby, a ripple effect negatively influenced our discipline data, our student attendance data, and our academic performance data.

Student Achievement

Student Achievement Strengths

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

Approaches Data

Increase in scores were noted for the following student groups in **Reading**:

- 6th Grade - All 1%; Asian 6%; African American 2%; White 13%; Economically Disadvantaged 2%; Emergent Bilingual 8%; At Risk 3%; Special Education 1%
- 7th Grade – Asian 14%; Two or More 20%
- 8th Grade – Asian 7%; White 8%; Two or More 21%; Emergent Bilingual 4%; Special Education 13%

Increase in scores were noted for the following student groups in **Math**:

- 6th Grade – All 1%; African American 6%; Economically Disadvantaged 1%; At Risk 1%; Special Education 9%
- 7th Grade – Asian 19%; Emergent Bilingual 3%
- 8th Grade – Asian 1%; White 9%; Two or More 28%; Emergent Bilingual 4%; Special Education 18%

Increase in scores were noted for the following student groups in **Science**:

- White 8%; Two or More 25%; Emergent Bilingual 6%; Special Education 6%

Increase in scores were noted for the following student groups in **Social Studies**:

- Asian 4%; White 1%; Two or More 16%; Emergent Bilingual 10%

Meets Data

Increase in scores were noted for the following student groups in **Reading**:

- 6th Grade – All 4%; Asian 13%; African American 6%; White 15%; Two or More 4%; Emergent Bilingual 10%; At-Risk 7%; Special Education 4%
- 7th Grade – Asian 18%; Two or More 4%
- 8th Grade – Asian 4%

Increase in scores were noted for the following student groups in **Math**:

- 6th Grade – All 4%; Asian 5%; African American 14%; White 5%; Economically Disadvantaged 2%; Emergent Bilingual 6%; At-Risk 6%
- 7th Grade – All 2%; Hispanic 2%; Asian 20%; African American 3%; Two or More 4%; Economically Disadvantaged 5%; Emergent Bilingual 1%; At-Risk 2%
- 8th Grade – All 10%; Hispanic 6%; Asian 12%; African American 5%; White 26%; Economically Disadvantaged 9%; Emergent Bilingual 18%; At-Risk 9%

Increase in scores were noted for the following student groups in **Science**:

- All 1%; Asian 8%; White 20%; Two or More 37%; Emergent Bilingual 16%; At-Risk 6%

Increase in scores were noted for the following student groups in **Social Studies**:

- All 1%; Asian 7%; White 19%; Two or More 9%; Emergent Bilingual 13%; At-Risk 5%

Increase in scores were noted for the following student groups in **Algebra**:

- Emergent Bilingual 20%; At-Risk 2%

Masters Data

Increase in scores were noted for the following student groups in **Reading**:

- 6th Grade – White 5%; Emergent Bilingual 1%
- 7th Grade – Asian 2%
- 8th Grade – White 4%; Two or More 7%

Increase in scores were noted for the following student groups in **Math**:

- 6th Grade – White 9%
- 7th Grade – Asian 9%; African American 5%
- 8th Grade – All 4%; Hispanic 5%; Economically Disadvantaged 5%; At-Risk 5%; White 11%; Emergent Bilingual 6%

Increase in scores were noted for the following student groups in **Science**:

- White 11%; Emergent Bilingual 6%

Increase in scores were noted for the following student groups in **Social Studies**:

- Asian 11%; White 7%; Emergent Bilingual 1%; At-Risk 1%

Increase in scores were noted for the following student groups in **Algebra**:

- White 8%; Emergent Bilingual 25%; At-Risk 3%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our Emergent Bilingual (EL) and Special Education (SE) students are performing significantly lower than other subgroups in all grade levels of RLA.

Root Cause: RLA: Our EL and SE students are lacking in classroom engagement, social-emotional factors, and curriculum support.

Problem Statement 2: Math: Our Emergent Bilingual (EL) and Special Education (SE) students are performing significantly lower than other subgroups in all grade levels of math.

Root Cause:

Math: Our EL and SE students are lacking in the areas of addressing mental health/fortitude/stamina, prior content knowledge, classroom environment, and vocabulary/academic language instruction.

Problem Statement 3: Science: Our Emergent Bilingual (EL) and Special Education (SE) students are performing significantly lower than other subgroups in all grade levels of science. **Root Cause:** Science: Our EL and SE students are not connecting to the content due to not understanding the relevance/application, necessary math skills, student mindset, and academic language with comprehension.

