Cypress-Fairbanks Independent School District

Bleyl Middle School

2022-2023

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

Revised/Approved: September 15, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: In May of 2022, the Campus Performance Objective Committee met to review data from the 2021-2022 school year. The committee discussed the progress made throughout the school year and identified some areas in need of continued focus. At the start of the 2022-2023 school year, various stakeholders participated in root cause analysis processes using both local and state data to finalize the needs assessment. The Campus Performance Objective Committee met on September 15 to approve the needs assessment.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 12, 2022 and September 15, 2022.

In summary, the comprehensive needs assessment denotes the following: African American and Economically Disadvantaged students are performing below the district and cluster averages as well as below other sub-populations at Bleyl Middle School. Strategies to improve student behavior are needed.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 12, 2022and September 15, 2022 to develop the CNA and the strategies. Those meetings were held in the Bleyl Middle School LGI starting at 3:20pm. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we:

Stakeholders reviewed local and state data to help identify campus needs and strengths. Stakeholders discussed areas of concern and agreed upon an area of focus for each academic area. A root cause analysis was completed for each academic area and strategies were agreed upon. It was determined that instruction needs to be individualized to meet the needs of students and informal data must be used routinely to help individualized the instruction. Stakeholders discussed how progress toward the goal would be tracked throughout the 2022-2023 school year.

Based on feedback from the committee, the campus has the following priorities for the current school year:

- In Reading, our Economically Disadvantaged students are underperforming as compared to our cluster.
- In Math, our African American students are underperforming as compared to other sub-populations.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

After reviewing the 2022 STAAR and EOC results, the following were identified as strengths:

Math:

6th Grade-

- Our Emerging Bilingual Students performed above the district and cluster averages at the Meets and Masters levels

7th Grade-

- Our white students performed in line with the district and cluster averages at the approaches level
- Our emerging bilingual students performed in line with the district and cluster averages

8th Grade-

- Our Hispanic students performed in line with the district and cluster at the Meets level
- Our SPED students performed above the district and cluster averages at the Meets and Masters levels

Algebra I-

- 100% of Hispanic Students in Algebra I passed the Algebra I EOC
- 100% of our Emerging Bilingual Students earned Masters on the Algebra I EOC
- Our Hispanic students outperformed the district and the cluster at the Masters Level on the Algebra I EOC
- Our Economically Disadvantaged students outperformed the cluster and district at the Meets level

Reading:

6th Grade-

- Our African American students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our Economically Disadvantaged students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our At-Risk students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our SPED students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our Emerging Bilingual students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.

7th Grade-

- Our African American students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our Economically Disadvantaged students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.

- Our At-Risk students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our SPED students met their targets at the Approaches and Meets levels. Targets were set at pre-covid success levels.
- Our Emerging Bilingual students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our White students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.

8th Grade-

- Our Hispanic Students outperformed the district and the cluster at the Meets level
- Our African American students met their targets at the Meets and Masters levels. Targets were set at pre-covid success levels.
- Our Economically Disadvantaged students met their targets at the Meets and Masters levels. Targets were set at pre-covid success levels.
- Our At-Risk students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our SPED students met their targets at the Meets and Masters levels. Targets were set at pre-covid success levels.
- Our Emerging Bilingual students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our Hispanic students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.

Science:

8th Grade-

- Our SPED students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our SPED students our-performed the district and cluster averages at the Approaches, Meets, and Masters levels.
- Our African American students met their targets at the Meets and Masters levels. Targets were set at pre-covid success levels.
- Our At-risk students met their targets Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our Emerging Bilingual students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- All students increased their passing rate by 13%.

Social Studies:

8th Grade-

- Our At-risk students met their targets at the Approaches, Meets, and Masters levels. Targets were set at pre-covid success levels.
- Our Economically Disadvantages students met their target at the Masters level. Targets were set at pre-covid success levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our Economically Disadvantaged students are underperforming as compared to our cluster.   **Root Cause:** RLA: We are not individualizing instruction to meet students' needs.

