Cypress-Fairbanks Independent School District

Salyards Middle School

2023-2024

Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

Based on Salyards evaluation of STAAR assessment data from 2022-2023, we saw the following strengths:

- 6th grade Reading/Language Arts - Approaches (95%), Meets (83%), Masters (52%) and 54% of our 6th grade students scored an 8-10 on their Extended Constructed Response.
- 6th grade Math - Approaches (95%), Meets (73%), Masters (43%)
- 7th grade Reading/Language Arts - Approaches (93%), Meets (78%), Masters (49%) and 42% of our 7th grade students scored an 8-10 on their Extended Constructed Response.
- 7th grade Math - Approaches (85%), Meets (64%), Masters (27%)
- 8th grade Reading/Language Arts - Approaches (95%), Meets (83%), Masters (52%) and 50% of our 8th grade students scored an 8-10 on their Extended Constructed Response.
- 8th grade Math - Approaches (86%), Meets (44%), Masters (9%)
- Algebra - Approaches (100%), Meets (97%), Masters (84%)
- 8th grade Social Studies - Approaches (90%), Meets (66%), Masters (38%)
- 8th grade Science - Approaches (94%), Meets (81%), Masters (38%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Economically Disadvantaged students under performed in most target areas.   **Root Cause:** RLA: Economically Disadvantaged students have a lack of vocabulary background.

Problem Statement 2: Math: Economically Disadvantaged students performed inconsistently in all grade levels and target areas.   **Root Cause:** Math: Economically Disadvantaged students have learning gaps in math.

Problem Statement 3: Science: Master numbers of all students performed lower than target.   **Root Cause:** Science: Lack of spiraling of content and differentiation between students.

Problem Statement 4: Social Studies: African American students performed lower than other groups in Meets and Masters categories.   **Root Cause:** Social Studies: Lack of exposure to vocabulary, social studies skills and rigor in the classroom.

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.

School Culture and Climate

School Culture and Climate Strengths

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

The following strengths were identified (utilizing the 2022-2023 Employee Perception Survey Data) in relation to students data and data driven decisions in measuring overall student success: 56 Teachers, 15 Para/Secretary, 2 Support Staff and 4 Administrators completed the EPS survey. 99% of staff strongly agree/agree that opportunities exist for them to think for themselves; 99% of staff strongly agree/agree that the work they are asked to do directly relates to their job responsibilities; 99% of staff strongly agree/agree procedures have been implemented to keep them safe at work; 98% staff strongly agree/agree quality work is expected of them; 97% of staff strongly agree/agree that staff appreciation is built into the school culture; 100% of staff strongly agree/agree they are clear about their job responsibilities; 98% of staff strongly agree/agree that decisions are data driven.

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Opportunities for professional growth have declined over the last few years.   **Root Cause:** Time management and constraints due to teacher responsibilities since COVID limit opportunities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

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

The following strengths were identified (utilizing the 2023-2024 Employee Perception Survey Data):

- Opportunities exist for me to think for myself (99% of staff strongly agree/agree with that statement).
- Work I am asked to do directly relates to my job responsibilities (99% of staff strongly agree/agree with that statement)
- Opportunities are available to provide input (94% of staff strongly agree/agree with that statement)
- Procedures have been implemented to keep me safe at work (99% of staff strongly agree/agree with that statement).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers feel overwhelmed at different parts of the year due to perceived workload. **Root Cause:** Teacher/Paraprofessional Attendance: Filter decisions through workload with data driven feedback regarding staff concerns.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs
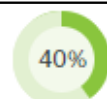
Problem Statement 1: Parents have indicated that there are inconsistent communication platforms. **Root Cause:** The campus will define the different communication procedures and methods for parents.
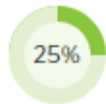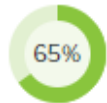
Goals

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: Model and practice (partner/individually) speaking and writing, using sentence stems with TEKS language in everyday lessons.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase mastery on assessments in our economically disadvantaged population. **Staff Responsible for Monitoring:** Teachers, CCIS, DI, Principal	25%	50%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Vertically align with 6th, 7th and 8th grade teachers to address strengths and constraints based on student data and research based activities - number talks, math fact practice and spiraling of content.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student number sense will increase and mastery of TEKS on assessments. **Staff Responsible for Monitoring:** Teachers, CCIS, DI, Principal	20%	40%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Reteach and retest former grade level TEKS and include different question levels for students through labs, assessments and daily work.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase mastery performance on summative assessments **Staff Responsible for Monitoring:** Teachers, CCIS, DI, Principal	N/A	40%	