Problem Statement 4: Social Studies: Our Emergent Bilingual (EL) and Special Education (SE) students are performing significantly lower than other subgroups in all grade levels of social studies. **Root Cause:** Social Studies: Our EL and SE students are struggling with content design/delivery, relevance/application of content, and vocabulary/academic language instruction.

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 Summary

Values - Labay Middle School is committed to F.O.C.U.S. We will continue to Focus on Challenges Until Successful.

Equity - Opportunity and Equal Access: Labay Middle School is committed to providing all students and staff equal access to all educational programs (as applicable), facilities, school-related social events, and extra-curricular programs.

Student Surveys/Feedback - Labay Middle School will increase its efforts in collecting student data through various classroom surveys, PBIS program, Bringing Out the Best curriculum, and various counseling surveys.

Staff Surveys/Feedback - Labay Middle School solicits staff feedback during "Conversations with Contreras" each semester, the Employee Perception Survey, the Principal Advisory Committee, PBIS program, Bringing Out the Best curriculum surveys, and various counseling surveys.

Parent Surveys/Feedback - Labay Middle School will increase its efforts in collecting parent/guardian feedback through various counseling and parent-engagement surveys.

School Culture and Climate Strengths

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

Our campus is building a culture of S.O.A.R. for all staff and students. We work as a cohesive team to establish Support for staff and students; We work to Open our doors and minds, which builds a sense of belonging while also providing opportunities for collegiality and team-building. We've adopted a common goal to Aspire and inspire our staff and students to achieve more than the minimum. Lastly, we depend on one another to remain Resilient as we work collectively through challenges and areas of growth.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our campus has identified students' apathy and self-efficacy as a concern regarding their academic abilities. **Root Cause:** Our administrative team and teachers believe that in the midst of COVID and the past few school years, students' self-efficacy decreased and apathy increased.

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.

The New Teacher Induction program focuses on new staff members feeling a connection to the school and each other as they process through their first year of teaching. They engage in monthly meetings to discuss and problem solve concerns, share positives, and ask questions. Each new teacher is assigned a mentor teacher and/or a "buddy" teacher to help support them in addition to their CCIS or AAS.

Staff recognition is built into the culture of Labay Middle School with staff shout outs included in the weekly newsletter that is emailed each Friday. Staff members are recognized during our monthly "Lunch and Learns" (i.e., faculty meetings) for demonstrating Support, Open, Aspire, and Resilience. Additionally, staff appreciation is recognized on a monthly basis by providing "Snack Attacks," "Desserts and Drinks," or various luncheons.

The 2022-2023 Employee Perception Survey shows that ????

The Labay Leadership Academy provides interested educators an opportunity to learn more about specific leadership roles in CFISD, participate in discussion panels, assist the administrative team in various activities and/or "shadow" members of the admin team.

Labay Middle School's Title I funds have been used to hire 4 additional teachers for the purpose of reducing the classroom sizes. Each one teaches in one of the core content areas of RLA, Math, Science, and/or Social Studies.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Effective and useful feedback provided to teachers is lacking to help them improve their practice. **Root Cause:** Teacher/Paraprofessional Attendance: While our appraisal and coaching staff are able to visit classrooms and complete observations and walkthroughs, more specific and reflective feedback processes/procedures are lacking.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Labay's most recent Title One Survey had included representation from all three grade levels. 78% of parents feel they have the opportunity to share feedback and ideas. 55% would like to see Title I parent involvement funds used on technology resources, and 44% would like to have parent workshops. 81% of parents feel the leadership of the school fosters an environment in which staff, parents, and the community work together to improve student achievement. 89% state that the variety of events offered on the campus are valuable to parents. The majority of comments received were positive regarding information being available via email, newsletter, and social media. (Note: Title I parent surveys were not made available in recent years; therefore, these data pieces will be used to guide our campus.)

Parents consistently attend events held on campus. Athletic and Fine Arts events are well attended, and parents support these programs with volunteer efforts. Parents volunteer in CPOC, district committees, and help run our PBIS SOAR Store so students may purchase items with their PBIS points.

Parents receive a monthly newsletter (English and Spanish) full of information about curriculum, counselor/course selection information, upcoming activities, testing calendars, and general campus information. Information is also posted frequently on social media, including X and Instagram. Parents also receive information and reminders via SchoolMessenger. Information is disseminated among all parents or necessary groups of parents throughout the year to emphasize messages of importance.

