

Cypress-Fairbanks Independent School District

Thornton Middle School

2024-2025



Mission Statement

In everything we do, Patriots will LEAD, contribute, and excel exemplifying the spirit, We Are One!

Vision

Thornton Middle School exists to prepare, equip, and LEAD students to be 21st Century critical thinkers, problem solvers, visionaries, trend setters, and productive citizens as we prepare them for the next step in their educational journey.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will intentionally build in time each week for students to practice critical concepts and receive individualized feedback before being assessed.</p> <p>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.</p> <ul style="list-style-type: none"> -Intentionally plan for practice time after teaching a critical concept before assessing for a grade. -Analyze assessment data/samples to determine areas for individualized feedback. -Plan instruction that provides ample, ongoing opportunities for exposure and modeling of determined critical skills so students know how to succeed. -Develop and maintain a progress monitoring tool to track individualized student practice, feedback, and growth. <p>Teachers will intentionally plan for small group instruction using relevant student data and high-quality resources and constantly provide specific, timely feedback to students in reading and writing.</p> <ul style="list-style-type: none"> -Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our students' goals in the content area, as well as a substitute staff member when necessary. <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals ELAR CCIS ELAR teachers Interventionists</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will intentionally plan engaging and authentic learning experiences for students to increase student motivation and meet the diverse academic needs of each student.</p> <p>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.</p> <ul style="list-style-type: none"> -Use assessment data to drive small group instruction to close learning gaps. -Use digital and physical manipulatives to create hands-on lessons that build deep conceptual understanding. -Create opportunities for students to engage in academic discourse -Provide opportunities for students to continuously engage with the content in and out of the math classroom. -Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our student's goals in the content area, as well as a substitute staff member when necessary. <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Math CCIS Math teachers</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Science teachers will intentionally plan for differentiated instruction across all learning levels of students to target knowledge and skills gaps that have increased in our student population.</p> <p>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.</p> <ul style="list-style-type: none"> -Use of data to drive planning and instruction. -Use of HMH for phenomenon-based learning and technology integration for interactive learning -Use of fundamental 5 for rigor -Use labs, project-based learning, and blended learning for rigor, deep analysis, small groups, and differentiated instruction. -Use of student trackers for teacher-student feedback -Use interactive software (quizzes, Google Slides, Kahoot, etc.) -Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our students' goals in the content area, as well as a substitute staff member when necessary. <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Science CCIS Science teachers</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: The teacher will meticulously plan lessons, considering each student's unique learning style.</p> <p>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.</p> <p>-The lessons will be rigorous and relevant, with the student's needs at the forefront. ---We'll use academic terminology and vocabulary to familiarize students and expand their vocabulary knowledge while exposing students to test-taking strategies and study skills.</p> <p>-Consistent data analysis and observation will be done to make necessary modifications and guarantee that students grasp the TEKs.</p> <p>-A weekly spiral back will be implemented consistently to minimize the academic gap.</p> <p>-Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our students' goals in the content area, as well as a substitute staff member when necessary.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Social Studies CCIS Social Studies teachers</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: The campus will work with families to keep all students actively engaged in the learning process.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Registrar Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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:</p> <ul style="list-style-type: none"> Science Olympiad -Destination Imagination -Support Campus Fine Arts Programs of Band, choir, art -STEAM Club -Girls in Coding -Explore UT Field Trip -Hispanic Forum Field Trip <p>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.</p> <ul style="list-style-type: none"> Encourage female students in STEM Allow students opportunities to experience success outside of the classroom Expose students to real world application opportunities <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors Academic Achievement Specialist DI Helping Teacher Behavior Interventionist CCIS Teachers</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>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.</p> <p>With Title I support, Thornton will implement the following measures:</p> <ol style="list-style-type: none"> Salaries - The 7 class-size reduction teachers in history (3), math , reading (2) and science will assist with meeting our students' goals in all content areas. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP. Parent Involvement - We will increase parent involvement throughout the year with events like Patriot Express, Open House, Curriculum Night, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. Tardy Calculator Subscription - We will increase student attendance by tracking tardies for all students. Supplies - Classroom supplies such as wireless keyboards for Promethean boards will increase teacher proximity and support our instructional goals as specified in the CIP. <p>Staff Responsible for Monitoring: Principal DI AP Counselors</p>	Formative		
	Nov	Feb	May
	 <p>Some Progress</p>	 <p>Considerable</p>	 <p>Considerable</p>