Strategy 4 Details	Formative Reviews

| **Strategy 4:** Social Studies: Include daily academic/TEK language and scaffold questions to differentiate learning of individual students, as well as, small group instruction with repetitive practice opportunities.
    Strategy's Expected Result/Impact: Increase mastery performance on summative assessments.
    Staff Responsible for Monitoring: Teachers, CCIS, DI, Principal | Formative | | |

	Nov	Feb	May
	25%	40%	

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
	30%	60%	

Strategy 6 Details	Formative Reviews

| **Strategy 6:** Dropout Prevention: Teachers will focus on student intervention through math and reading courses to intervene and check for understanding.
    Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.
    Staff Responsible for Monitoring: Math Teachers, ELAR Teachers, AAS, Director of Instruction | Formative | | |

	Nov	Feb	May
	40%	60%	

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.
    Staff Responsible for Monitoring: Math, Science, ELAR, and Social Studies teachers, CCIS, Assistant Principals, Director of Instruction, Principal. | Formative | | |

	Nov	Feb	May
	30%	65%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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: Summer Learning/Summer Enrichment: Welcome Back Camp - ROAR Camp - 6th grade students have the opportunity to tour our building, meet staff and get to know students from other elementary campuses. Students will participate in activities throughout ROAR camp that promote social awareness, self-management and relationship skills. The goal of ROAR camp is for students to feel connected to Salyards and make connections with students prior to school starting.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students attending the 2023-2024 ROAR Camp will have 98% attendance in the first marking period of the 2023-2024 school year. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Opportunity Lab - Tutorials - Students will be invited based on gradebook, assessments and attendance data to work on classroom assignments where they need extra support. Opportunity Lab runs Tuesday-Thursday every week with few exceptions. Opportunity Lab is run by our Director of Instruction, Academic Achievement Specialist and our Content Curriculum Instructional Specialists.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 80% of the students attending Opportunity Lab during the 2023-2024 school year, will be passing their CORE classes with a 70% or higher by the end of each grading period. **Staff Responsible for Monitoring:** Principal	30%	70%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core Content Area Interventionist in Math will be hired to teach our Math Lab sections and push in as extra support in our math classes, pulling small groups and working with students on different TEKS. She will also support our teachers with targeted tutorials after school.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By the end of the 2023-20243 year, 94% of our students working with the math core content area interventionist will reach Approaches or higher on the Math STAAR. **Staff Responsible for Monitoring:** Principal	30%	65%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Salyards Middle School will purchase Summit K12 licenses to support our students in interventions including reading workshop, math lab, reading and math pullouts, tutorials and focused instructional time. We will also purchase classroom supplies, including post it pad easel size, markers, notebook paper, pencils, etc.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables and TELPAS levels. **Staff Responsible for Monitoring:** Director of Instruction, Testing Coordinator, AAS and CCIS	50%	70%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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, 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, through 6th grade math pull outs.			**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**
			60%	100%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

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: Our PBIS leaders and committee will facilitate the implementation of multiple campus-wide activities that encourage positive behavior.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students and staff will commit to promoting respect, inclusion, and understanding of all members in our school community. There will be an increased focus on positive behavior through the PBIS program. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Director of Instruction, and PBIS Leaders/team	50%	60%	

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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	50%	70%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	70%	
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	80%	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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. Salyards will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0%		50%	75%	
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. Our administrative staff and PBIS team will continue to explore ways to intervene with students and resolve behavioral issues without escalating the student. We will also be proactive with students through positive behavior referrals and postcards/letters home.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, PBIS Team, Principal		50%	70%	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals with perfect attendance each month will earn perfect attendance certificate and a treat.			**Formative**		
			Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Sub Representative paraprofessional.			15%	60%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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:** Monthly Professional Development Opportunities and Sign Ups
> Professional Development Survey
> Classroom Walks and Coaching Feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will continue to be invited to specified professional development at Salyards through teacher created professional development.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher created professional development based on feedback and need. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Staff Development Liaisons.	50%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 2%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Teachers will communicate updated calendar information and resources for parents through Schoology. Salyards will utilize Salyards Schoology to communicate as well as post facebook, twitter, instagram and school messenger to keep parents involved with what is going on at campus.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. **Staff Responsible for Monitoring:** CCIS, AAS, Campus Appraisers, Teachers	50%	70%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Elizabeth Wood	Principal
Teacher #1	Ian Potthoff	Teacher #1
Teacher #2	Meagan Graham	Teacher #2
Teacher #3	Kelley Armstrong	Teacher #3
Teacher #4	Julie Nguyen	Teacher #4
Teacher #5	Shanen Hajdik	Teacher #5
Teacher #6	Katie Colville	Teacher #6
Teacher #7	Kelly Brockelman	Teacher #7
Teacher #8	Kelly Parente	Teacher #8
Other School Leader (Nonteaching Professional) #1	Marla Woodward	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Brooke Pierron	Other School Leader (Nonteaching Professional) #2
Parent #1	Brett Searcy	Parent #1
Parent #2	Amanda Banks	Parent #2
Community Member #1	Paul Pierron	Community Member #1
Community Member #2	Troy Black	Community Member #2
Business Representative #1	Skip Pace	Business Representative #1
Business Representative #2	Jared Colville	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Rodney Garcia	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Kandace Blowey	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	David Shrubar	District Representative

