Cypress-Fairbanks Independent School District

Smith Middle School

2024-2025

Mission Statement

Smith Middle School provides an engaging and rigorous learning environment through the collaboration of the entire school community. Our supportive atmosphere promotes critical thinking ad problem solving, so students will be prepared to meet the demands of an ever-changing society.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue the 25-26 school year focusing on meeting or exceeding the STAR performance targets as noted in our 25-26 CIP data table.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Through purposeful planning, teachers will increase student discourse and engagement by utilizing cognitive engagement strategies to intentionally plan and determine effective instructional strategies through blended learning rotations.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS	Accomplished	Accomplished	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Through purposeful planning, we will increase student discourse and student engagement by utilizing cognitive engagement strategies to intentionally plan and determine effective instructional strategies through blended learning rotations.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS	Considerable	Accomplished	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Through purposeful planning, we will increase student discourse and student engagement by utilizing cognitive engagement strategies to intentionally plan and determine effective instructional strategies through blended learning rotations.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS	Accomplished	Accomplished	Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Through purposeful planning, we will increase student discourse and student engagement by utilizing cognitive engagement strategies to intentionally plan and determine effective instructional strategies through blended learning rotations.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal DI CCIS Assistant Principal AAS	Accomplished	Accomplished	Some Progress

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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal Assistant Principal AAS	Accomplished	Accomplished	Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The campus will follow up on students withdrawing or not attending school and communicate with parents on a consistent basis.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal	Accomplished	Accomplished	Accomplished

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We will continue to provide 100% of the district's safety policies in 2025-2026.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: The campus will ensure all students carry clear backpacks that meet the size standards created by CFISD. The campus will ensure all students wear campus ID badges and grade-specific colored lanyards.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: All students will carry clear backpacks and wear ID badges in order to create a safe and secure environment for learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher DI	Accomplished	Accomplished	Accomplished

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. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher DI	Accomplished	Accomplished	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

   Evaluation Data Sources: Student attendance records

   Next Year's Recommendation: Same

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	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Assistant Principal Attendance Secretary Teachers Counselors	Accomplished	Accomplished	Accomplished

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**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal Assistant Principal Attendance Secretary Teachers Counselors	Accomplished	Accomplished	Accomplished

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Next Year's Recommendation: Same

Strategy 1 Details	Formative Reviews		
Strategy 1: Behavior Management: Smith MS teachers and students will participate in programming and monthly lessons to emphasize positive character traits. They will also proactively use preventative measures to teach rules, procedures, and expectations that create a positive school climate, and provide staff mentors to students to support skills for building positive relationships, resolving conflicts, and resisting negative peer pressure. **Strategy's Expected Result/Impact:** Discipline referrals will be 0%. **Staff Responsible for Monitoring:** Principal Assistant Principals AAS PBIS Core Teacher Team	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and encouraged to use those strategies to help students contribute to the positive classroom/school environment. When working with Level 1 and Level 2 infractions, the campus administrators will seek to use conferencing, check-ins, PBIS STRONG, Saber Cash, a mentoring program, and the Student PBIS Core Team. The administrators will monitor student progress and provide additional resources as necessary to the students and staff. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals Principal Counselors AAS	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Accomplished	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Accomplished	Accomplished	Accomplished

No Progress ⚪   Accomplished 🟢   Continue/Modify ➡️   Discontinue ❌

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Same

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide rewards and treats for staff members with perfect attendance each 9 weeks.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principal, CCIS	Some Progress		Accomplished
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job-targeted professional development based on identified needs.

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

Next Year's Recommendation: Same

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers and paraprofessionals will be offered professional development on implementing cognitive engagement strategies in a station rotation style of blended learning.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teachers and paraprofessionals will effectively be able to offer differentiated instruction to support student growth by incorporating cognitive engagement strategies to increase the amount of student discourse within small group instruction. **Staff Responsible for Monitoring:** Principal Director of Instruction Assistant Principals CCIS	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will receive additional coaching and resources to continue the path to a blended learning classroom.	**Formative**		
Strategy's Expected Result/Impact: Increase student performance across RLA, Math, Science, and Social Studies.	Nov	Feb	May
Staff Responsible for Monitoring: Principal DI AAS CCIS	Considerable	Considerable	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Same

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Increase parent and family engagement through the participation and support of the campus Color Run, student fine arts performances, and activities.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal Assistant Principal DI AAS Teachers Paraprofessionals	Considerable	Considerable	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

