Cypress-Fairbanks Independent School District

Truitt Middle School

2024-2025

Mission Statement

Our TMS learning community educationally empowers, socially encourages and emotionally inspires lifelong learners who positively impact current and future generations.

Vision

Nurture a community that empowers the WOLF in all of us.

Well-rounded Open Leaders of the Future

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.

Performance Objective 1: 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		
Strategy 1: RLA: ELA and Reading teachers will design lessons that define rigor by unpacking the standards and implementing strategies to support all students, with a specific focus on AA and EB students. These strategies will involve breaking lessons into manageable chunks, conducting student conferences, providing targeted small-group instruction, and fostering student discourse and student-led collaborative learning, all while enhancing rigor and relevance.	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:** ELAR/ESL teachers Instructional Leadership Team	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Math teachers will plan and implement strategies, such as differentiation and targeted small-group instruction, to enhance the rigor and relevance of daily lessons while supporting all student subpopulations. Lessons will be developed by unpacking the standards to align with the rigor of the standards and to strengthen problem-solving skills, promoting greater student engagement in collaborative learning.	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:** Math teachers Instructional Leadership Team	Some Progress	Considerable	Accomplished

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: Science: Science teachers will plan for and implement strategies that support all student populations, with a focus on the Hispanic subpopulation, by implementing differentiated and targeted small instruction, student-led collaborative learning while increasing the rigor and relevance by engaging students to explore scientific concepts through hands-on experiments, problem-solving, and critical thinking.	**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:** Science teachers Instructional Leadership Team	Some Progress	Considerable	Accomplished

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: Social Studies: Social Studies teachers will plan and implement strategies that support diverse student populations by incorporating targeted small group instruction, student discourse, and student-led collaborative learning. These strategies will increase rigor and relevance while aligning with the TEKS.	**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:** Social Studies teachers Instructional Leadership Team	Some Progress	Considerable	Accomplished

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: PE: Students will receive lessons covering nutrition and fitness and will participate in fitness-related events at the campus and district levels.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Coaches	Some Progress	Considerable	Accomplished

Strategy 6 Details	Formative Reviews

	Formative		
Strategy 6: Dropout Prevention: We will meet the needs of all students that are at the risk of not graduating by utilizing the Behavioral Specialist, AASs, AP, Grade level Counselor, and Principal. We will work collaboratively to ensure any student coded with a 98 is located and school placement is recorded.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will be 0%. Students will consistently meet academic and behavioral goals. Improved academic performance on STAAR, DPM, and Checkpoints. All students will increase their reading Lexiles by 100%+. **Staff Responsible for Monitoring:** Administration Team Registrar District Attendance Officer	No Progress	Considerable	Accomplished

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities to provide all students with a well-rounded education: UIL Athletics and Athletic Programs UIL Fine Arts and programs Various Clubs Destination Imagination Robotics Technology Student Association Dance Soccer Start **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. Allow students opportunities to experience success outside of the classroom Expose students to real-world application opportunities **Staff Responsible for Monitoring:** Teachers Administration	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

Strategy 8 Details	**Formative Reviews**		
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 **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	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished

Strategy 9 Details	**Formative Reviews**		
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. **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	**Formative**		
	Nov	**Feb**	**May**
	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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: We will continue holding monthly faculty meetings and ensure the consistent enforcement of the Student Code of Conduct.
    Strategy's Expected Result/Impact: 100% of staff and students engage in common language and expectations as outlined by PBIS matrix.
    Staff Responsible for Monitoring: Principal
APs
All staff
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown in the classroom as well as Lockdown drills in large gatherings and lunch settings, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Principal
Assistant Principals
	Formative		

	Nov	Feb	May
	Accomplished	Accomplished	Accomplished

○ No Progress	○ Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: 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 96% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 96% overall attendance rate **Staff Responsible for Monitoring:** APs	**Nov**	**Feb**	**May**
	Considerable	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 96% overall attendance rate **Staff Responsible for Monitoring:** APs	**Nov**	**Feb**	**May**
	Considerable	Considerable	Accomplished