Problem Statement 2: Math: Our African American students are underperforming as compared to our other sub-populations.   **Root Cause:** Math: We are not individualizing instruction to meet students' needs.

Problem Statement 3: Science: Our Economically Disadvantaged students are underperforming as compared to the district and our cluster.   **Root Cause:** Science: We are not utilizing data to individualize instruction.

Problem Statement 4: Social Studies: Our Economically Disadvantaged students are underperforming as compared to the district and our cluster.   **Root Cause:** Social Studies: We are not utilizing data to individualize instruction.

Problem Statement 5: Students are beginning the 2022-23 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

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

EMPLOYEE PERCEPTION SURVEY:

Based on the 2022 Employee Perception Survey, the following are strengths:

1.

2. Staff collaboration is encouraged and practiced on a regular basis.

3. Staff are provided a variety of opportunities throughout the school year to engage in professional development to continue growing professionally. These include, but are not limited to,

    Share Sessions, GT PD, ESL PD, book studies, Mini-PD with our AAS over hot topics, Compliance Course, Crossing the Lines training, and Suicide Prevention.

4. Staff receive various forms of feedback on a regular basis in the form of: Walk-through, Formal Observations, Emails, Conferences, Power Walks, etc.

5. Decisions are data-driven and are made in the best interest of our students.

In an effort to support a more consistent learning environment, campus-based resources were placed into the Bleyl Quick Links where all staff could access and have various resources at their fingertips. Some of these resources include: Building Information (Map, bus information, etc.), Important Dates, Emergency and Safety Information, Duty Schedules, Faculty Meetings, Grading and Grades, Important Dates, Planning Guides, Map of Building, and Tutorial Schedules.

In addition, staff designated duty spots have also been defined for our staff so they know the expectation before, during and after class/school.

PARENT CONNECTION: Our school and counseling department provides ongoing information to parents regarding courses, testing, expectations, Brahma Express nights, Open House, selecting courses for High School, Title 1 Improving your child's education, and other activities (athletics/UIL) and information related to our students, parents, and Bleyl MS. In addition, Bleyl will plan for multiple Coffee and Conversations to share and involve parents with discussions about age-appropriate and school-related topics. Our campus will provide concerts, plays, and Elective's Fair this year to bridge home with school.

Information is communicated regularly in English and Spanish through phone calls, emails, School Messenger, Bleyl Blurbs, Campus Website, and Bleyl Marquee to help support all students at Bleyl MS.

STUDENT ATTENDANCE:

Bleyl consistently tracks students' attendance/absences/tardies through the attendance/registrar office and guardian phone calls/contacts are made to check on the status of absent students who are moving towards being excessively absent. Teachers also communicate regularly with guardians to check on students when they are absent from class in an effort to develop a plan for making up work. Teachers are required to take attendance the first 10 minutes of class. There is a process in place including the use of an attendance team for attendance reconciliation when teachers are absent.

RESTORATIVE DISCIPLINE:

The following systems have been put in place to support a restorative discipline approach at Bleyl MS: (1) Discipline referrals have incorporated restorative activities to help change behaviors. (2) Lunch and afterschool D-Hall has been added Monday -Thursday to provide an alternative to Restorative Management Classroom (DMC). (3) A 2nd Behavior Interventionist position was added to our campus to assist with behavior modification programs and activities for students and teacher supports. (4) Bleyl has been a PBIS (Positive Behavior initiative Support) campus for 10 years and last year we incorporated a PBIS Reboot to incorporate more restorative practices and PBIS reinforcers (rewards)to promote and reward positive behavior choices. PBIS Rewards were also implemented to encourage continuous positive student behavior modes and to positively reinforce teacher practices in restorative implementation. (5) All students and staff acknowledge and uphold Bleyl's R.E.A.L PBIS Matrix by showing respect to others and self, striving for excellence, being accountable for actions and choices, and demonstrating leadership throughout the campus and learning modes. The R.E.A.L Matrix was collaboratively composed and shared with students during Brahma Camp, posted throughout areas of the building, and in each individual teacher's classroom to communicate the appropriate behavioral expectations in all areas of the building. Our staff was trained by Well Managed Schools this summer, and we are teaching students the social skills needed to be successful in school.

