Cypress-Fairbanks Independent School District

Watkins Middle School

2024-2025

Mission Statement

Equip students today to impact tomorrow

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.

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: Teachers will increase academic achievement by raising the rigor; using differentiation in lesson plans, establishing strong classroom routines, and implementing small group instruction based on current data.	**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, Director of Instruction, AAS, CCIS, ELAR teachers	Some Progress	Some Progress	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will plan for meaningful enrichment lessons to facilitate the growth for students to raise their performance to the next level.	**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, Director of Instruction, AAS, CCIS, Math teachers	Some Progress	Some Progress	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will increase their opportunities to vertically align themselves with familiar academic vocabulary in order to increase academic achievement by 13% for our Special Education, Economically Disadvantaged, and Emergent Bilingual focus group.	**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, Director of Instruction, AAS, CCIS, Science teachers	Some Progress	Some Progress	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will intentionally plan for students to increase their critical thinking skills using various instructional strategies.	**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, Director of Instruction, AAS, CCIS, Social Studies teachers	Some Progress	Some Progress	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	Some Progress	Considerable	Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The assistant principals will work with the Registrar, Counseling office, and AAS office to make contact and create an action plan with parents.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal APs Counselors Registrar	Some Progress	Considerable	Considerable

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 in order to provide all students with a well-rounded education: monthly Bringing Out the Best Lessons, PBIS presentations, and counseling lessons. The teachers will nominate and the campus will celebrate students meeting the monthly BOTB lessons.

    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
APs
Counselors

Formative		
Nov	**Feb**	**May**
Some Progress	Considerable	Considerable

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.

With Title I support, Watkins will implement the following:

1. Salaries - Hire teachers to reduce the class sizes in math and reading, with TWO instructional paraprofessionals to provide additional support to assist students in meeting or exceeding targets on the attached CIP target table.

2. Extra Duty Pay - teacher and support staff will be paid to assist with intervention programs outside of the school day, such as Saturday school and/or our accelerated instruction after school program.

3. Professional Development - Staff registration and conference fees will be paid when attending educational conferences to acquire more professional development to address the specific needs of our lower performing students groups.

    Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialists, CCIS

Formative		
Nov	**Feb**	**May**
Some Progress	Some Progress	Considerable

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
Director of Instruction

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 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		
Strategy 1: Campus Safety: When a student forgets his/her badge, a temporary badge will be available in the cafeteria and gym in the morning to provide students a badge to wear for the day. Students will be given electronic rewards through the PBIS Rewards system for displaying appropriate and safe behavior at school. Any staff member or substitute who does not have his/her badge for the day will receive a temporary badge at the receptionist desk. The main entry point for visitors will be the front vestibule, as stated by various signs around the building. Staff will use a QR code when exiting or re-entering the building to provide data immediately to the Principal Secretary. Exterior and interior door sweeps will be conducted regularly to ensure a safe environment, and rooms that do not meet this expectations will be addressed by the campus Security Liaison. Cameras will be active at the Principal Secretary and Assistant Principal Secretary's desk to report any questionable activity. **Strategy's Expected Result/Impact:** No unauthorized visitors and all students are recognizable. **Staff Responsible for Monitoring:** Principal Assistant Principals Principal Secretary	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant Principals	**Formative**		
	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 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: 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 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Counselor Registrar	Some Progress	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: 95% overall attendance rate	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Counselors Registrar	Some Progress	Considerable	Considerable

○ 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in 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 through our PBIS committee. Counselors will support students through personalized small groups during their lunch time.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0%. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors PBIS Committee	Some Progress	Considerable	Considerable

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. The assistant principals will work with the Counseling office to support students in responding to adult re-direction by providing mediation and small group activities. The team will also focus on proactive mediation/ restorative conferences between students to prevent any further incidents. We will combine these efforts with our PBIS initiative in continuing to set campus wide expectations for students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** APs Counselors PBIS Committee	Some Progress	Considerable	Considerable

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	Some Progress	Considerable	Considerable

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 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: A campus incentive-based system has been implemented to promote staff attendance and decrease absenteeism.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal Principal Secretary Substitute Clerk	Some Progress	Considerable	Considerable
⬤ 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, 75% 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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Staff will receive professional development from educational entities such as the International Center for Leadership in Education, TASSP, ASCD, Region IV, etc.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase percentage of teacher retention and meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal Director of Instruction	Some Progress	Considerable	Considerable