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: 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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Student Code of Conduct meeting takes place in the first month of school and reviewed in January, PBIS and initiatives, and staff will be in hallways during each passing period.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal Assistant Principals			
	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
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. Student behavior will be addressed using a continuum. Teachers will make the first parent contact and document it before submitting an office referral. We will utilize the Educators Handbook.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal Assistant Principals			
	Considerable	Considerable	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			
	Considerable	Considerable	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 to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: We will create opportunities to celebrate our substitutes and absences will be submitted as far in advance as possible.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%.
    Staff Responsible for Monitoring: Principal
DI, APs
	Formative		

	Nov	Feb	May
	Some Progress	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Teacher/Paraprofessional feedback, collaboration, and recognition: Staff will receive feedback and teacher appreciation throughout the year.
    Strategy's Expected Result/Impact: Feedback, recognition, and collaboration with teachers and paraprofessionals will increase to 98%.
    Staff Responsible for Monitoring: Principal
DI, APs
	Formative		

	Nov	Feb	May
	Some Progress	Considerable	Accomplished
○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 3: 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
    Formal Observations
    Lesson Plans

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Truitt Staff will participate in campus and district PD focused on our campus needs including Genius Hour, Dr. Hardy - Rigor & Relevance, Model School Conference, Lead4Ward, ESL Strategies, Content Share Sessions, Sibme AI, MS Powerschool and Instructional Team Coaching.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Define the rigor by unpacking the standards Small group instruction implementation How data correlates to student growth First-time quality instruction Meeting the needs of Subpops **Staff Responsible for Monitoring:** Instructional Leadership Team	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in training to prepare them to close the achievement gaps of all students using the appropriate level of rigor and pacing. Trainings include ICLE Rigor Relevance, Lead4ward, and Sibme AI.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Decrease in students' learning gaps and improvement in district and state assessments. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS, Academic Achievement Specialist, Teacher	Some Progress	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 50%.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: A newsletter will be sent out to include a message from the principal and Parent & Community Liaison with upcoming events and important dates. Campus social media (Facebook, Twitter, Instagram) will also be used to showcase events as well as all important information and updates.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%. **Staff Responsible for Monitoring:** Principal Media Specialist Campus secretary	Some Progress	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Parent and Family Engagement: Parents will be invited to participate in several family engagement activities throughout the school. Snacks and materials will be provided.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: School/home partnership will be strengthened. **Staff Responsible for Monitoring:** Leadership Team Teachers	Some Progress	Considerable	Accomplished

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Teacher	Morgan Harvey	Teacher
Principal	Dr. Plas Williams	Principal (there is only one principal)
Teacher #1	Danyelle Minchow	Teacher
Teacher #2	Julisa Louper	Teacher
Teacher #3	Adrian Johnson	Teacher
Teacher #4	Dustin Fair	Teacher
Teacher #5	Veronica Miles	Teacher
Teacher #6	Alondra Ramirez	Teacher
Teacher #7	Shaylynn Nicholson	Teacher
Teacher #8	Deb DelValle	Teacher
Teacher	Anel Garza	Teacher
Teacher	Brandon Edwards	Teacher
Teacher	Enny Ligon	Teacher
Teacher	Morgan Harvey	Teacher
Teacher	Stacy Lopez	Teacher
Teacher	Elizabeth Hitt	Teacher
Paraprofessional #1	Eva Green	NAC Paraprofessional
Other School Leader	Matt Utter	AP
Other School Leader (Nonteaching Professional) #1	Wendy Harris	DI
Other School Leader (Nonteaching Professional) #2	Miriam Udo	AP
Other School Leader (Nonteaching Professional) #3	Juan Alvarenga	AP
Other School Leader (Nonteaching Professional) #4	Laura Waligura	AAS
Other School Leader (Nonteaching Professional)	Charceana Williams	AAS
Other School Leader (Nonteaching Professional)	Bennett Bethany	DIHT
Other School Leader (Nonteaching Professional)	Jessica Taylor	Testing Coordinator
Other School Leader (Nonteaching Professional)	Samiya Kumar	ESL Compliance Coordinator
Other School Leader (Nonteaching Professional)	Nickolaus Ruiz	Science CCIS