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	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
					#	#	%	%		#	%	%		#	%	%	
Reading	6	Salyards	MS 1	All	485	461	95%	96%	1%	401	83%	84%	1%	251	52%	53%	1%
Reading	6	Salyards	MS 1	Hispanic	130	123	95%	96%	1%	101	78%	80%	2%	57	44%	45%	1%
Reading	6	Salyards	MS 1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Salyards	MS 1	Asian	47	46	98%	99%	1%	43	91%	92%	1%	31	66%	67%	1%
Reading	6	Salyards	MS 1	African Am.	36	32	89%	90%	1%	23	64%	65%	1%	13	36%	37%	1%
Reading	6	Salyards	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Salyards	MS 1	White	236	225	95%	96%	1%	201	85%	86%	1%	128	54%	55%	1%
Reading	6	Salyards	MS 1	Two or More	33	32	97%	98%	1%	30	91%	92%	1%	21	64%	65%	1%
Reading	6	Salyards	MS 1	Eco. Dis.	108	98	91%	92%	1%	78	72%	73%	1%	39	36%	37%	1%
Reading	6	Salyards	MS 1	LEP Current	32	27	84%	85%	1%	20	63%	64%	1%	6	19%	20%	1%
Reading	6	Salyards	MS 1	At-Risk	166	142	86%	87%	1%	100	60%	62%	2%	38	23%	24%	1%
Reading	6	Salyards	MS 1	SPED	32	17	53%	60%	7%	8	25%	26%	1%	*	*	*	*
Reading	7	Salyards	MS 1	All	469	434	93%	94%	1%	365	78%	79%	1%	232	49%	50%	1%
Reading	7	Salyards	MS 1	Hispanic	121	108	89%	90%	1%	88	73%	74%	1%	53	44%	45%	1%
Reading	7	Salyards	MS 1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Salyards	MS 1	Asian	36	36	100%	100%	0%	32	89%	90%	1%	26	72%	73%	1%
Reading	7	Salyards	MS 1	African Am.	53	42	79%	80%	1%	31	58%	60%	2%	14	26%	27%	1%
Reading	7	Salyards	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Salyards	MS 1	White	235	224	95%	96%	1%	193	82%	83%	1%	123	52%	53%	1%
Reading	7	Salyards	MS 1	Two or More	20	20	100%	100%	0%	17	85%	86%	1%	14	70%	71%	1%
Reading	7	Salyards	MS 1	Eco. Dis.	112	92	82%	83%	1%	60	54%	55%	1%	20	18%	20%	2%
Reading	7	Salyards	MS 1	LEP Current	28	23	82%	83%	1%	12	43%	45%	2%	*	*	*	*
Reading	7	Salyards	MS 1	At-Risk	144	114	79%	80%	1%	75	52%	53%	1%	32	22%	23%	1%
Reading	7	Salyards	MS 1	SPED	49	34	69%	70%	1%	17	35%	36%	1%	*	*	*	*
Reading	8	Salyards	MS 1	All	521	493	95%	96%	1%	432	83%	84%	1%	271	52%	53%	1%
Reading	8	Salyards	MS 1	Hispanic	120	111	93%	94%	1%	96	80%	81%	1%	63	53%	54%	1%
Reading	8	Salyards	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Salyards	MS 1	Asian	33	31	94%	95%	1%	29	88%	89%	1%	23	70%	71%	1%
Reading	8	Salyards	MS 1	African Am.	55	49	89%	90%	1%	36	65%	66%	1%	17	31%	32%	1%
Reading	8	Salyards	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Salyards	MS 1	White	281	274	98%	99%	1%	244	87%	88%	1%	151	54%	55%	1%
Reading	8	Salyards	MS 1	Two or More	29	26	90%	91%	1%	25	86%	87%	1%	15	52%	53%	1%
Reading	8	Salyards	MS 1	Eco. Dis.	95	86	91%	92%	1%	70	74%	75%	1%	40	42%	43%	1%
Reading	8	Salyards	MS 1	LEP Current	19	13	68%	70%	2%	7	37%	38%	1%	*	*	*	*
Reading	8	Salyards	MS 1	At-Risk	128	107	84%	85%	1%	76	59%	60%	1%	35	27%	28%	1%
Reading	8	Salyards	MS 1	SPED	50	35	70%	71%	1%	19	38%	39%	1%	7	14%	15%	1%
Math	6	Salyards	MS 1	All	484	458	95%	96%	1%	355	73%	74%	1%	208	43%	44%	1%
Math	6	Salyards	MS 1	Hispanic	130	119	92%	93%	1%	80	62%	63%	1%	40	31%	32%	1%
Math	6	Salyards	MS 1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*