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will enforce the following layers of safety:</p> <ul style="list-style-type: none"> - Clear backpacks - Student ID badges - Staff ID badges - Reduction of entry/exit points - Reduction and awareness of visitors in the building - Primary and secondary reunification sites - Weekly door checks <p>Strategy's Expected Result/Impact: 100% of students and staff will know the layers of safety and respond appropriately to safety protocol.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), and Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines with students and staff responding appropriately to safety protocols.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus-wide tardy process to reduce the number of students arriving to class late and arriving to class absent after 10 minutes. Strategy's Expected Result/Impact: Decrease of tardies by 15% Increase in class attendance Staff Responsible for Monitoring: Principal APs</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Behavior Interventionist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Positive Behavior reinforcers will be utilized more frequently to reduce incident frequency.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Increased frequency of staff morale events.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Develop a stronger staff morale committee. Through PBIS (staff incentives) teachers will be rewarded for attendance. Assign Leaders to designated roles in the staff morale area.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Leadership Team Behavior Interventionist</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: ESL Study groups, GT certification opportunities, implementing fundamental 5 strategies, and Technology sessions with a campus or district leader are all opportunities available to staff.</p> <p>Strategy's Expected Result/Impact: Additional Staff members acquire their GT certification Additional staff members become ESL certified Staff are better equipped to meet the emotional needs of the students Opportunities are provided to staff to grow in their field by attending professional development specific to their content.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 20%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Through PBIS, VIPS Committee Teachers and staff will work to build opportunities with all campus and community stake holders. We will consistently communicate and afford opportunities for parents to be actively involved. Such opportunities include but are not limited to:</p> <ul style="list-style-type: none"> -4 CPOC meetings -Counselor Conversation Meetings -Open House with Title I parent meeting -Patriot Express/Meet the Teacher -Electives Night -Fall Curriculum Night -Spring Curriculum Night -Support provided for the English for Parents community program -College Academy Parent Informational Meetings -Four Year Planning Informational Dyslexia Parent Meeting -Mail out of information <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%. 100% of parents have the opportunity attend a meeting at a time that best suits their needs. Parent resources and snacks will be provided to assist parents in coming to events immediately from work. Extra duty pay will be utilized to extend the contract day of staff to support parent events. A campus translator will be provided for parents of students who have another language other than English so they feel more comfortable attending events. Paper copies of pertinent school resources will be provided to parents through mailouts.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

CPOC

Committee Role	Name	Position
Parent #3	Andrea Sims	Parent
Other School Leader (Non-Teaching)	Vantereese McCoy	CCIS
Principal	Reginal Mitchell	Principal (there is only one principal)
Teacher #1	Kimberly Kerlegan	6th Grade ELAR
Teacher #2	Noah Perkins-Deal	7th Grade ELAR
Teacher #3	Lee Kelly	8th Grade ELAR
Teacher #4	Daniel Foster	6th Grade Math
Teacher #5	Ashia Jones	7th Grade Math
Teacher #6	Pamela Perumal	8th Grade Math
Teacher #7	Stephanie Douglas	6th Grade Science
Teacher #8	Hannah Estupinan	7th Grade Science
Teacher	Rashida Haveliwala	8th Grade U.S. History
Teacher	Justin Holt	7th Grade Texas History
Teacher	Johnny Dilworth	6th Grade World Culture
Teacher	Amari Shields	8th Grade Science
Paraprofessional #1	Christina Gonzales	Paraprofessional #1
Paraprofessional #2	Gloria Jarvis	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Mary Becher	Director Of Instruction
Other School Leader (Nonteaching Professional) #2	Terrence Archie	Assistant Principal 6th Grade
Other School Leader (Nonteaching Professional) #3	Steve Martinez	Assistant Principal 7th Grade
Other School Leader (Nonteaching Professional) #4	Becky Rodriguez	Assistant Principal 8th Grade
Other School Leader (Nonteaching Professional)	Victoria Thomas	Academic Achievement Specialist
Other School Leader (Nonteaching Professional)	Glenn Kirk	Academic Achievement Specialist
Other School Leader (Nonteaching Professional)	Jennifer Seams	DI Helping Teacher
Other School Leader (Nonteaching Professional)	Erica Wells	CCIS
Other School Leader (Nonteaching Professional)	Jeffrey Heidenreich	CCIS
Other School Leader (Nonteaching Professional)	Sarah Gonzalez	CCIS