Parent-centered activities planned for the 2023-2024 school year include, but are not limited to, the following:

- Eagle Express (an in-person orientation event)
- Open House (an in-person come-and-go style event to meet teachers)
- Title I Parent Meetings
- CPOC Public meeting
- Feeder school visits and parent nights
- Electives Fair
- Cy-Falls Eagles Electives Night
- 8th Grade 4-Year Plan Meetings
- Awards Ceremonies (6th & 7th Grade Ceremony, 8th Grade Ceremony)
- Horizons Showcase
- Fall Carnival (Community Fundraising Event)
- Family Game Night

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents feel uninformed regarding available resources, where to find them, how to use them, and how to stay updated. **Root Cause:** Our campus needs to increase our support efforts for our parents and families regarding training on academic technology, grade book, academic processes/procedures, and implications for future academic

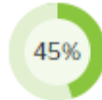



opportunities to enable them to be an active partner in their child's education.

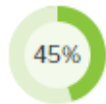
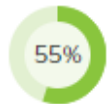
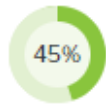
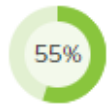
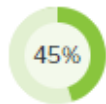
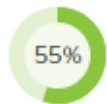
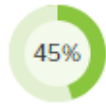
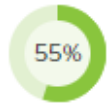
Goals


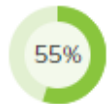

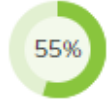
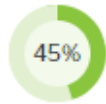
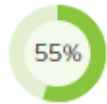