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will increase communication with the community through our campus website, social media, and flyers sent home with students. We will also hold parent meetings and events throughout the year to create opportunities for parents to get involved more. To obtain more volunteers on our campus, we will provide volunteers with more specific information in a timely fashion and provide more choice in their involvement within each event. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal Director of Instruction Counselors Principal Secretary	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Andrea Lagard	Principal
Teacher #1	Katherine Arias	Teacher
Teacher #2	Elizabeth Fulmer	Teacher
Teacher #3	Mackenzie Schipull	Teacher
Teacher #4	Elektra Sandarusi	Teacher
Teacher #5	Michelle Ortiz	Teacher
Teacher #6	Leslie Perez	Teacher
Teacher #7	April Jackson	Teacher
Teacher #8	Caleb Dingle	Teacher
Paraprofessional	Wanda Mays	Instructional Paraprofessional
Other School Leader (Nonteaching Professional) #1	Crystal Elolf	Director of Instruction
Other School Leader (Nonteaching Professional) #2	Kathryn Zepeda	CCIS
Other School Leader (Nonteaching Professional) #3	Katherine Bricarell	CCIS
Other School Leader (Nonteaching Professional) #4	Matthew Luce	CCIS
Administrator (LEA) #1	Karen Leon	Administrator (LEA) #1
Administrator (LEA) #2	Keyonna Harney-Satterwhite	Administrator (LEA) #2
Parent #1	Kimberly Samman	Parent
Parent #2	Hillary Lane	Parent
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2

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	43%	46%	49%	52%	55%
Masters Grade Level	19%	22%	25%	28%	31%

2024-25	Target Check
75%	Met District Strategic Target
49%	Met District Strategic Target
26%	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	Watkins	MS3	All	389	71%	76%	76%	53%	55%	52%	23%	30%	23%
Reading	6	Watkins	MS3	Hispanic	219	66%	70%	73%	48%	50%	48%	21%	28%	17%
Reading	6	Watkins	MS3	Am. Indian	3	*	100%	*	*	100%	*	*	100%	*
Reading	6	Watkins	MS3	Asian	30	86%	90%	83%	74%	77%	76%	40%	47%	52%
Reading	6	Watkins	MS3	African Am.	94	79%	83%	74%	57%	59%	49%	17%	24%	16%
Reading	6	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Watkins	MS3	White	30	73%	77%	86%	55%	57%	62%	33%	40%	41%
Reading	6	Watkins	MS3	Two or More	13	71%	77%	82%	*	54%	64%	*	38%	45%
Reading	6	Watkins	MS3	Eco. Dis.	319	70%	74%	73%	51%	53%	50%	21%	28%	18%
Reading	6	Watkins	MS3	EB	122	53%	57%	54%	32%	35%	26%	8%	15%	6%
Reading	6	Watkins	MS3	At-Risk	274	65%	69%	70%	44%	46%	44%	16%	23%	15%
Reading	6	Watkins	MS3	SPED	56	30%	34%	34%	*	18%	15%	*	9%	*
Reading	7	Watkins	MS3	All	427	61%	80%	68%	39%	61%	45%	16%	31%	23%
Reading	7	Watkins	MS3	Hispanic	244	56%	76%	65%	33%	54%	42%	12%	26%	21%
Reading	7	Watkins	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	7	Watkins	MS3	Asian	33	96%	100%	87%	69%	91%	81%	42%	55%	42%
Reading	7	Watkins	MS3	African Am.	104	57%	77%	66%	37%	58%	41%	15%	29%	19%
Reading	7	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	7	Watkins	MS3	White	36	79%	97%	66%	62%	83%	51%	29%	42%	37%
Reading	7	Watkins	MS3	Two or More	8	65%	88%	86%	53%	75%	*	*	63%	*
Reading	7	Watkins	MS3	Eco. Dis.	332	55%	74%	66%	35%	56%	42%	13%	27%	20%
Reading	7	Watkins	MS3	EB	152	45%	64%	48%	19%	40%	22%	4%	18%	7%
Reading	7	Watkins	MS3	At-Risk	321	51%	70%	60%	28%	49%	37%	10%	24%	17%
Reading	7	Watkins	MS3	SPED	59	20%	39%	27%	*	19%	*	*	8%	*
Reading	8	Watkins	MS3	All	461	78%	80%	74%	51%	55%	47%	21%	25%	19%
Reading	8	Watkins	MS3	Hispanic	267	79%	81%	69%	51%	55%	44%	20%	24%	15%
Reading	8	Watkins	MS3	Am. Indian	4	71%	75%	*	*	50%	*	*	25%	*
Reading	8	Watkins	MS3	Asian	25	91%	92%	96%	91%	96%	80%	57%	60%	48%
Reading	8	Watkins	MS3	African Am.	112	74%	76%	76%	40%	44%	41%	11%	15%	17%
Reading	8	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Watkins	MS3	White	38	76%	79%	85%	58%	63%	64%	30%	34%	31%
Reading	8	Watkins	MS3	Two or More	15	73%	80%	75%	55%	60%	50%	*	47%	*
Reading	8	Watkins	MS3	Eco. Dis.	368	77%	79%	70%	46%	50%	42%	18%	22%	15%
Reading	8	Watkins	MS3	EB	157	58%	60%	55%	28%	32%	26%	8%	12%	4%
Reading	8	Watkins	MS3	At-Risk	331	73%	75%	69%	42%	46%	39%	16%	20%	14%
Reading	8	Watkins	MS3	SPED	67	34%	36%	32%	11%	15%	10%	*	7%	*
Math	6	Watkins	MS3	All	389	64%	71%	62%	31%	40%	28%	9%	16%	9%
Math	6	Watkins	MS3	Hispanic	219	59%	65%	57%	28%	37%	22%	7%	13%	8%
Math	6	Watkins	MS3	Am. Indian	3	*	100%	*	*	67%	*	*	33%	*
Math	6	Watkins	MS3	Asian	30	89%	97%	83%	71%	80%	72%	26%	33%	24%