Committee Role	Name	Position
Other School Leader (Nonteaching Professional)	Katherine Jackson	7/8 ELAR CCIS
Other School Leader (Nonteaching Professional)	Bria Robinson	6/Read 180 CCIS
Other School Leader (Nonteaching Professional)	Tiffany Willke	Math CCIS
Other School Leader (Nonteaching Professional)	Tyisha Buffin	SS CCIS
Other School Leader (Nonteaching Professional)	Amber Smith	Title One
Other School Leader (Nonteaching Professional)	Cystal Imoudu	Counselor
Other School Leader (Nonteaching Professional)	Paula Jenkins	Counselor
Other School Leader (Nonteaching Professional)	Marjorie Ward	Counselor
Administrator (LEA)#1	Mo Wong	Administrator (LEA)#1
Administrator (LEA)#2	Cassandra Crouch	Administrator (LEA)#2
Parent #2	Ryan Heath	Parent
Business Representative #1	Jennifer Ramirez	Business Representative
Community Member #1	Bhumika Agarwal	Community member
Community Member #2	Jonathan Bruckbauer	Community member
Community member	Lalit Agarwal	Community member

Addendums

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	42%	45%	48%	51%	54%
Masters Grade Level	13%	16%	19%	22%	25%

2024-25	Target Check
72%	Met District Strategic Target
46%	Met District Strategic Target
19%	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	Truitt	MS4	All	439	65%	70%	66%	45%	48%	44%	21%	23%	20%
Reading	6	Truitt	MS4	Hispanic	305	61%	65%	61%	42%	44%	38%	17%	19%	15%
Reading	6	Truitt	MS4	Am. Indian	5	55%	60%	*	*	40%	*	*	20%	*
Reading	6	Truitt	MS4	Asian	28	93%	96%	93%	89%	93%	69%	43%	46%	38%
Reading	6	Truitt	MS4	African Am.	62	68%	74%	65%	34%	40%	43%	15%	18%	22%
Reading	6	Truitt	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Truitt	MS4	White	31	72%	84%	86%	61%	65%	76%	42%	45%	45%
Reading	6	Truitt	MS4	Two or More	7	50%	86%	83%	36%	43%	*	36%	43%	*
Reading	6	Truitt	MS4	Eco. Dis.	364	64%	66%	63%	44%	46%	38%	17%	19%	15%
Reading	6	Truitt	MS4	EB	205	46%	48%	49%	26%	28%	21%	7%	9%	5%
Reading	6	Truitt	MS4	At-Risk	330	58%	60%	59%	35%	37%	35%	14%	16%	13%
Reading	6	Truitt	MS4	SPED	71	28%	30%	26%	13%	15%	13%	*	7%	*
Reading	7	Truitt	MS4	All	441	70%	73%	70%	49%	51%	47%	24%	27%	20%
Reading	7	Truitt	MS4	Hispanic	295	68%	70%	65%	46%	48%	41%	20%	22%	16%
Reading	7	Truitt	MS4	Am. Indian	11	*	45%	60%	*	36%	*	*	27%	*
Reading	7	Truitt	MS4	Asian	28	97%	100%	96%	83%	86%	92%	55%	57%	38%
Reading	7	Truitt	MS4	African Am.	57	67%	68%	76%	38%	40%	53%	22%	25%	22%
Reading	7	Truitt	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Truitt	MS4	White	37	81%	84%	76%	65%	68%	59%	32%	35%	35%
Reading	7	Truitt	MS4	Two or More	12	71%	75%	77%	57%	58%	46%	36%	42%	*
Reading	7	Truitt	MS4	Eco. Dis.	356	68%	70%	67%	46%	48%	42%	21%	23%	17%
Reading	7	Truitt	MS4	EB	199	54%	56%	49%	31%	33%	24%	8%	10%	4%
Reading	7	Truitt	MS4	At-Risk	335	64%	66%	64%	40%	42%	39%	17%	19%	14%
Reading	7	Truitt	MS4	SPED	54	30%	31%	37%	*	15%	13%	*	7%	*
Reading	8	Truitt	MS4	All	469	70%	72%	78%	44%	46%	49%	19%	21%	22%
Reading	8	Truitt	MS4	Hispanic	326	66%	68%	76%	38%	40%	47%	12%	14%	20%
Reading	8	Truitt	MS4	Am. Indian	0	83%	*	*	*	*	*	*	*	*
Reading	8	Truitt	MS4	Asian	27	91%	93%	96%	84%	89%	85%	53%	59%	59%
Reading	8	Truitt	MS4	African Am.	71	67%	70%	74%	35%	39%	37%	18%	21%	15%
Reading	8	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Truitt	MS4	White	32	90%	94%	90%	70%	75%	71%	47%	50%	29%
Reading	8	Truitt	MS4	Two or More	13	73%	77%	85%	55%	62%	38%	*	31%	*
Reading	8	Truitt	MS4	Eco. Dis.	388	68%	70%	75%	41%	43%	46%	16%	18%	20%
Reading	8	Truitt	MS4	EB	201	52%	54%	62%	23%	25%	24%	4%	6%	5%
Reading	8	Truitt	MS4	At-Risk	367	64%	66%	74%	36%	38%	41%	12%	14%	16%
Reading	8	Truitt	MS4	SPED	50	40%	42%	44%	12%	14%	*	*	6%	*
Math	6	Truitt	MS4	All	439	56%	70%	58%	24%	40%	22%	6%	8%	5%
Math	6	Truitt	MS4	Hispanic	305	55%	66%	52%	20%	34%	16%	4%	6%	2%
Math	6	Truitt	MS4	Am. Indian	5	*	100%	*	*	80%	*	*	20%	*
Math	6	Truitt	MS4	Asian	28	93%	96%	93%	75%	89%	64%	29%	32%	32%