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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: Teachers will focus on target instructional strategies for these subgroups, including management, social-emotional factors, and curriculum support resources. Through these efforts, teachers will improve instructional practices for all students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Increased student achievement on assessments, DPMs, and STAAR. Teams will utilize backward planning processes and strategies. Teachers will include a minimum of one EL/Academic Vocabulary strategy in weekly lessons. Staff Responsible for Monitoring: RLA Teachers, CCIS, Director of Instruction, Appraisers | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Math: Teachers will focus on targeted instructional strategies for these subgroups, including addressing mental health/fortitude/stamina, prior content knowledge, classroom environment, and academic vocabulary. Through these efforts, teachers will improve instructional practices for all students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Increased student achievement on assessments, DPMs, and STAAR. Teams will utilize backward planning processes and strategies. Two math interventionists will push-in to classes (one 4 days/week; one 2 days/week) to assist in Closing the Gap instruction and other small group instruction to increase overall student achievement. Staff Responsible for Monitoring: Math Teachers, CCIS, Director of Instruction, Appraisers | Formative | | |
| | Nov | Feb | May |
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| Strategy 3 Details | Formative Reviews | | |
|--|---|---|-----|
| Strategy 3: Science: Teachers will focus on targeted instructional strategies for these subgroups, including relevance/application, necessary math skills, student mindset, and academic language with comprehension. Through these efforts, teachers will improve instructional practices for all students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Increased student achievement on assessments, DPMs, and STAAR. Teams will utilize backward planning processes and strategies. Students will be able to access and transfer science vocabulary to help improve their abilities to solve problem. Staff Responsible for Monitoring: Science Teachers, CCIS, Director of Instruction, Appraisers | Formative | | |
| | Nov | Feb | May |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Social Studies: Teachers will focus on targeted instructional strategies for these subgroups, including content design/delivery, attitude/atmosphere, and vocabulary/academic language instruction. Through these efforts, teachers will improve instructional practices for all students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table. Increased student achievement on assessments, DPMs, and STAAR. Teams will utilize backward planning processes and strategies. Student vocabulary comprehension will increase. Staff Responsible for Monitoring: Social Studies Teachers, CCIS, Director of Instruction, Appraisers | Formative | | |
| | Nov | Feb | May |
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| 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 Physical Education Teachers | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Dropout Prevention: The AAS team will identify students within the first grading period who exhibit frequent absences/tardies, frequent behavior issues, and/or students who are failing math and/or reading in order to begin early interventions to prevent future possibility of dropping out of school. Strategy's Expected Result/Impact: These students, with a focus on 6th graders, will be targeted for our mentoring program. The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Teachers, CCIS, Director of Instruction, AASs | Formative | | |
| | Nov | Feb | May |
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| Strategy 7 Details | Formative Reviews | | |
|--|---|---|-----|
| Strategy 7: 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. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Teachers will incorporate a variety of strategies learned from various professional development, including book studies. Teachers will use classroom visuals to enhance learning retention (word walls, anchor charts, QL strategies, etc.) - some student-made, some teacher-made, and some printed. Staff Responsible for Monitoring: CCISs, STAAR-Tested Content Teachers, AASs, DI | Formative | | |
| | Nov | Feb | May |
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| 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: Fine Arts (including band, choir, orchestra, visual arts, and theater arts), Family and Consumer Sciences, Business, Engineering and Manufacturing, Athletics and Physical Education, Foreign Languages (including Spanish and French), and two new electives to Labay - Coding and Robotics and LeadWorthy.. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Teachers, Counselors, AASs, DI | Formative | | |
| | Nov | Feb | May |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring (i.e., Emergent Bilingual and Special Education) 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 Director of Instruction AASs STAAR-Tested Content Teachers DI Helping Teacher CCISs | Formative | | |