CAMPUS SAFETY: We consistently and regularly communicate with parents through school messenger, call-outs, the website, school marquee, and REMIND. Bleyl has also implemented a backpack and badge check at two entrance locations on campus (bus loading zone and front entrance) to make quick checks and ensure all students are in compliance with district and campus safety expectations prior to entering the building. Any student out of compliance must correct the issue at specific points prior to being allowed to enter the building. In addition, we follow and communicate the SRP (Standard Response Protocol) with students, staff and parents. We consistently communicate with our students and staff, "If you see something, say something!" Students and staff also learn about the Tip Line and how to report an incident/concern through Brahma Camp, Advisory, and Code of Conduct grade-level meetings. 6th grade students have a separate passing period throughout the day. One way hallways help the traffic flow and contribute to a safer environment.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students continue to struggle with making appropriate behavior decisions regardless of the intervention method/consequences. **Root Cause:** School Culture and Climate: We struggle to align consequences with a restorative approach so students are able to learn how to self-regulate their behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All faculty and staff are 100% highly qualified and fully certified at Bleyl Middle School. We retained 4 teachers and 2 para using Title 1 funds. Bleyl MS spent the majority of our Title I funds on additional staff to reduce our class size school-wide and provide support to at-risk students. In order to retain these qualified teachers, we will continue to have meetings where teachers are allowed to share ideas and concerns with the Principal on a regular basis . Each year we celebrate our staff each grading period with special treats to show our appreciation, through Brag on a Brahma, 12 Days of Christmas Bleyl Style, Monthly Treats, Attendance Raffle, and Staff Appreciation Week!

Bleyl Middle School will continue to focus on the retention of highly qualified staff through involvement in campus planning and job recognition.

Our staff attends professional development regularly throughout the school year to refine, strengthen, and add to their knowledge and resources. Share sessions, workshops, Digital Learning Conference, GT Workshops, ESL Training, and other curriculum workshops are some of the professional development activities to support administrator, teacher, and paraprofessional growth at Bleyl MS. In addition, our campus reviews practices, policies, and procedures through in-service, faculty meetings, Employee Title IX Training, Crossing the Line Training, Suicide Prevention, and CPI Training.

To better support our staff, we have added 2 department liaison leaders for Fine Arts, Electives, Physical Education, and CTE Courses. This provides our staff with additional support and communication avenues.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: During the Spring semester (longer grading periods) our staff attendance declines.   **Root Cause:** Teacher/ Paraprofessional Attendance: Our staff struggles to balance work (planning, interventions, implementing quality lessons, planning lessons, and paper work) with personal needs.

Parent and Community Engagement

Parent and Community Engagement Strengths

In balancing a connection with our students, Bleyl MS offers multiple parent events to keep them engaged in their child's education. These events include Brahma Express, Open House, Coffee and Conversations, and parents meetings/conferences where our parents learn about course requirements, expectations, STAAR goals, college and career readiness, and how to support a middle school student; UIL performances (Band, Orchestra, Choir), Theater Arts Plays (Beginner, Intermediate and Advanced); and Athletic events (Volleyball, Football, Basketball, Track and Field). We work collaboratively with our amazing VIPS program (Volunteers in Public School) to process creative and out-of-the-box ways to support our students, staff, and the building. Providing more opportunities will hopefully reach more parents so they feel a stronger connection to Bleyl and their students' academic and social involvements.

Translation is provided for telephone call-outs, Bleyl blurbs, general announcements, and information from the nurse's clinic. Parents receive the same information that is presented in English so that they are able to ask questions and more fully engage in their child's learning experience at Bleyl MS.

We will continue to provide parent meetings in both English and Spanish. These meetings will be an extension of our Coffee and Conversation parent meetings so parents receive important information and support to their questions or concerns.