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Math	6	Watkins	MS3	African Am.	94	66%	72%	60%	21%	30%	24%	5%	11%	6%
Math	6	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Watkins	MS3	White	30	81%	87%	76%	38%	47%	34%	22%	27%	*
Math	6	Watkins	MS3	Two or More	13	*	77%	82%	*	54%	45%	*	38%	*
Math	6	Watkins	MS3	Eco. Dis.	319	62%	68%	58%	28%	37%	25%	8%	14%	8%
Math	6	Watkins	MS3	EB	122	48%	54%	49%	18%	27%	13%	*	12%	*
Math	6	Watkins	MS3	At-Risk	274	56%	62%	54%	24%	33%	21%	7%	13%	6%
Math	6	Watkins	MS3	SPED	56	22%	29%	42%	*	14%	13%	*	7%	*
Math	7	Watkins	MS3	All	426	47%	75%	51%	22%	40%	29%	7%	19%	6%
Math	7	Watkins	MS3	Hispanic	244	42%	70%	50%	17%	35%	24%	4%	12%	4%
Math	7	Watkins	MS3	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	7	Watkins	MS3	Asian	33	88%	100%	75%	65%	82%	69%	38%	45%	28%
Math	7	Watkins	MS3	African Am.	104	41%	70%	47%	13%	31%	24%	*	24%	*
Math	7	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	7	Watkins	MS3	White	35	69%	97%	53%	43%	60%	44%	17%	26%	*
Math	7	Watkins	MS3	Two or More	8	41%	75%	*	29%	50%	*	*	25%	*
Math	7	Watkins	MS3	Eco. Dis.	332	43%	71%	49%	19%	37%	26%	4%	12%	5%
Math	7	Watkins	MS3	EB	152	33%	62%	36%	12%	30%	12%	4%	12%	*
Math	7	Watkins	MS3	At-Risk	321	36%	64%	44%	14%	32%	22%	6%	14%	4%
Math	7	Watkins	MS3	SPED	59	12%	41%	17%	*	20%	*	*	10%	*
Math	8	Watkins	MS3	All	322	65%	71%	50%	25%	36%	21%	5%	13%	2%
Math	8	Watkins	MS3	Hispanic	196	65%	70%	46%	26%	36%	18%	7%	10%	*
Math	8	Watkins	MS3	Am. Indian	4	83%	100%	*	*	75%	*	*	50%	*
Math	8	Watkins	MS3	Asian	4	88%	100%	*	63%	75%	*	*	50%	*
Math	8	Watkins	MS3	African Am.	89	64%	69%	56%	16%	26%	23%	*	11%	*
Math	8	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Watkins	MS3	White	21	67%	71%	61%	38%	48%	35%	*	24%	*
Math	8	Watkins	MS3	Two or More	8	*	100%	*	*	88%	*	*	38%	*
Math	8	Watkins	MS3	Eco. Dis.	274	66%	71%	49%	24%	34%	20%	6%	9%	*
Math	8	Watkins	MS3	EB	135	58%	63%	40%	25%	35%	13%	*	15%	*
Math	8	Watkins	MS3	At-Risk	252	64%	69%	45%	22%	32%	16%	4%	7%	*
Math	8	Watkins	MS3	SPED	64	32%	38%	20%	*	19%	10%	*	9%	*
Science	8	Watkins	MS3	All	461	60%	70%	59%	29%	41%	28%	8%	17%	10%
Science	8	Watkins	MS3	Hispanic	267	61%	71%	56%	27%	38%	23%	7%	14%	6%
Science	8	Watkins	MS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Science	8	Watkins	MS3	Asian	25	91%	100%	92%	74%	84%	76%	30%	36%	44%
Science	8	Watkins	MS3	African Am.	112	48%	58%	54%	17%	28%	22%	*	13%	6%
Science	8	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
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Science	8	Watkins	MS3	EB	157	40%	50%	43%	18%	29%	12%	*	13%	*
Science	8	Watkins	MS3	At-Risk	331	53%	63%	52%	21%	32%	20%	5%	12%	6%
Science	8	Watkins	MS3	SPED	67	15%	25%	27%	*	12%	9%	*	6%	*
Social Studies	8	Watkins	MS3	All	461	60%	70%	45%	30%	41%	20%	14%	25%	8%
Social Studies	8	Watkins	MS3	Hispanic	267	61%	71%	40%	28%	38%	15%	13%	24%	5%
Social Studies	8	Watkins	MS3	Am. Indian	4	*	100%	*	*	75%	*	*	50%	*
Social Studies	8	Watkins	MS3	Asian	25	87%	96%	88%	65%	76%	56%	30%	40%	32%
Social Studies	8	Watkins	MS3	African Am.	112	49%	59%	39%	23%	33%	16%	10%	21%	6%