Committee Role	Name	Position
Other School Leader (Nonteaching Professional)	Tujuanna Wilkes	CCIS
Other School Leader (Nonteaching Professional)	Adetria Singleton	CCIS
Other School Leader (Nonteaching Professional)	Ailcia Ridge	Counselor 6th Grade
Other School Leader (Nonteaching Professional)	Natalie Ospina	Counselor 7th Grade
Other School Leader (Nonteaching Professional)	Sherri Jacob	Counselor 8th Grade
Administrator (LEA) #1	Stacie Davis	Administrator (LEA) #1
Administrator (LEA) #2	Christopher Hecker	Administrator (LEA) #2
Parent #1	Holly Dae Burton	Parent
Parent #2	Claudia Rosales	Parent
Business Representative #1	Ross Weidner	Business Rep.
Business Representative #2	Mason Holt	Business Rep.
Community Member #1	Dannie Anderson	Community Member
Community Member #2	Stephanie Houston	Community Member

Addendums

Campus Thornton

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	39%	42%	45%	48%	51%
Masters Grade Level	16%	19%	22%	25%	28%

2024-25	Target Check
74%	Met District Strategic Target
40%	Met District Strategic Target
17%	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	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
					2025									
					#									
Reading	6	Thornton	MS4	All	462	72%	77%	70%	48%	53%	43%	19%	22%	21%
Reading	6	Thornton	MS4	Hispanic	253	71%	76%	68%	48%	53%	42%	18%	20%	17%
Reading	6	Thornton	MS4	Am. Indian	7	*	100%	*	*	86%	*	*	71%	*
Reading	6	Thornton	MS4	Asian	13	83%	92%	92%	83%	85%	77%	56%	62%	*
Reading	6	Thornton	MS4	African Am.	152	68%	74%	68%	42%	46%	41%	17%	19%	24%
Reading	6	Thornton	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Thornton	MS4	White	21	79%	86%	80%	53%	67%	55%	*	24%	35%
Reading	6	Thornton	MS4	Two or More	16	82%	88%	75%	55%	69%	50%	*	31%	*
Reading	6	Thornton	MS4	Eco. Dis.	387	71%	76%	70%	46%	49%	43%	17%	19%	19%
Reading	6	Thornton	MS4	EB	143	61%	66%	50%	35%	38%	20%	10%	12%	7%
Reading	6	Thornton	MS4	At-Risk	346	65%	70%	65%	38%	41%	36%	11%	13%	14%
Reading	6	Thornton	MS4	SPED	73	40%	45%	31%	15%	18%	7%	*	7%	*
Reading	7	Thornton	MS4	All	467	68%	74%	72%	41%	46%	44%	16%	18%	17%
Reading	7	Thornton	MS4	Hispanic	258	66%	71%	68%	39%	43%	43%	15%	17%	16%
Reading	7	Thornton	MS4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Thornton	MS4	Asian	18	89%	94%	94%	84%	89%	89%	47%	50%	61%
Reading	7	Thornton	MS4	African Am.	145	68%	73%	74%	37%	41%	37%	12%	14%	14%
Reading	7	Thornton	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	7	Thornton	MS4	White	33	80%	85%	87%	53%	61%	55%	*	18%	*
Reading	7	Thornton	MS4	Two or More	12	78%	83%	80%	56%	67%	70%	*	33%	*
Reading	7	Thornton	MS4	Eco. Dis.	365	67%	72%	70%	40%	43%	41%	16%	18%	15%
Reading	7	Thornton	MS4	EB	176	54%	59%	55%	22%	25%	25%	5%	7%	6%
Reading	7	Thornton	MS4	At-Risk	347	61%	66%	65%	33%	36%	36%	12%	14%	12%
Reading	7	Thornton	MS4	SPED	63	34%	40%	38%	9%	13%	12%	*	6%	*
Reading	8	Thornton	MS4	All	483	75%	80%	74%	40%	45%	44%	17%	19%	20%
Reading	8	Thornton	MS4	Hispanic	289	75%	80%	74%	37%	42%	44%	15%	17%	19%