In addition, our community partners (The Met Church, YMCA-Cypress Creek, and Methodist Hospital) are also involved at Bleyl MS in the following ways:

Bleyl is truly a school that builds relationships beyond its walls. Our students and teachers have the privilege of partnering with community organizations, The Met Church, YMCA-Cypress Creek, and The Methodist Willowbrook Hospital, through our district school adoption program. Some of our noteworthy cooperative projects include food and school supply drives, providing meals throughout the holiday season, and the Thanksgiving and Christmas family adoption program to supply needy families with food, gifts, and necessities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Our parents continue to struggle with being actively involved at Bleyl MS on a consistent and regular basis. **Root Cause:** Parent and Community Engagement: We need to work with parents to overcome issues that may prevent them from participating in events at Bleyl.

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 June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math, Social Studies and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue working on these goals.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: We will implement targeted, small group instruction with every student at least once a week.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Teachers, CCIS, & Administration	25%	40%	45%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will implement targeted, small group instruction with every student at least once a week.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Teachers, CCIS, District Coach, & Administration	25%	40%	60%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will use informal data from regular checks for understanding to guide instruction in small groups weekly.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Teachers, CCIS, & Administration	60%	65%	75%

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: We will use informal data from regular checks for understanding to guide instruction in small groups weekly. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, CCIS, & Administration	Formative		
	Nov	Feb	May
	25%	40%	75%

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
	25%	55%	100%

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, 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
	60%	65%	100%

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. **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
	40%	75%	100%

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 (Closing the Achievement Gap), 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), and Soccer Start Program. **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
	40%	70%	100%

Strategy 9 Details	Formative Reviews		
Strategy 9: At-Risk: African American, and Economically Disadvantaged 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.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Title I Campuses: 1. In meeting the needs of students who are at-risk of not graduating, we have incorporated 4 additional teacher positions to reduce class sizes in core classes. 2. We have incorporated 2 para-professional positions to support students at risk of not graduating. 3. Supplemental software/site licenses will provide added student resources. 4. Supplying additional paper will enhance classroom activities. **Staff Responsible for Monitoring:** Administration, CCIS, and Teachers	40%	70%	85%
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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Change use of ESSER funds to include targeted curriculum support for 6th ELAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutorials	**Formative**		
Strategy's Expected Result/Impact: Students who failed the 2022 STAAR test will increase performance on DPMs/Benchmarks and the 2023 STAAR test by 15%	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class size reduction teacher (ELAR)	**Formative**		
Strategy's Expected Result/Impact: Students in the class will increase performance by 15% on DPMs/benchmarks and future STAAR tests.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	45%	75%	80%

| 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Use SCE funds for 2 reading intervention teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	40%	65%	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 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

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

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Continue with the safety procedures.

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
	45%	85%	100%

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
	40%	80%	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 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 96% or above.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue looking for ways to increase student attendance.

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance: We will contact guardians to check the status of students who are moving towards being excessively absent and hold administrative conferences with the student.
 	
    Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%.
    Staff Responsible for Monitoring: Teachers, Registrar, Administration, Attendance Officer
	Formative		

	Nov	**Feb**	**May**
	55%	75%	95%
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: By the end of the 2022-23 school year, discipline referrals will be decreased by 10% or more and exclusionary discipline actions will be decreased by 50%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue focusing on campus wide procedures and teaching students social skills.

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline:
Students will learn about being REAL (Respect, Excellence, Accountability, and Leadership) at Bleyl. A campus rubric with location expectations will be taught during Brahma Camp, Code of Conduct meetings, and revisited regularly during advisory time. PBIS rewards will be issued when students are displaying REAL behaviors.
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 50% or more.
    Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist
	Formative		

	Nov	Feb	May
	60%	75%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions: Develop and implement research-based alternative options to in school suspension by using the code of conduct comprehensive list of research-based strategies.
    Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%.
    Staff Responsible for Monitoring: Assistant Principal, Behavior Interventionist
	Formative		