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| <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: After School Tutorial Program & (Spring Semester) Saturday Camps - Our campus is aware that the COVID pandemic has created academic/skills gaps for many of our students. Although we believe we have made great academic strides, our continued goal is to help close those achievement gaps by providing additional instructional support to meet the individual needs of our students. After all, our number one priority is to ensure our students are set up for future success. F.O.C.U.S. (Focusing On Challenges Until Successful) is a campus-based initiative that provides additional instructional opportunities that will help address the academic skills some of our students need to be successful on their classwork, assessments, and state testing. Strategy's Expected Result/Impact: In the areas of both Math and Reading (grades 6 - 8), our goal is to demonstrate incremental growth by an average of 3%-5% when comparing our 2023 STAAR results to the 2024 STAAR results. Staff Responsible for Monitoring: Principal | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Professional Staffing: Class Size Reduction Teacher in ELAR will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: In the area of Reading (7th Grade), our goal is to demonstrate incremental growth by an average of 3%-5% when comparing our 2023 STAAR results to the 2024 STAAR results. Staff Responsible for Monitoring: Principal | Formative | | |
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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 | | |
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| <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: Students are expected to be 100% compliant wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol (Lockout, Lockdown, Evacuate, Shelter) and practice drills using SRP terminology and associated procedures. Strategy's Expected Result/Impact: Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. Teachers will keep their classroom doors locked and closed while teaching; locked and propped during passing periods. Staff Responsible for Monitoring: All Staff | Formative | | |
| | Nov | Feb | May |
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| 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. Staff Responsible for Monitoring: Campus Safety Coordinator, Leadership Team, All Staff | Formative | | |
| | Nov | Feb | May |
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| <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 96% overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal Director of Instruction All Teachers AASS APs Attendance Secretary/Registrar Counselors | Formative | | |
| | Nov | Feb | May |
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| 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: 96% overall attendance rate Staff Responsible for Monitoring: Principal Director of Instruction AASS APs Attendance Secretary/Registrar Counselors | Formative | | |
| | Nov | Feb | May |
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| <div><div> 0% No Progress</div><div> 100% 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. Labay Staff will continue to use PBIS as an incentive for positive behaviors, and key staff members will be trained in de-escalating situations with students and using each situation as a teachable moment. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Assistant Principals, Campus Police Officer, All Staff | 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 be proactively taught desired behaviors via Project Safety Advisory Lessons and Bringing Out the Best (character education) lessons. In addition, PBIS will be used to reinforce positive behaviors. Students will attend Code of Conduct presentations in fall and spring. Classroom teachers will use the buddy system to change the student environment in response to minor classroom misbehavior. Mediation and restorative circles will be used to circumvent teacher-student and student-student conflicts. Students are encouraged to comply with the simple requests of any adult and are being taught basic skills in this regard related to reacclimating students to school. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, All Staff | 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 3%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|-----|
| Strategy 1: Teacher/Paraprofessional Attendance: Staff will be encouraged to reach out to campus administration if they need extra support in the classroom or if they need assistance through the district wellness program utilizing Mental Health services. Staff recognition will be built into the culture of the school to encourage staff and show appreciation. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Administrative team, PBIS Committee, Substitute Office Personnel | 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.


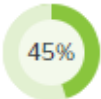




Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|-----|
| Strategy 1: High-Quality Professional Development: We will continue to provide high quality professional development for all staff - such as Labay-specific Quantum Learning training, Labay Leadership Academy, trainings available from Student Services, Digital Learning Conference, and Flippen Group trainings (Leadership Blueprint and Capturing Kids' Hearts). Strategy's Expected Result/Impact: The Leadership Academy is designed to expose future leaders to many options available and grow their skills as future leaders. Trainings from Student Services will assist staff in creating equitable and restorative classroom environments for students. Quantum Learning trainings help staff use brain-based and social-emotional research strategies to enhance the quality and retention of learning in the classroom. Digital Learning Conference will assist teachers in staying abreast of current technology trends and uses for their classrooms. Staff Responsible for Monitoring: CCISs, APs, DI, principal | 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 5%.