Reading	8	Thornton	MS4	Am. Indian	5	*	100%	*	*	80%	*	*	20%	*
Reading	8	Thornton	MS4	Asian	17	68%	76%	83%	55%	59%	78%	36%	35%	50%
Reading	8	Thornton	MS4	African Am.	144	73%	78%	71%	41%	47%	40%	17%	19%	17%
Reading	8	Thornton	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Thornton	MS4	White	14	86%	93%	100%	43%	57%	54%	24%	29%	*
Reading	8	Thornton	MS4	Two or More	13	73%	85%	64%	45%	54%	*	*	23%	*
Reading	8	Thornton	MS4	Eco. Dis.	385	74%	79%	73%	38%	40%	43%	16%	18%	20%
Reading	8	Thornton	MS4	EB	163	55%	60%	63%	16%	19%	23%	6%	8%	5%
Reading	8	Thornton	MS4	At-Risk	364	70%	75%	70%	28%	31%	39%	11%	13%	16%
Reading	8	Thornton	MS4	SPED	64	34%	39%	46%	10%	13%	13%	*	6%	*
Math	6	Thornton	MS4	All	462	61%	70%	55%	27%	35%	23%	6%	10%	5%
Math	6	Thornton	MS4	Hispanic	253	62%	68%	55%	24%	33%	23%	5%	9%	4%
Math	6	Thornton	MS4	Am. Indian	7	*	100%	71%	*	86%	*	*	14%	*
Math	6	Thornton	MS4	Asian	13	89%	92%	85%	78%	85%	54%	28%	31%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	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
					2025									
					#	%	%	%	%	%	%	%	%	
Math	6	Thornton	MS4	African Am.	152	54%	69%	51%	22%	29%	19%	4%	10%	4%
Math	6	Thornton	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Thornton	MS4	White	21	63%	71%	60%	34%	38%	30%	*	5%	*
Math	6	Thornton	MS4	Two or More	16	73%	75%	50%	*	63%	*	*	13%	*
Math	6	Thornton	MS4	Eco. Dis.	387	60%	62%	54%	24%	30%	22%	5%	9%	4%
Math	6	Thornton	MS4	EB	143	51%	60%	41%	18%	25%	11%	3%	8%	*
Math	6	Thornton	MS4	At-Risk	346	53%	59%	48%	18%	23%	17%	4%	8%	3%
Math	6	Thornton	MS4	SPED	73	28%	32%	19%	9%	12%	*	*	5%	*
Math	7	Thornton	MS4	All	467	50%	70%	41%	30%	35%	21%	8%	10%	5%
Math	7	Thornton	MS4	Hispanic	258	50%	69%	40%	28%	32%	20%	5%	7%	4%
Math	7	Thornton	MS4	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Thornton	MS4	Asian	18	84%	89%	83%	79%	83%	67%	42%	44%	28%
Math	7	Thornton	MS4	African Am.	145	45%	69%	32%	26%	32%	16%	7%	9%	4%
Math	7	Thornton	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	7	Thornton	MS4	White	33	53%	70%	58%	33%	39%	26%	*	15%	*
Math	7	Thornton	MS4	Two or More	12	56%	83%	70%	*	42%	50%	*	17%	*
Math	7	Thornton	MS4	Eco. Dis.	365	49%	54%	39%	28%	30%	18%	8%	10%	4%
Math	7	Thornton	MS4	EB	176	37%	45%	31%	18%	20%	13%	4%	6%	*
Math	7	Thornton	MS4	At-Risk	346	42%	48%	32%	23%	28%	15%	6%	10%	3%
Math	7	Thornton	MS4	SPED	63	21%	24%	15%	9%	11%	12%	*	5%	*
Math	8	Thornton	MS4	All	353	57%	70%	52%	17%	25%	22%	2%	4%	5%
Math	8	Thornton	MS4	Hispanic	209	60%	77%	49%	18%	26%	20%	*	2%	2%
Math	8	Thornton	MS4	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*
Math	8	Thornton	MS4	Asian	5	64%	80%	*	45%	60%	*	*	20%	*
Math	8	Thornton	MS4	African Am.	115	48%	57%	55%	9%	17%	23%	*	4%	8%
Math	8	Thornton	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Thornton	MS4	White	10	54%	60%	78%	*	30%	*	*	10%	*
Math	8	Thornton	MS4	Two or More	10	70%	80%	42%	*	40%	*	*	10%	*
Math	8	Thornton	MS4	Eco. Dis.	284	55%	58%	51%	15%	17%	21%	2%	3%	5%