CPOC

Committee Role	Name	Position
Principal	Rebecca Koop	Principal (there is only one principal)
Teacher #1	Jenny Moore	Teacher
Teacher #2	Laura Martin	Teacher
Teacher #3	Sally Hunt	Teacher
Teacher #4	Vanessa Cowhey	Teacher
Teacher #5	Catherine Wallwin	Teacher
Teacher #6	Erick Peters	Teacher
Teacher #7	Rachel Wallauer	Teacher
Teacher #8	Carol Tegethoff	Teacher
Teacher	Melissa Kirby	Teacher
Teacher	Katherine Coleman	Teacher
Teacher	Madison Majewski	Teacher
Other School Leader (Nonteaching Professional) #1	Julie Nguyen	CCIS
Other School Leader (Nonteaching Professional) #2	Ericka Good	Director of Instruction
Other School Leader (Nonteaching Professional) #3	Marti Kristynik	Finance Secretary
Other School Leader (Nonteaching Professional) #4	Julie Srubar	Admin. Secretary
Administrator (LEA)	Darin Crawford	Administrator (LEA)
Parent #1	Beth Matysiewski	Parent
Parent #2	J'anvieu Parnell	Parent
Community Member #1	Jodie Smith	Community Member
Community Member #2	Loretta Chebookjian	Community Member
Business Representative #1	Amy Lippincott	Business Representative
Business Representative #2	Kim Vranna	Business Representative

Addendums

Strategic Plan Goal 1 Campus 5-year Targets				
2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	97%	99%	100%	100%	100%
Meets or Above	86%	89%	90%	90%	90%
Masters Grade Level	59%	60%	60%	60%	60%

2024-25	Target Check
97%	Met District Strategic Target
86%	Met District Strategic Target
59%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					#	%	%	%	%	%	%	%	%	%
Reading	6	Smith	MS1	All	384	94%	97%	93%	87%	91%	85%	58%	61%	61%
Reading	6	Smith	MS1	Hispanic	82	89%	94%	90%	85%	89%	76%	46%	50%	48%
Reading	6	Smith	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	6	Smith	MS1	Asian	129	97%	99%	95%	94%	97%	88%	74%	76%	73%
Reading	6	Smith	MS1	African Am.	60	87%	93%	89%	74%	78%	83%	38%	43%	48%
Reading	6	Smith	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Smith	MS1	White	91	98%	99%	92%	90%	93%	89%	56%	58%	62%
Reading	6	Smith	MS1	Two or More	20	93%	95%	100%	73%	85%	94%	60%	70%	76%
Reading	6	Smith	MS1	Eco. Dis.	81	88%	89%	81%	72%	73%	66%	41%	42%	37%
Reading	6	Smith	MS1	EB	54	93%	94%	77%	84%	85%	57%	37%	39%	30%
Reading	6	Smith	MS1	At-Risk	123	87%	88%	84%	74%	75%	71%	40%	41%	37%
Reading	6	Smith	MS1	SPED	50	68%	70%	60%	46%	50%	49%	18%	20%	16%
Reading	7	Smith	MS1	All	345	95%	98%	96%	87%	91%	86%	65%	68%	66%
Reading	7	Smith	MS1	Hispanic	66	93%	98%	95%	88%	92%	79%	58%	59%	55%
Reading	7	Smith	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	7	Smith	MS1	Asian	115	94%	97%	98%	91%	94%	94%	82%	83%	81%
Reading	7	Smith	MS1	African Am.	46	95%	98%	93%	82%	87%	70%	44%	46%	50%
Reading	7	Smith	MS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Smith	MS1	White	100	97%	99%	94%	86%	89%	89%	64%	67%	62%
Reading	7	Smith	MS1	Two or More	17	93%	100%	94%	79%	88%	81%	64%	65%	75%
Reading	7	Smith	MS1	Eco. Dis.	68	90%	91%	93%	81%	82%	73%	56%	57%	49%
Reading	7	Smith	MS1	EB	47	85%	85%	95%	64%	66%	77%	28%	30%	45%
Reading	7	Smith	MS1	At-Risk	125	84%	85%	90%	67%	68%	72%	42%	43%	48%
Reading	7	Smith	MS1	SPED	36	60%	61%	70%	43%	44%	43%	*	22%	23%
Reading	8	Smith	MS1	All	361	94%	97%	95%	84%	90%	82%	65%	68%	60%
Reading	8	Smith	MS1	Hispanic	74	92%	93%	96%	75%	84%	84%	51%	54%	59%
Reading	8	Smith	MS1	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
Reading	8	Smith	MS1	Asian	108	99%	100%	95%	94%	99%	89%	83%	85%	73%
Reading	8	Smith	MS1	African Am.	50	82%	90%	87%	63%	72%	67%	32%	36%	42%
Reading	8	Smith	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Smith	MS1	White	109	97%	99%	96%	88%	93%	85%	72%	74%	59%
Reading	8	Smith	MS1	Two or More	17	92%	100%	94%	75%	94%	72%	58%	65%	56%
Reading	8	Smith	MS1	Eco. Dis.	74	86%	86%	84%	63%	65%	70%	34%	65%	42%
Reading	8	Smith	MS1	EB	42	77%	79%	80%	46%	48%	54%	23%	24%	15%
Reading	8	Smith	MS1	At-Risk	117	85%	86%	87%	65%	66%	64%	45%	46%	39%
Reading	8	Smith	MS1	SPED	36	53%	56%	66%	*	28%	31%	*	14%	*
Math	6	Smith	MS1	All	384	96%	99%	92%	73%	80%	68%	38%	43%	42%
Math	6	Smith	MS1	Hispanic	82	96%	99%	86%	60%	67%	47%	23%	26%	23%
Math	6	Smith	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	6	Smith	MS1	Asian	129	98%	99%	96%	88%	93%	87%	62%	64%	63%