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 %
Math	6	Truitt	MS4	African Am.	62	44%	65%	62%	12%	37%	18%	*	2%	*
Math	6	Truitt	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Truitt	MS4	White	31	75%	90%	79%	31%	48%	54%	14%	16%	18%
Math	6	Truitt	MS4	Two or More	7	50%	86%	83%	36%	71%	*	*	14%	*
Math	6	Truitt	MS4	Eco. Dis.	364	54%	56%	54%	22%	24%	17%	5%	7%	4%
Math	6	Truitt	MS4	EB	205	40%	42%	41%	12%	14%	9%	*	2%	*
Math	6	Truitt	MS4	At-Risk	330	47%	49%	49%	17%	19%	15%	4%	6%	3%
Math	6	Truitt	MS4	SPED	71	29%	31%	29%	*	14%	*	*	4%	*
Math	7	Truitt	MS4	All	439	53%	70%	52%	33%	40%	32%	11%	13%	12%
Math	7	Truitt	MS4	Hispanic	295	50%	64%	49%	30%	34%	28%	8%	10%	8%
Math	7	Truitt	MS4	Am. Indian	11	*	91%	*	*	45%	*	*	9%	*
Math	7	Truitt	MS4	Asian	27	93%	96%	92%	82%	85%	85%	50%	52%	46%
Math	7	Truitt	MS4	African Am.	57	42%	70%	43%	17%	28%	23%	*	7%	*
Math	7	Truitt	MS4	Pac. Islander	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Truitt	MS4	White	37	75%	89%	65%	53%	68%	44%	*	14%	21%
Math	7	Truitt	MS4	Two or More	11	50%	73%	42%	43%	64%	*	*	18%	*
Math	7	Truitt	MS4	Eco. Dis.	354	50%	52%	48%	30%	32%	30%	8%	10%	10%
Math	7	Truitt	MS4	EB	199	45%	47%	33%	23%	25%	15%	7%	9%	3%
Math	7	Truitt	MS4	At-Risk	335	46%	48%	44%	27%	29%	25%	9%	11%	8%
Math	7	Truitt	MS4	SPED	54	24%	26%	18%	10%	11%	*	*	4%	*
Math	8	Truitt	MS4	All	322	61%	70%	49%	26%	40%	18%	7%	9%	2%
Math	8	Truitt	MS4	Hispanic	234	60%	64%	47%	23%	36%	19%	5%	7%	2%
Math	8	Truitt	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	8	Truitt	MS4	Asian	8	82%	88%	89%	73%	75%	56%	55%	63%	*
Math	8	Truitt	MS4	African Am.	56	56%	80%	46%	21%	36%	11%	*	9%	*
Math	8	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Truitt	MS4	White	15	79%	93%	73%	50%	67%	*	*	13%	*
Math	8	Truitt	MS4	Two or More	9	*	100%	56%	*	89%	*	*	11%	*
Math	8	Truitt	MS4	Eco. Dis.	285	61%	63%	47%	24%	26%	17%	6%	8%	2%
Math	8	Truitt	MS4	EB	181	54%	56%	42%	21%	23%	17%	6%	8%	3%
Math	8	Truitt	MS4	At-Risk	280	58%	60%	47%	20%	22%	17%	5%	7%	2%
Math	8	Truitt	MS4	SPED	48	33%	35%	33%	*	17%	*	*	4%	*
Science	8	Truitt	MS4	All	469	51%	70%	66%	24%	40%	40%	10%	12%	12%
Science	8	Truitt	MS4	Hispanic	326	46%	65%	63%	15%	33%	37%	3%	5%	9%
Science	8	Truitt	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	8	Truitt	MS4	Asian	27	84%	93%	93%	66%	74%	78%	44%	56%	52%
Science	8	Truitt	MS4	African Am.	71	45%	70%	63%	18%	35%	28%	8%	13%	*
Science	8	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	8	Truitt	MS4	White	32	80%	94%	81%	63%	78%	61%	37%	47%	23%
Science	8	Truitt	MS4	Two or More	13	45%	85%	54%	45%	69%	38%	*	8%	*
Science	8	Truitt	MS4	Eco. Dis.	388	48%	50%	63%	20%	22%	37%	7%	9%	9%
Science	8	Truitt	MS4	EB	201	31%	33%	49%	11%	13%	19%	*	5%	5%
Science	8	Truitt	MS4	At-Risk	367	45%	47%	60%	17%	19%	33%	6%	8%	10%
Science	8	Truitt	MS4	SPED	50	28%	30%	31%	*	14%	*	*	2%	*
Social Studies	8	Truitt	MS4	All	469	45%	70%	49%	21%	40%	24%	6%	8%	10%
Social Studies	8	Truitt	MS4	Hispanic	326	38%	67%	46%	13%	33%	20%	3%	5%	7%
Social Studies	8	Truitt	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	MS4	Asian	27	78%	85%	81%	53%	74%	59%	22%	26%	41%
Social Studies	8	Truitt	MS4	African Am.	71	38%	70%	44%	14%	42%	19%	*	4%	10%