Math	8	Thornton	MS4	EB	148	54%	57%	44%	16%	18%	17%	*	3%	*
Math	8	Thornton	MS4	At-Risk	278	54%	58%	48%	14%	18%	19%	*	2%	3%
Math	8	Thornton	MS4	SPED	62	27%	31%	28%	*	16%	*	*	8%	*
Science	8	Thornton	MS4	All	483	54%	70%	64%	26%	32%	38%	6%	10%	8%
Science	8	Thornton	MS4	Hispanic	289	51%	70%	65%	23%	28%	38%	4%	8%	6%
Science	8	Thornton	MS4	Am. Indian	5	*	100%	*	*	80%	*	*	60%	*
Science	8	Thornton	MS4	Asian	17	73%	88%	78%	45%	59%	72%	23%	29%	44%
Science	8	Thornton	MS4	African Am.	144	52%	64%	59%	27%	33%	34%	6%	10%	7%
Science	8	Thornton	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Thornton	MS4	White	14	71%	86%	77%	43%	50%	46%	*	7%	*
Science	8	Thornton	MS4	Two or More	13	73%	85%	57%	*	38%	*	*	8%	*
Science	8	Thornton	MS4	Eco. Dis.	385	53%	57%	63%	24%	28%	36%	5%	9%	8%
Science	8	Thornton	MS4	EB	163	35%	39%	48%	9%	13%	21%	*	6%	*
Science	8	Thornton	MS4	At-Risk	364	45%	49%	59%	17%	21%	32%	3%	7%	7%
Science	8	Thornton	MS4	SPED	64	24%	30%	36%	*	16%	13%	*	8%	*
Social Studies	8	Thornton	MS4	All	483	47%	70%	45%	19%	25%	20%	8%	12%	9%
Social Studies	8	Thornton	MS4	Hispanic	289	45%	70%	42%	17%	21%	17%	5%	8%	6%
Social Studies	8	Thornton	MS4	Am. Indian	5	*	100%	*	*	80%	*	*	60%	*
Social Studies	8	Thornton	MS4	Asian	17	59%	71%	83%	45%	47%	72%	27%	35%	39%
Social Studies	8	Thornton	MS4	African Am.	144	48%	69%	45%	20%	24%	18%	9%	12%	8%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	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
					2025	%	%	%	%	%	%	%	%	%
					#	%	%	%	%	%	%	%	%	
Social Studies	8	Thornton	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Social Studies	8	Thornton	MS4	White	14	62%	79%	75%	*	71%	*	*	36%	*
Social Studies	8	Thornton	MS4	Two or More	13	45%	62%	*	*	31%	*	*	15%	*
Social Studies	8	Thornton	MS4	Eco. Dis.	385	45%	49%	44%	17%	20%	19%	6%	10%	9%
Social Studies	8	Thornton	MS4	EB	163	26%	29%	26%	8%	11%	10%	*	3%	*
Social Studies	8	Thornton	MS4	At-Risk	364	38%	41%	40%	13%	15%	16%	4%	8%	7%
Social Studies	8	Thornton	MS4	SPED	64	14%	16%	26%	*	8%	11%	*	3%	*
Algebra I	MS	Thornton	MS4	All	130	100%	100%	99%	87%	97%	87%	63%	68%	55%
Algebra I	MS	Thornton	MS4	Hispanic	80	100%	100%	99%	86%	98%	84%	59%	64%	47%
Algebra I	MS	Thornton	MS4	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Thornton	MS4	Asian	12	100%	100%	100%	100%	100%	100%	73%	75%	75%
Algebra I	MS	Thornton	MS4	African Am.	29	100%	100%	100%	82%	93%	89%	59%	66%	59%
Algebra I	MS	Thornton	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Thornton	MS4	White	4	100%	100%	*	100%	100%	*	88%	100%	*
Algebra I	MS	Thornton	MS4	Two or More	3	*	100%	*	*	100%	*	*	100%	*
Algebra I	MS	Thornton	MS4	Eco. Dis.	101	100%	100%	100%	88%	93%	86%	60%	65%	57%
Algebra I	MS	Thornton	MS4	EB	15	100%	100%	100%	93%	100%	69%	64%	67%	46%
Algebra I	MS	Thornton	MS4	At-Risk	86	100%	100%	99%	83%	88%	85%	50%	55%	53%
Algebra I	MS	Thornton	MS4	SPED	2	*	100%	*	*	100%	*	*	50%	*

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