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Math	6	Smith	MS1	African Am.	60	87%	97%	86%	44%	60%	49%	*	27%	25%
Math	6	Smith	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Smith	MS1	White	91	96%	100%	95%	79%	85%	71%	35%	37%	40%
Math	6	Smith	MS1	Two or More	20	100%	100%	100%	64%	85%	94%	43%	50%	59%
Math	6	Smith	MS1	Eco. Dis.	81	90%	91%	81%	48%	51%	47%	13%	14%	20%
Math	6	Smith	MS1	EB	54	98%	100%	84%	74%	76%	41%	33%	33%	25%
Math	6	Smith	MS1	At-Risk	123	96%	97%	83%	63%	65%	47%	26%	27%	26%
Math	6	Smith	MS1	SPED	50	81%	82%	53%	38%	40%	24%	*	20%	13%
Math	7	Smith	MS1	All	322	92%	96%	92%	82%	85%	83%	47%	50%	56%
Math	7	Smith	MS1	Hispanic	65	87%	92%	84%	79%	82%	76%	43%	46%	45%
Math	7	Smith	MS1	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	7	Smith	MS1	Asian	99	95%	98%	99%	90%	92%	95%	70%	72%	78%
Math	7	Smith	MS1	African Am.	46	78%	87%	85%	53%	61%	67%	23%	26%	33%
Math	7	Smith	MS1	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Smith	MS1	White	97	97%	100%	94%	88%	91%	82%	40%	42%	46%
Math	7	Smith	MS1	Two or More	14	93%	100%	92%	80%	93%	77%	40%	43%	54%
Math	7	Smith	MS1	Eco. Dis.	67	89%	90%	83%	68%	70%	61%	31%	31%	30%
Math	7	Smith	MS1	EB	45	89%	91%	90%	74%	76%	83%	32%	33%	60%
Math	7	Smith	MS1	At-Risk	120	78%	79%	83%	63%	65%	72%	32%	33%	44%
Math	7	Smith	MS1	SPED	36	43%	44%	63%	27%	31%	47%	*	14%	*
Math	8	Smith	MS1	All	151	89%	96%	81%	60%	70%	48%	26%	36%	18%
Math	8	Smith	MS1	Hispanic	31	81%	94%	76%	53%	58%	45%	19%	26%	*
Math	8	Smith	MS1	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Smith	MS1	Asian	34	100%	100%	89%	86%	91%	70%	55%	59%	49%
Math	8	Smith	MS1	African Am.	34	81%	91%	67%	33%	38%	27%	*	18%	*
Math	8	Smith	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Smith	MS1	White	42	92%	98%	91%	77%	83%	51%	31%	36%	17%
Math	8	Smith	MS1	Two or More	9	100%	100%	70%	*	89%	*	*	44%	*
Math	8	Smith	MS1	Eco. Dis.	50	75%	76%	76%	42%	44%	44%	*	20%	9%
Math	8	Smith	MS1	EB	29	80%	79%	72%	45%	48%	45%	*	24%	*
Math	8	Smith	MS1	At-Risk	66	80%	82%	68%	46%	47%	33%	10%	11%	10%
Math	8	Smith	MS1	SPED	33	72%	73%	55%	*	36%	*	*	18%	*
Science	8	Smith	MS1	All	361	92%	96%	94%	83%	87%	79%	52%	55%	44%
Science	8	Smith	MS1	Hispanic	74	89%	95%	95%	79%	84%	80%	36%	41%	36%
Science	8	Smith	MS1	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
Science	8	Smith	MS1	Asian	108	98%	100%	95%	90%	93%	91%	74%	76%	71%
Science	8	Smith	MS1	African Am.	50	73%	80%	84%	54%	64%	51%	16%	24%	14%
Science	8	Smith	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	8	Smith	MS1	White	109	96%	100%	98%	90%	93%	81%	54%	56%	38%
Science	8	Smith	MS1	Two or More	17	83%	100%	94%	75%	94%	78%	58%	65%	33%
Science	8	Smith	MS1	Eco. Dis.	74	75%	76%	88%	58%	59%	62%	25%	26%	24%
Science	8	Smith	MS1	EB	42	69%	71%	80%	50%	52%	49%	*	24%	17%
Science	8	Smith	MS1	At-Risk	117	81%	82%	86%	67%	68%	60%	37%	38%	31%
Science	8	Smith	MS1	SPED	36	47%	50%	71%	*	25%	26%	*	11%	*
Social Studies	8	Smith	MS1	All	361	87%	96%	85%	70%	77%	63%	46%	50%	38%
Social Studies	8	Smith	MS1	Hispanic	74	84%	95%	82%	59%	62%	57%	39%	42%	31%
Social Studies	8	Smith	MS1	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Smith	MS1	Asian	108	94%	100%	90%	83%	87%	78%	62%	65%	59%