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

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|-----|
| Strategy 1: Parent and Family Engagement: Parents will receive frequent messages through School Messenger to help stay informed of school events, a school newsletter will go out each month to inform parents of important dates and events, parents will be emailed Home Access Center codes for their student to monitor grades and attendance for their student. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. | Formative | | |
| | Nov | Feb | May |
| |  40% |  45% | |
| <div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div> | | | |

2023-2024 CPOC

| Committee Role | Name | Position |
|---|----------------------------|----------------------------------|
| Principal | Michael Contreras | Principal |
| Classroom Teacher | La Donna Brown | 7th Grade ELAR Teacher |
| Classroom Teacher | Aurora Dinstel | Spanish Teacher |
| Classroom Teacher | Juan Garcia | 6th Grade Math Teacher |
| Classroom Teacher | Kristen Jackson | Choir Director (Teacher) |
| Classroom Teacher | Meghan Morrow | 7th & 8th Grade ELAR Teacher |
| Classroom Teacher | David Nguyen | 7th Grade Math Teacher |
| Classroom Teacher | Robin Schessler | 6th Grade World Cultures Teacher |
| Classroom Teacher | Bradley Steinert | 8th Grade Math & Algebra Teacher |
| Other School Leader (Nonteaching Professional) #1 | Jacob Robbins | Director of Instruction |
| Other School Leader (Nonteaching Professional) #2 | Amy Foster-Munoz | Academic Achievement Specialist |
| District-level Professional | Denise Kubeka | CFISD CTE Director |
| Administrator (LEA) #2 | Administrator (LEA) #2 | Administrator (LEA) #2 |
| Parent #1 | Andrea Barnes | Parent |
| Parent #2 | Parent #2 | Parent #2 |
| Community Member #1 | Community Member #1 | Community Member #1 |
| Community Member #2 | Community Member #2 | Community Member #2 |
| Business Representative #1 | Business Representative #1 | Business Representative #1 |
| Business Representative #2 | Business Representative #2 | Business Representative #2 |
| Paraprofessional #1 | Paraprofessional #1 | Paraprofessional #1 |
| Paraprofessional #2 | Paraprofessional #2 | Paraprofessional #2 |
| Other School Leader (Nonteaching Professional) #3 | Catherine Engel | 504 & Testing Coordinator |
| Other School Leader (Nonteaching Professional) #4 | Katherine Lapid | Behavior Coach |