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					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	6	Salyards	MS 1	Asian	46	46	100%	100%	0%	41	89%	90%	1%	31	67%	68%	1%
Math	6	Salyards	MS 1	African Am.	36	30	83%	84%	1%	16	44%	45%	1%	9	25%	26%	1%
Math	6	Salyards	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Salyards	MS 1	White	236	227	96%	97%	1%	191	81%	82%	1%	116	49%	50%	1%
Math	6	Salyards	MS 1	Two or More	33	33	100%	100%	0%	25	76%	77%	1%	11	33%	34%	1%
Math	6	Salyards	MS 1	Eco. Dis.	108	93	86%	87%	1%	52	48%	49%	1%	28	26%	27%	1%
Math	6	Salyards	MS 1	LEP Current	32	26	81%	82%	1%	13	41%	42%	1%	6	19%	20%	1%
Math	6	Salyards	MS 1	At-Risk	166	144	87%	88%	1%	76	46%	47%	1%	27	16%	17%	1%
Math	6	Salyards	MS 1	SPED	32	22	69%	70%	1%	7	22%	23%	1%	*	*	*	*
Math	7	Salyards	MS 1	All	467	396	85%	86%	1%	299	64%	65%	1%	128	27%	28%	1%
Math	7	Salyards	MS 1	Hispanic	121	101	83%	84%	1%	74	61%	62%	1%	24	20%	21%	1%
Math	7	Salyards	MS 1	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Salyards	MS 1	Asian	34	32	94%	95%	1%	27	79%	80%	1%	15	44%	45%	1%
Math	7	Salyards	MS 1	African Am.	54	34	63%	64%	1%	20	37%	38%	1%	11	20%	21%	1%
Math	7	Salyards	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Salyards	MS 1	White	235	208	89%	90%	1%	162	69%	70%	1%	69	29%	30%	1%
Math	7	Salyards	MS 1	Two or More	19	19	100%	100%	0%	14	74%	75%	1%	8	42%	43%	1%
Math	7	Salyards	MS 1	Eco. Dis.	113	81	72%	73%	1%	49	43%	44%	1%	17	15%	16%	1%
Math	7	Salyards	MS 1	LEP Current	29	20	69%	70%	1%	9	31%	32%	1%	*	*	*	*
Math	7	Salyards	MS 1	At-Risk	144	90	63%	64%	1%	51	35%	36%	1%	18	13%	14%	1%
Math	7	Salyards	MS 1	SPED	49	23	47%	48%	1%	8	16%	17%	1%	*	*	*	*
Math	8	Salyards	MS 1	All	185	159	86%	87%	1%	82	44%	45%	1%	17	9%	10%	1%
Math	8	Salyards	MS 1	Hispanic	46	39	85%	86%	1%	17	37%	38%	1%	*	*	*	*
Math	8	Salyards	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Salyards	MS 1	Asian	9	8	89%	90%	1%	*	*	*	*	*	*	*	*
Math	8	Salyards	MS 1	African Am.	32	27	84%	85%	1%	11	34%	35%	1%	*	*	*	*
Math	8	Salyards	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Salyards	MS 1	White	81	72	89%	90%	1%	41	51%	52%	1%	7	9%	10%	1%
Math	8	Salyards	MS 1	Two or More	16	13	81%	82%	1%	9	56%	57%	1%	*	*	*	*
Math	8	Salyards	MS 1	Eco. Dis.	52	45	87%	88%	1%	21	40%	40%	0%	*	*	*	*
Math	8	Salyards	MS 1	LEP Current	15	11	73%	74%	1%	*	*	*	*	*	*	*	*
Math	8	Salyards	MS 1	At-Risk	83	62	75%	76%	1%	19	23%	24%	1%	*	*	*	*
Math	8	Salyards	MS 1	SPED	47	28	60%	61%	1%	8	17%	18%	1%	*	*	*	*
Science	8	Salyards	MS 1	All	521	491	94%	95%	1%	422	81%	82%	1%	200	38%	39%	1%
Science	8	Salyards	MS 1	Hispanic	120	112	93%	94%	1%	94	78%	79%	1%	44	37%	38%	1%
Science	8	Salyards	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Salyards	MS 1	Asian	33	31	94%	95%	1%	28	85%	86%	1%	18	55%	56%	1%
Science	8	Salyards	MS 1	African Am.	55	47	85%	86%	1%	33	60%	61%	1%	8	15%	16%	1%
Science	8	Salyards	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*