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	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	MS3	White	38	74%	84%	66%	44%	55%	37%	24%	34%	24%
Social Studies	8	Watkins	MS3	Two or More	15	42%	53%	42%	*	40%	*	*	27%	*
Social Studies	8	Watkins	MS3	Eco. Dis.	368	56%	66%	40%	27%	37%	16%	12%	23%	5%
Social Studies	8	Watkins	MS3	EB	157	38%	47%	25%	17%	27%	9%	6%	17%	*
Social Studies	8	Watkins	MS3	At-Risk	331	52%	62%	37%	24%	34%	14%	9%	20%	5%
Social Studies	8	Watkins	MS3	SPED	67	13%	22%	23%	*	10%	*	*	4%	*
Algebra I	MS	Watkins	MS3	All	140	99%	100%	99%	89%	100%	81%	55%	76%	51%
Algebra I	MS	Watkins	MS3	Hispanic	71	99%	100%	100%	87%	100%	82%	52%	72%	44%
Algebra I	MS	Watkins	MS3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Watkins	MS3	Asian	21	100%	100%	100%	93%	100%	95%	87%	100%	86%
Algebra I	MS	Watkins	MS3	African Am.	23	100%	100%	95%	88%	100%	77%	41%	61%	36%
Algebra I	MS	Watkins	MS3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Watkins	MS3	White	18	100%	100%	100%	100%	100%	74%	54%	72%	58%
Algebra I	MS	Watkins	MS3	Two or More	7	*	100%	100%	*	100%	*	*	100%	*
Algebra I	MS	Watkins	MS3	Eco. Dis.	94	99%	100%	99%	93%	100%	83%	55%	76%	48%
Algebra I	MS	Watkins	MS3	EB	22	100%	100%	100%	79%	91%	80%	43%	64%	40%
Algebra I	MS	Watkins	MS3	At-Risk	79	99%	100%	99%	86%	97%	82%	52%	72%	46%
Algebra I	MS	Watkins	MS3	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.
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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