	Nov	Feb	May
	45%	75%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: Develop and implement research-based alternative options to out of school suspension by using the code of conduct comprehensive list of research-based strategies.
    Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%.
    Staff Responsible for Monitoring: Assistant Principals and Behavior Interventionist
	Formative		

	Nov	Feb	May
	45%	70%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: Develop and implement research-based alternative options to DAEP by using the code of conduct comprehensive list of research-based strategies. **Strategy's Expected Result/Impact:** DAEP placements of African American students will be reduced by 50%. **Staff Responsible for Monitoring:** Assistant Principals and Behavior Interventionist	Formative		
	Nov	Feb	May
	45%	50%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Students will engage in restorative circles and advisory lessons teaching REAL behaviors. These initiatives will support an environment where students feel safe, engaged, and successful at Bleyl MS. **Strategy's Expected Result/Impact:** Violent Incidents will be reduced by 50%. **Staff Responsible for Monitoring:** Teachers, Counselors, Administration	Formative		
	Nov	Feb	May
	45%	75%	100%

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 2022-23 school year, teacher/paraprofessional attendance will increase by 10% or more.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to look for ways to encourgae staff attendance.

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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 25% or more. **Staff Responsible for Monitoring:** Administration, Director of Instruction	40%	65%	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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue offering PD on campus thoroughut the year. The teachers appreciated the Bit Size PD and SIBME choice boards. EPS shows 10 % increase in perception about opportunities for growth.

Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development: Bleyl MS Staff participated in the Digital Learning Conference, engaged in CPI training, and participated in Well Managed Schools Training. Ongoing professional development opportunities will be provided based on the campus needs.
    Strategy's Expected Result/Impact: Students will be challenged at a higher learning level using their teacher's training from DLC, CPI, and consistently working collaboratively with teams to plan engaging, relevant, and purposeful lessons.
    Staff Responsible for Monitoring: Teachers, CCIS, Administration
	Formative		

	Nov	**Feb**	**May**
	95%	95%	100%
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 2022-23 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Incorporate more student performances to engage parents.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Bleyl MS will hold virtual meetings (including, but not limited to Brahma Express, Open House, and Coffee and Conversations) with parents to increase active parent engagement and awareness of teen and school-related topics, facilitate a more open and positive relationship, and provide a more active home/school partnership.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. **Staff Responsible for Monitoring:** Teachers, Administration	45%	80%	85%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Michelle Provo	Principal
Classroom Teacher	Krystal Lejune	Teacher #1
Classroom Teacher	Melissa Brown	Teacher #2
Classroom Teacher	Ray Watson	Teacher #3
Classroom Teacher	Morgan Conville	Teacher #4
Classroom Teacher	Nicole Truss	Teacher #5
Classroom Teacher	Justin Roberson	Teacher #6
Classroom Teacher	Tujuanna Wilkes	Teacher #7
Classroom Teacher	Rebecca Manciu	Teacher #8
Non-classroom Professional	Lora Meza	Other School Leader #1
Non-classroom Professional	Byronesia Harold	Other School Leader #2
Non-classroom Professional	Jasmeen Green	Other School Leader #3
Non-classroom Professional	Lauren Jackson	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Franklin Sampson	Administrator (LEA) #2
Parent	Koren Marshall	Parent #1
Parent	Katrina Hagger	parent #2
Community Representative	Aracely Adams	Community Resident #1
Community Representative	Brittany Armstrong	Community Resident #2
Business Representative	Matthew Green	Business Representative #1
Business Representative	Cory Childs	Business Representative #2
Paraprofessional	Deanna Torres	Paraprofessional #1
Paraprofessional	Sandra Gusman	Paraprofessional #2
Administrator	Jennifer Leonard	Director of Instruction
Administrator	Tashanda Franklin	Assistant Principal
Administrator	Damian Greer	Assistant Principal
Administrator	Evan Caine	Assistant Principal

Committee Role	Name	Position
Non-classroom Professional	Jasmine Wilson	Behavior Interventionist
Non-classroom Professional	Perry Holmes	Behavior Interventionist