Social Studies	8	Smith	MS1	African Am.	50	65%	80%	73%	35%	50%	43%	16%	20%	22%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					#	%	%	%	%	%	%	%	%	%
Social Studies	8	Smith	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Smith	MS1	White	109	91%	100%	88%	79%	87%	60%	49%	51%	33%
Social Studies	8	Smith	MS1	Two or More	17	83%	100%	89%	58%	88%	67%	58%	65%	*
Social Studies	8	Smith	MS1	Eco. Dis.	74	67%	68%	70%	42%	43%	45%	22%	23%	21%
Social Studies	8	Smith	MS1	EB	42	54%	55%	51%	27%	31%	27%	19%	21%	17%
Social Studies	8	Smith	MS1	At-Risk	117	72%	73%	69%	50%	51%	44%	32%	33%	23%
Social Studies	8	Smith	MS1	SPED	36	*	50%	52%	*	25%	*	*	11%	*
Algebra I	MS	Smith	MS1	All	233	100%	100%	99%	98%	99%	98%	90%	95%	89%
Algebra I	MS	Smith	MS1	Hispanic	44	100%	100%	100%	97%	100%	100%	83%	91%	90%
Algebra I	MS	Smith	MS1	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Smith	MS1	Asian	90	100%	100%	100%	100%	100%	100%	99%	100%	97%
Algebra I	MS	Smith	MS1	African Am.	16	100%	100%	95%	100%	100%	95%	90%	94%	74%
Algebra I	MS	Smith	MS1	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Smith	MS1	White	70	100%	100%	99%	96%	97%	94%	84%	90%	81%
Algebra I	MS	Smith	MS1	Two or More	11	100%	100%	100%	100%	100%	100%	100%	100%	100%
Algebra I	MS	Smith	MS1	Eco. Dis.	26	100%	100%	100%	95%	100%	100%	91%	92%	88%
Algebra I	MS	Smith	MS1	EB	15	100%	100%	100%	100%	100%	93%	100%	100%	86%
Algebra I	MS	Smith	MS1	At-Risk	56	100%	100%	98%	98%	100%	96%	96%	98%	85%
Algebra I	MS	Smith	MS1	SPED	3	*	100%	*	*	67%	*	*	33%	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
    - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
    - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
    - develop academic language proficiency through speaking, reading, writing, and listening;
    - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
    - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
    - review of lesson plans;
    - participation in team planning by administrators;
    - participation in data review/data dig sessions; and
    - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Middle School Content Area
Standard Expectations

MS ELA 6-8 Standard Expectations

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Use instructional practices and routines to create a classroom community that allows students to engage actively and safely in their learning.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS.
  - Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, grammar instruction that focuses on meaning and effect
- Use questioning strategies to guide students to depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic talk and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- 1:1 Technology in the English Language Arts classroom should provide students with:
  - opportunities to engage safely with digital texts and resources
  - the environment to create, collaborate, and think with peers
  - activities to research and produce original products in the digital environment.
  .

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, FluidMath, 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

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 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