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 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 | Labay | MS 2 | All | 376 | 271 | 72% | 75% | 3% | 182 | 48% | 50% | 2% | 69 | 18% | 25% | 7% |
| Reading | 6 | Labay | MS 2 | Hispanic | 195 | 131 | 67% | 70% | 3% | 84 | 43% | 45% | 2% | 26 | 13% | 20% | 7% |
| Reading | 6 | Labay | MS 2 | Am. Indian | 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 6 | Labay | MS 2 | Asian | 23 | 22 | 96% | 97% | 1% | 19 | 83% | 85% | 2% | 8 | 35% | 40% | 5% |
| Reading | 6 | Labay | MS 2 | African Am. | 74 | 49 | 66% | 70% | 4% | 29 | 39% | 40% | 1% | 12 | 16% | 20% | 4% |
| Reading | 6 | Labay | MS 2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 6 | Labay | MS 2 | White | 68 | 57 | 84% | 86% | 2% | 42 | 62% | 65% | 3% | 20 | 29% | 35% | 6% |
| Reading | 6 | Labay | MS 2 | Two or More | 13 | 9 | 69% | 75% | 6% | 7 | 54% | 55% | 1% | * | * | * | * |
| Reading | 6 | Labay | MS 2 | Eco. Dis. | 256 | 172 | 67% | 70% | 3% | 103 | 40% | 45% | 5% | 27 | 11% | 15% | 4% |
| Reading | 6 | Labay | MS 2 | LEP Current | 95 | 51 | 54% | 55% | 1% | 24 | 25% | 28% | 3% | 5 | 5% | 8% | 3% |
| Reading | 6 | Labay | MS 2 | At-Risk | 267 | 172 | 64% | 65% | 1% | 99 | 37% | 40% | 3% | 29 | 11% | 14% | 3% |
| Reading | 6 | Labay | MS 2 | SPED | 42 | 16 | 38% | 40% | 2% | 5 | 12% | 20% | 8% | * | * | * | * |
| Reading | 7 | Labay | MS 2 | All | 363 | 287 | 79% | 81% | 2% | 183 | 50% | 52% | 2% | 84 | 23% | 25% | 2% |
| Reading | 7 | Labay | MS 2 | Hispanic | 208 | 162 | 78% | 80% | 2% | 101 | 49% | 51% | 2% | 43 | 21% | 23% | 2% |
| Reading | 7 | Labay | MS 2 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 7 | Labay | MS 2 | Asian | 30 | 29 | 97% | 98% | 1% | 23 | 77% | 80% | 3% | 13 | 43% | 45% | 2% |
| Reading | 7 | Labay | MS 2 | African Am. | 73 | 51 | 70% | 72% | 2% | 30 | 41% | 43% | 2% | 13 | 18% | 20% | 2% |
| Reading | 7 | Labay | MS 2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 7 | Labay | MS 2 | White | 41 | 35 | 85% | 87% | 2% | 24 | 59% | 61% | 2% | 13 | 32% | 34% | 2% |
| Reading | 7 | Labay | MS 2 | Two or More | 11 | 10 | 91% | 93% | 2% | 5 | 45% | 47% | 2% | * | * | * | * |
| Reading | 7 | Labay | MS 2 | Eco. Dis. | 251 | 196 | 78% | 80% | 2% | 114 | 45% | 47% | 2% | 52 | 21% | 23% | 2% |
| Reading | 7 | Labay | MS 2 | LEP Current | 88 | 55 | 63% | 65% | 2% | 21 | 24% | 26% | 2% | * | * | * | * |
| Reading | 7 | Labay | MS 2 | At-Risk | 243 | 174 | 72% | 74% | 2% | 89 | 37% | 40% | 3% | 30 | 12% | 14% | 2% |
| Reading | 7 | Labay | MS 2 | SPED | 45 | 21 | 47% | 50% | 3% | 5 | 11% | 13% | 2% | * | * | * | * |
| Reading | 8 | Labay | MS 2 | All | 433 | 364 | 84% | 87% | 3% | 237 | 55% | 57% | 2% | 109 | 25% | 28% | 3% |
| Reading | 8 | Labay | MS 2 | Hispanic | 249 | 204 | 82% | 85% | 3% | 123 | 49% | 52% | 3% | 48 | 19% | 23% | 4% |
| Reading | 8 | Labay | MS 2 | Am. Indian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 8 | Labay | MS 2 | Asian | 28 | 27 | 96% | 98% | 2% | 21 | 75% | 77% | 2% | 11 | 39% | 41% | 2% |
| Reading | 8 | Labay | MS 2 | African Am. | 82 | 63 | 77% | 80% | 3% | 39 | 48% | 50% | 2% | 9 | 11% | 15% | 4% |
| Reading | 8 | Labay | MS 2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 8 | Labay | MS 2 | White | 61 | 57 | 93% | 95% | 2% | 45 | 74% | 75% | 1% | 34 | 56% | 57% | 1% |
| Reading | 8 | Labay | MS 2 | Two or More | 12 | 12 | 100% | 100% | 0% | 8 | 67% | 70% | 3% | 6 | 50% | 51% | 1% |
| Reading | 8 | Labay | MS 2 | Eco. Dis. | 305 | 247 | 81% | 83% | 2% | 150 | 49% | 51% | 2% | 56 | 18% | 20% | 2% |
| Reading | 8 | Labay | MS 2 | LEP Current | 86 | 54 | 63% | 65% | 2% | 19 | 22% | 25% | 3% | * | * | * | * |
| Reading | 8 | Labay | MS 2 | At-Risk | 279 | 217 | 78% | 80% | 2% | 118 | 42% | 44% | 2% | 39 | 14% | 16% | 2% |
| Reading | 8 | Labay | MS 2 | SPED | 55 | 34 | 62% | 65% | 3% | 11 | 20% | 22% | 2% | * | * | * | * |
| Math | 6 | Labay | MS 2 | All | 375 | 284 | 76% | 78% | 2% | 152 | 41% | 43% | 2% | 47 | 13% | 17% | 4% |
| Math | 6 | Labay | MS 2 | Hispanic | 194 | 138 | 71% | 73% | 2% | 64 | 33% | 35% | 2% | 19 | 10% | 13% | 3% |
| Math | 6 | Labay | MS 2 | Am. Indian | 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 6 | Labay | MS 2 | Asian | 23 | 22 | 96% | 98% | 2% | 18 | 78% | 80% | 2% | 7 | 30% | 33% | 3% |
| Math | 6 | Labay | MS 2 | African Am. | 74 | 51 | 69% | 71% | 2% | 25 | 34% | 37% | 3% | * | * | * | * |
| Math | 6 | Labay | MS 2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 6 | Labay | MS 2 | White | 68 | 59 | 87% | 90% | 3% | 37 | 54% | 56% | 2% | 14 | 21% | 23% | 2% |
| Math | 6 | Labay | MS 2 | Two or More | 13 | 11 | 85% | 90% | 5% | 6 | 46% | 50% | 4% | * | * | * | * |
| Math | 6 | Labay | MS 2 | Eco. Dis. | 256 | 184 | 72% | 75% | 3% | 85 | 33% | 35% | 2% | 20 | 8% | 10% | 2% |
| Math | 6 | Labay | MS 2 | LEP Current | 95 | 54 | 57% | 60% | 3% | 22 | 23% | 25% | 2% | * | * | * | * |
| Math | 6 | Labay | MS 2 | At-Risk | 267 | 185 | 69% | 71% | 2% | 80 | 30% | 32% | 2% | 17 | 6% | 10% | 4% |
| Math | 6 | Labay | MS 2 | SPED | 42 | 22 | 52% | 54% | 2% | * | * | * | * | * | * | * | * |