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	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	6	Bleyl	All	481	307	64%	66%	60%	126	26%	28%	25%	50	10%	12%	8%
Math	6	Bleyl	Hispanic	216	135	63%	65%	62%	45	21%	23%	26%	16	7%	9%	7%
Math	6	Bleyl	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Bleyl	Asian	40	37	93%	95%	87%	28	70%	72%	61%	13	33%	35%	32%
Math	6	Bleyl	African Am.	141	71	50%	52%	48%	22	16%	18%	13%	8	6%	8%	3%
Math	6	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Bleyl	White	64	52	81%	83%	72%	26	41%	43%	32%	11	17%	19%	12%
Math	6	Bleyl	Two or More	17	11	65%	67%	62%	4	24%	26%	*	1	6%	8%	*
Math	6	Bleyl	Eco. Dis.	335	197	59%	61%	56%	74	22%	24%	21%	28	8%	10%	5%
Math	6	Bleyl	Emergent Bilingual	79	43	54%	56%	54%	14	18%	20%	20%	6	8%	10%	*
Math	6	Bleyl	At-Risk	329	188	57%	59%	55%	54	16%	18%	17%	17	5%	7%	4%
Math	6	Bleyl	SPED	44	9	20%	22%	35%	0	0%	2%	10%	0	0%	2%	*
Math	7	Bleyl	All	470	283	60%	62%	65%	136	29%	31%	37%	52	11%	13%	9%
Math	7	Bleyl	Hispanic	196	122	62%	64%	65%	55	28%	30%	35%	18	9%	11%	6%
Math	7	Bleyl	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Bleyl	Asian	23	21	91%	93%	90%	19	83%	85%	70%	13	57%	58%	40%
Math	7	Bleyl	African Am.	163	72	44%	46%	53%	23	14%	16%	22%	5	3%	5%	4%
Math	7	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Bleyl	White	67	56	84%	86%	79%	31	46%	48%	59%	13	19%	21%	16%
Math	7	Bleyl	Two or More	16	8	50%	52%	63%	4	25%	27%	42%	2	13%	15%	*
Math	7	Bleyl	Eco. Dis.	332	176	53%	55%	59%	82	25%	27%	29%	28	8%	10%	6%
Math	7	Bleyl	Emergent Bilingual	67	31	46%	48%	53%	11	16%	18%	24%	3	4%	6%	8%
Math	7	Bleyl	At-Risk	311	156	50%	52%	55%	52	17%	19%	25%	16	5%	7%	4%
Math	7	Bleyl	SPED	59	15	25%	27%	28%	3	5%	7%	*	1	2%	4%	*
Math	8	Bleyl	All	373	245	66%	68%	66%	103	28%	30%	33%	31	8%	10%	5%
Math	8	Bleyl	Hispanic	169	117	69%	71%	69%	51	30%	32%	36%	13	8%	10%	6%
Math	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Bleyl	Asian	12	11	92%	94%	100%	9	75%	77%	*	8	67%	69%	*
Math	8	Bleyl	African Am.	139	78	56%	58%	55%	26	19%	21%	23%	4	3%	5%	*
Math	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Bleyl	White	45	34	76%	78%	87%	16	36%	38%	55%	6	13%	15%	*
Math	8	Bleyl	Two or More	6	4	67%	69%	57%	1	17%	19%	*	0	0%	2%	*
Math	8	Bleyl	Eco. Dis.	292	181	62%	64%	62%	67	23%	25%	28%	18	6%	8%	6%
Math	8	Bleyl	Emergent Bilingual	50	23	46%	50%	60%	9	18%	20%	29%	6	12%	14%	*
Math	8	Bleyl	At-Risk	288	187	65%	67%	59%	68	24%	26%	22%	18	6%	8%	2%
Math	8	Bleyl	SPED	36	13	36%	50%	40%	6	17%	19%	*	3	8%	10%	*