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 #	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
						#	%	%	%	#	%	%		#	%	%	%
Science	8	Salyards	MS 1	White	281	272	97%	98%	1%	244	87%	88%	1%	117	42%	43%	1%
Science	8	Salyards	MS 1	Two or More	29	27	93%	94%	1%	21	72%	73%	1%	11	38%	39%	1%
Science	8	Salyards	MS 1	Eco. Dis.	95	87	92%	93%	1%	68	72%	73%	1%	26	27%	28%	1%
Science	8	Salyards	MS 1	LEP Current	19	13	68%	69%	1%	9	47%	48%	1%	*	*	*	*
Science	8	Salyards	MS 1	At-Risk	128	106	83%	84%	1%	72	56%	57%	1%	25	20%	21%	1%
Science	8	Salyards	MS 1	SPED	50	30	60%	61%	1%	18	36%	37%	1%	*	*	*	*
Social Studies	8	Salyards	MS 1	All	519	465	90%	91%	1%	345	66%	67%	1%	198	38%	39%	1%
Social Studies	8	Salyards	MS 1	Hispanic	119	105	88%	89%	1%	78	66%	67%	1%	42	35%	36%	1%
Social Studies	8	Salyards	MS 1	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	MS 1	Asian	33	29	88%	89%	1%	25	76%	77%	1%	18	55%	56%	1%
Social Studies	8	Salyards	MS 1	African Am.	55	44	80%	81%	1%	24	44%	45%	1%	13	24%	25%	1%
Social Studies	8	Salyards	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Salyards	MS 1	White	280	261	93%	94%	1%	197	70%	71%	1%	115	41%	42%	1%
Social Studies	8	Salyards	MS 1	Two or More	29	24	83%	84%	1%	19	66%	67%	1%	9	31%	32%	1%
Social Studies	8	Salyards	MS 1	Eco. Dis.	93	72	77%	78%	1%	53	57%	58%	1%	30	32%	33%	1%
Social Studies	8	Salyards	MS 1	LEP Current	19	11	58%	59%	1%	5	26%	27%	1%	*	*	*	*
Social Studies	8	Salyards	MS 1	At-Risk	127	95	75%	76%	1%	57	45%	46%	1%	24	19%	20%	1%
Social Studies	8	Salyards	MS 1	SPED	50	27	54%	55%	1%	14	28%	29%	1%	7	14%	15%	1%

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

Level	Campus	EOC	2023 Cluster	Student Group	All Testers 2023 #	2023: Approaches #	2023: Approaches %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets #	2023: Meets %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters #	2023: Masters %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
MS	Salyards	Algebra I	MS 1	All	339	339	100%	100%	0%	329	97%	98%	1%	284	84%	85%	1%
MS	Salyards	Algebra I	MS 1	Hispanic	74	74	100%	100%	0%	73	99%	100%	1%	66	89%	90%	1%
MS	Salyards	Algebra I	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
MS	Salyards	Algebra I	MS 1	Asian	27	27	100%	100%	0%	27	100%	100%	0%	25	93%	94%	1%
MS	Salyards	Algebra I	MS 1	African Am.	23	23	100%	100%	0%	23	100%	100%	0%	16	70%	72%	2%
MS	Salyards	Algebra I	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
MS	Salyards	Algebra I	MS 1	White	200	200	100%	100%	0%	192	96%	97%	1%	164	82%	83%	1%
MS	Salyards	Algebra I	MS 1	Two or More	13	13	100%	100%	0%	12	92%	93%	1%	11	85%	86%	1%
MS	Salyards	Algebra I	MS 1	Eco. Dis.	43	43	100%	100%	0%	42	98%	99%	1%	36	84%	85%	1%
MS	Salyards	Algebra I	MS 1	Emergent Bilingual	4	*	*	*	*	*	*	*	*	*	*	*	*
MS	Salyards	Algebra I	MS 1	At-Risk	46	46	100%	100%	0%	42	91%	92%	1%	33	72%	73%	1%
MS	Salyards	Algebra I	MS 1	SPED	3	*	*	*	*	*	*	*	*	*	*	*	*