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	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	MS4	White	32	77%	84%	65%	63%	66%	45%	27%	28%	19%
Social Studies	8	Truitt	MS4	Two or More	13	55%	69%	*	55%	62%	*	*	23%	*
Social Studies	8	Truitt	MS4	Eco. Dis.	388	42%	44%	47%	17%	19%	21%	4%	6%	8%
Social Studies	8	Truitt	MS4	EB	201	27%	29%	29%	10%	12%	11%	*	6%	3%
Social Studies	8	Truitt	MS4	At-Risk	367	36%	38%	43%	15%	17%	18%	4%	6%	7%
Social Studies	8	Truitt	MS4	SPED	50	21%	24%	25%	*	12%	*	*	6%	*
Algebra I	MS	Truitt	MS4	All	149	100%	100%	100%	98%	100%	94%	72%	74%	84%
Algebra I	MS	Truitt	MS4	Hispanic	92	100%	100%	100%	95%	100%	93%	63%	66%	84%
Algebra I	MS	Truitt	MS4	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Truitt	MS4	Asian	20	100%	100%	100%	100%	100%	100%	91%	100%	95%
Algebra I	MS	Truitt	MS4	African Am.	15	100%	100%	100%	100%	100%	100%	50%	60%	71%
Algebra I	MS	Truitt	MS4	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Truitt	MS4	White	17	100%	100%	100%	100%	100%	94%	88%	94%	88%
Algebra I	MS	Truitt	MS4	Two or More	5	100%	100%	100%	100%	100%	*	*	80%	*
Algebra I	MS	Truitt	MS4	Eco. Dis.	105	100%	100%	100%	96%	100%	94%	70%	72%	83%
Algebra I	MS	Truitt	MS4	EB	20	100%	100%	100%	100%	100%	100%	67%	70%	94%
Algebra I	MS	Truitt	MS4	At-Risk	88	100%	100%	100%	99%	100%	96%	69%	70%	88%
Algebra I	MS	Truitt	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