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Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	6	Bleyl	All	479	328	68%	70%	69%	194	41%	43%	40%	107	22%	24%	14%
Reading	6	Bleyl	Hispanic	215	142	66%	68%	71%	73	34%	36%	43%	35	16%	18%	14%
Reading	6	Bleyl	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Bleyl	Asian	40	35	88%	90%	90%	30	75%	77%	61%	19	48%	50%	32%
Reading	6	Bleyl	African Am.	140	87	62%	64%	57%	46	33%	35%	30%	23	16%	18%	8%
Reading	6	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Bleyl	White	64	49	77%	79%	82%	36	56%	58%	47%	24	38%	40%	21%
Reading	6	Bleyl	Two or More	17	12	71%	73%	62%	7	41%	43%	46%	5	29%	31%	*
Reading	6	Bleyl	Eco. Dis.	333	217	65%	67%	64%	122	37%	39%	36%	67	20%	22%	10%
Reading	6	Bleyl	Emergent Bilingual	79	39	49%	51%	64%	15	19%	21%	34%	7	9%	11%	8%
Reading	6	Bleyl	At-Risk	328	209	64%	66%	63%	100	30%	32%	30%	46	14%	16%	7%
Reading	6	Bleyl	SPED	43	11	26%	50%	37%	2	5%	7%	10%	1	2%	4%	*
Reading	7	Bleyl	All	471	384	82%	84%	78%	278	59%	61%	51%	175	37%	39%	21%
Reading	7	Bleyl	Hispanic	197	165	84%	86%	78%	114	58%	61%	52%	69	35%	37%	19%
Reading	7	Bleyl	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Bleyl	Asian	23	23	100%	100%	95%	22	96%	98%	73%	19	83%	85%	40%
Reading	7	Bleyl	African Am.	164	117	71%	73%	67%	73	45%	47%	40%	37	23%	25%	13%
Reading	7	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Bleyl	White	67	61	91%	93%	89%	56	84%	86%	63%	42	63%	65%	32%
Reading	7	Bleyl	Two or More	15	14	93%	95%	79%	9	60%	62%	58%	5	33%	35%	32%
Reading	7	Bleyl	Eco. Dis.	332	255	77%	79%	71%	172	52%	54%	44%	95	29%	31%	16%
Reading	7	Bleyl	Emergent Bilingual	67	48	72%	74%	58%	24	36%	38%	27%	8	12%	14%	8%
Reading	7	Bleyl	At-Risk	312	236	76%	78%	72%	144	46%	48%	40%	70	22%	24%	14%
Reading	7	Bleyl	SPED	58	24	41%	50%	30%	12	21%	23%	11%	2	3%	5%	*
Reading	8	Bleyl	All	536	456	85%	87%	84%	342	64%	66%	53%	212	40%	42%	23%
Reading	8	Bleyl	Hispanic	228	194	85%	87%	84%	145	64%	66%	54%	81	36%	38%	16%
Reading	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Bleyl	Asian	44	41	93%	95%	92%	38	86%	88%	79%	33	75%	77%	63%
Reading	8	Bleyl	African Am.	175	140	80%	82%	80%	98	56%	58%	39%	54	31%	33%	18%
Reading	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Bleyl	White	76	69	91%	93%	91%	50	66%	68%	75%	37	49%	51%	39%
Reading	8	Bleyl	Two or More	11	10	91%	93%	89%	10	91%	93%	47%	7	64%	66%	26%
Reading	8	Bleyl	Eco. Dis.	393	320	81%	83%	80%	230	59%	61%	46%	137	35%	37%	18%
Reading	8	Bleyl	Emergent Bilingual	57	33	58%	60%	65%	16	28%	30%	35%	6	11%	13%	*
Reading	8	Bleyl	At-Risk	339	270	80%	82%	77%	177	52%	54%	38%	87	26%	28%	12%
Reading	8	Bleyl	SPED	38	17	45%	50%	51%	8	21%	23%	18%	6	16%	18%	*