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| 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 | | | | | | | | | | | | |
| | | | | | # | # | % | % | | # | % | % | | # | % | % | |
| Math | 7 | Labay | MS 2 | All | 363 | 267 | 74% | 76% | 2% | 161 | 44% | 45% | 1% | 53 | 15% | 18% | 3% |
| Math | 7 | Labay | MS 2 | Hispanic | 208 | 151 | 73% | 75% | 2% | 88 | 42% | 45% | 3% | 21 | 10% | 12% | 2% |
| Math | 7 | Labay | MS 2 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 7 | Labay | MS 2 | Asian | 30 | 29 | 97% | 100% | 3% | 26 | 87% | 90% | 3% | 15 | 50% | 52% | 2% |
| Math | 7 | Labay | MS 2 | African Am. | 73 | 45 | 62% | 70% | 8% | 20 | 27% | 35% | 8% | 9 | 12% | 15% | 3% |
| Math | 7 | Labay | MS 2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 7 | Labay | MS 2 | White | 41 | 36 | 88% | 90% | 2% | 22 | 54% | 57% | 3% | 7 | 17% | 20% | 3% |
| Math | 7 | Labay | MS 2 | Two or More | 11 | 6 | 55% | 60% | 5% | 5 | 45% | 47% | 2% | * | * | * | * |
| Math | 7 | Labay | MS 2 | Eco. Dis. | 252 | 180 | 71% | 73% | 2% | 106 | 42% | 44% | 2% | 28 | 11% | 15% | 4% |
| Math | 7 | Labay | MS 2 | LEP Current | 88 | 55 | 63% | 65% | 2% | 24 | 27% | 30% | 3% | * | * | * | * |
| Math | 7 | Labay | MS 2 | At-Risk | 244 | 159 | 65% | 70% | 5% | 76 | 31% | 33% | 2% | 17 | 7% | 10% | 3% |
| Math | 7 | Labay | MS 2 | SPED | 45 | 18 | 40% | 45% | 5% | * | * | * | * | * | * | * | * |
| Math | 8 | Labay | MS 2 | All | 273 | 191 | 70% | 75% | 5% | 106 | 39% | 42% | 3% | 23 | 8% | 9% | 1% |
| Math | 8 | Labay | MS 2 | Hispanic | 162 | 106 | 65% | 68% | 3% | 59 | 36% | 39% | 3% | 13 | 8% | 9% | 1% |
| Math | 8 | Labay | MS 2 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 8 | Labay | MS 2 | Asian | 12 | 10 | 83% | 90% | 7% | 8 | 67% | 70% | 3% | * | * | * | * |
| Math | 8 | Labay | MS 2 | African Am. | 65 | 47 | 72% | 75% | 3% | 19 | 29% | 34% | 5% | * | * | * | * |
| Math | 8 | Labay | MS 2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 8 | Labay | MS 2 | White | 27 | 22 | 81% | 85% | 4% | 16 | 59% | 62% | 3% | * | * | * | * |
| Math | 8 | Labay | MS 2 | Two or More | 7 | 6 | 86% | 90% | 4% | * | * | * | * | * | * | * | * |
| Math | 8 | Labay | MS 2 | Eco. Dis. | 210 | 141 | 67% | 70% | 3% | 77 | 37% | 40% | 3% | 17 | 8% | 9% | 1% |
| Math | 8 | Labay | MS 2 | LEP Current | 75 | 46 | 61% | 65% | 4% | 25 | 33% | 35% | 2% | * | * | * | * |
| Math | 8 | Labay | MS 2 | At-Risk | 203 | 129 | 64% | 67% | 3% | 67 | 33% | 35% | 2% | 14 | 7% | 9% | 2% |
| Math | 8 | Labay | MS 2 | SPED | 54 | 30 | 56% | 58% | 2% | 9 | 17% | 18% | 1% | * | * | * | * |
| Science | 8 | Labay | MS 2 | All | 433 | 329 | 76% | 80% | 4% | 213 | 49% | 53% | 4% | 73 | 17% | 21% | 4% |
| Science | 8 | Labay | MS 2 | Hispanic | 250 | 178 | 71% | 75% | 4% | 107 | 43% | 47% | 4% | 26 | 10% | 14% | 4% |
| Science | 8 | Labay | MS 2 | Am. Indian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 8 | Labay | MS 2 | Asian | 28 | 27 | 96% | 98% | 2% | 22 | 79% | 81% | 2% | 18 | 64% | 66% | 2% |
| Science | 8 | Labay | MS 2 | African Am. | 82 | 59 | 72% | 75% | 3% | 26 | 32% | 35% | 3% | * | * | * | * |
| Science | 8 | Labay | MS 2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 8 | Labay | MS 2 | White | 61 | 55 | 90% | 95% | 5% | 49 | 80% | 85% | 5% | 23 | 38% | 43% | 5% |
| Science | 8 | Labay | MS 2 | Two or More | 11 | 9 | 82% | 85% | 3% | 8 | 73% | 76% | 3% | * | * | * | * |
| Science | 8 | Labay | MS 2 | Eco. Dis. | 305 | 220 | 72% | 75% | 3% | 127 | 42% | 45% | 3% | 32 | 10% | 13% | 3% |
| Science | 8 | Labay | MS 2 | LEP Current | 86 | 48 | 56% | 58% | 2% | 27 | 31% | 33% | 2% | 7 | 8% | 10% | 2% |
| Science | 8 | Labay | MS 2 | At-Risk | 280 | 186 | 66% | 68% | 2% | 108 | 39% | 41% | 2% | 31 | 11% | 13% | 2% |
| Science | 8 | Labay | MS 2 | SPED | 57 | 28 | 49% | 52% | 3% | 13 | 23% | 26% | 3% | * | * | * | * |
| Social Studies | 8 | Labay | MS 2 | All | 433 | 292 | 67% | 70% | 3% | 154 | 36% | 40% | 4% | 75 | 17% | 21% | 4% |
| Social Studies | 8 | Labay | MS 2 | Hispanic | 250 | 160 | 64% | 67% | 3% | 72 | 29% | 33% | 4% | 34 | 14% | 18% | 4% |
| Social Studies | 8 | Labay | MS 2 | Am. Indian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Labay | MS 2 | Asian | 28 | 26 | 93% | 95% | 2% | 19 | 68% | 75% | 7% | 14 | 50% | 55% | 5% |
| Social Studies | 8 | Labay | MS 2 | African Am. | 82 | 47 | 57% | 60% | 3% | 19 | 23% | 25% | 2% | * | * | * | * |
| Social Studies | 8 | Labay | MS 2 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Social Studies | 8 | Labay | MS 2 | White | 61 | 50 | 82% | 85% | 3% | 39 | 64% | 68% | 4% | 21 | 34% | 40% | 6% |
| Social Studies | 8 | Labay | MS 2 | Two or More | 11 | 8 | 73% | 75% | 2% | 5 | 45% | 50% | 5% | * | * | * | * |
| Social Studies | 8 | Labay | MS 2 | Eco. Dis. | 305 | 189 | 62% | 65% | 3% | 82 | 27% | 30% | 3% | 33 | 11% | 15% | 4% |
| Social Studies | 8 | Labay | MS 2 | LEP Current | 86 | 37 | 43% | 45% | 2% | 18 | 21% | 25% | 4% | 6 | 7% | 11% | 4% |
| Social Studies | 8 | Labay | MS 2 | At-Risk | 280 | 163 | 58% | 61% | 3% | 77 | 28% | 30% | 2% | 36 | 13% | 17% | 4% |
| Social Studies | 8 | Labay | MS 2 | SPED | 57 | 21 | 37% | 40% | 3% | 6 | 11% | 15% | 4% | * | * | * | * |

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

[illegible]