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	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Science	8	Bleyl	All	533	416	78%	80%	74%	244	46%	48%	48%	144	27%	29%	16%
Science	8	Bleyl	Hispanic	223	174	78%	80%	73%	91	41%	43%	47%	50	22%	24%	13%
Science	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Bleyl	Asian	44	42	95%	97%	92%	36	82%	84%	75%	32	73%	75%	50%
Science	8	Bleyl	African Am.	176	120	68%	70%	62%	61	35%	37%	33%	26	15%	17%	8%
Science	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Bleyl	White	77	70	91%	93%	95%	50	65%	67%	75%	32	42%	44%	30%
Science	8	Bleyl	Two or More	11	9	82%	84%	79%	6	55%	57%	53%	4	36%	38%	*
Science	8	Bleyl	Eco. Dis.	393	286	73%	75%	67%	150	38%	40%	42%	87	22%	24%	11%
Science	8	Bleyl	Emergent Bilingual	56	29	52%	54%	63%	14	25%	27%	34%	7	13%	15%	*
Science	8	Bleyl	At-Risk	335	240	72%	74%	63%	98	29%	31%	35%	46	14%	16%	8%
Science	8	Bleyl	SPED	38	19	50%	52%	41%	8	21%	23%	14%	4	11%	13%	*
Social Studies	8	Bleyl	All	537	358	67%	69%	64%	183	34%	36%	31%	102	19%	21%	14%
Social Studies	8	Bleyl	Hispanic	226	152	67%	69%	64%	65	29%	31%	25%	32	14%	16%	12%
Social Studies	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	Asian	44	40	91%	93%	88%	33	75%	77%	63%	25	57%	59%	42%
Social Studies	8	Bleyl	African Am.	177	93	53%	55%	51%	37	21%	23%	23%	19	11%	13%	9%
Social Studies	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Bleyl	White	77	63	82%	84%	86%	39	51%	53%	55%	21	27%	29%	20%
Social Studies	8	Bleyl	Two or More	11	10	91%	93%	68%	9	82%	84%	*	5	45%	47%	*
Social Studies	8	Bleyl	Eco. Dis.	395	238	60%	62%	59%	112	28%	30%	24%	60	15%	17%	11%
Social Studies	8	Bleyl	Emergent Bilingual	55	19	35%	50%	43%	9	16%	18%	7%	4	7%	9%	*
Social Studies	8	Bleyl	At-Risk	338	191	57%	58%	52%	73	22%	24%	17%	31	9%	11%	9%
Social Studies	8	Bleyl	SPED	38	10	26%	50%	31%	4	11%	13%	*	2	5%	7%	*

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	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Algebra I	8	Bleyl	All	164	162	99%	100%	100%	150	91%	93%	98%	123	75%	77%	66%
Algebra I	8	Bleyl	Hispanic	58	58	100%	100%	100%	53	91%	93%	98%	46	79%	81%	56%
Algebra I	8	Bleyl	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	8	Bleyl	Asian	32	32	100%	100%	100%	32	100%	100%	100%	28	88%	90%	100%
Algebra I	8	Bleyl	African Am.	35	33	94%	96%	100%	30	86%	88%	100%	20	57%	58%	52%
Algebra I	8	Bleyl	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	8	Bleyl	White	32	32	100%	100%	100%	28	88%	90%	96%	24	75%	77%	75%
Algebra I	8	Bleyl	Two or More	7	7	100%	100%	100%	7	100%	100%	100%	5	71%	73%	*
Algebra I	8	Bleyl	Eco. Dis.	100	99	99%	100%	100%	95	95%	97%	98%	77	77%	79%	63%
Algebra I	8	Bleyl	Emergent Bilingual	6	6	100%	100%	100%	6	100%	100%	100%	6	100%	100%	*
Algebra I	8	Bleyl	At-Risk	48	47	98%	100%	100%	44	92%	94%	97%	30	63%	65%	58%
Algebra I	8	Bleyl	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*

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 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 is not limited to 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

English Language Arts/Reading (Grade 6-8)

- 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 workshop routines to teach and reinforce critical TEKS [think aloud, 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, 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 student 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 the graphing calculator 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.