Cypress-Fairbanks Independent School District

Smith Middle School

2025-2026

Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

At Smith, our student achievement is especially strong in Science, Reading, and Math, with STAAR passing rates consistently above 93%. Our campus performance also exceeds district and cluster averages in most categories, demonstrating a solid academic foundation and high overall student achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Social Studies achievement continues to decrease annually, requiring targeted intervention.
Root Cause: Instructional Focus Root Cause #1: Layered thinking and analysis of complex ideas are not consistently taught with fidelity in classrooms.

Problem Statement 2: Instructional Focus Problem #2: Across all subject areas, we need to reduce the percentage of students performing at the "Does Not Meet" level while increasing the number of students achieving at the "Meets" and "Masters" levels.
Root Cause: Instructional Focus Root Cause #2: The lack of exposure to rigorous instruction and higher-level questioning with appropriate scaffolding.

School Culture and Climate

School Culture and Climate Strengths

Smith Middle School proudly maintains a student attendance rate of over 96%. Our assistant principals actively implement restorative discipline practices and collaborate with the PBIS committee to promote STRONG student behavior. The STRONG Sabercats PBIS program, which recognizes positive behavior through teacher referrals and the Sabercash system, has been highly successful and will continue into the 2025-2026 school year. Assistant principals review these referrals during lunch each nine weeks, highlighting students' STRONG Character Traits. Additionally, we celebrate student achievements with monthly STRONG Student of the Month awards and consistent positive phone calls home, fostering a culture of recognition and encouragement.

To ensure safety and organization, Smith Middle School requires student ID badges with grade-level lanyards and clear backpacks that meet district guidelines. A color-coded system for restrooms and hallways, aligned with lanyard colors, helps students navigate the building efficiently and safely. Our "no cellphone" policy has significantly reduced discipline referrals related to social media misuse and cyberbullying. We are pleased that this policy aligns seamlessly with the new State Law on cell phones, requiring no adjustments.

We have also expanded the number of clubs and organizations offered this year, providing students with opportunities to explore their interests, build leadership skills, and strengthen their sense of belonging on campus. In addition, each morning on the announcements we highlight our athletic teams and fine arts programs, which builds school spirit, celebrates student talents, and contributes to a positive and unified school culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline data indicates that referrals increased during the 2024-2025 school year.
Root Cause: Staff need to consistently incorporate PBIS common expectations and language throughout the building.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Smith Middle School has a strong reputation, with many new and returning staff specifically requesting transfers to our campus. Over 90% of staff reported on the EPS survey that they have opportunities for independent thinking and professional growth. We prioritize recruiting high-quality staff and supporting them through mentoring programs, weekly PLCs, monthly New Teacher Meetings, and one-on-one meetings with the principal. Staff are recognized monthly for their dedication, encouraged to serve on committees, and provided opportunities to provide anonymous feedback. We also promote staff to grow as leaders on our campus and within the district. A culture of shared decision-making, collaboration, and regular staff bonding events strengthens staff retention and engagement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We need to hire and retain highly qualified special education teachers.
Root Cause: There is insufficient ongoing quality training and professional development to support staff in meeting the demands of special education instruction.

Family and Community Engagement

Family and Community Engagement Strengths

Parent and community involvement at Smith Middle School is exceptional. Our V.I.P.S. volunteers actively contribute to a variety of school events throughout the year, demonstrating their dedication to our students' success. We maintain open lines of communication with families and the community through multiple avenues, including:

- 6th Grade Sabercamp

- Sabercat Express

- Curriculum Night (New in 2025-2026)

- 8th Grade Parent Night

- CPOC meetings and notes

- Emails to parents

- Smith Facebook, Twitter and Instagram (Instagram new in 2025-2026)

- School newsletter and School Messenger

- Home Access Center (HAC)

- Parent Perception Survey

- Athletic Parent Meetings

- Monthly V.I.P.S. Meetings

- Schoology

- Color Run

Additionally, we have partnered with neighboring high schools, Cypress Ranch High School and Bridgeland High School, to provide volunteer opportunities through the Opportunity Lab and Tutorials. These efforts foster strong family engagement and meaningful community partnerships, supporting both student growth and a culture of collaboration.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We need to provide more diverse community engagement opportunities for the 2025-2026 school year.
Root Cause: As Smith Middle School continues to grow, our student population becomes increasingly diverse.

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

Strategy 1 Details		Reviews			
Strategy 1: Instructional Focus: Explicitly teach and model layered thinking & analysis of complex ideas.		**Formative**			**Summative**
Strategy: In weekly PLC meetings, the CCIS will ensure that lesson plans include student discourse and congitive engagement strategies relating to cause & effect, problem/ solution, and the other social studies skills, rather than just the chronology of historical information.		**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal		Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Instructional Focus: Rigor and scaffolding of higher-level questioning in all content areas.		**Formative**			**Summative**
Strategy: Content Curriculum Instructional Coaches will plan weekly with their teams to develop higher-level questioning and embed them directly into lesson plans.		**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal		Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: Blended Learning and Cognitive Engagement Strategies Strategy: Through purposeful planning, CCIS will continue to collaborate with teachers to implement a blended learning approach that promotes meaningful student learning and discourse. Teachers will increase student discourse and engagement by utilizing cognitive engagement strategies and blended learning to plan effective instruction. **Strategy's Expected Result/Impact:** Continue to move our students from Meets to Masters, increasing our percentage each year. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Administrator Team, and CCIS's.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal Assistant Principal AAS	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Accomplished			

Strategy 5 Details	Reviews			
Strategy 5: Dropout Prevention: The campus will follow up on students withdrawing or not attending school and communicate with parents on a consistent basis. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Improving Student Engagement: Our CCIS Team will continue to focus on cognitive engagement strategies that promote student engagement using our campus book study, 50 Strategies to Boost Cognitive Engagement by Rebecca Stobaugh. **Strategy's Expected Result/Impact:** Through explicit planning, we will increase student engagement to 90%. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Administrator Team, and CCIS's.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	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

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

Strategy 2 Details	Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher DI	Accomplished			

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal Assistant Principal Attendance Secretary Teachers Counselors	**Nov**	**Feb**	**May**	**June**
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal Assistant Principal Attendance Secretary Teachers Counselors	**Nov**	**Feb**	**May**	**June**
	Accomplished			

     No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: Discipline reports

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

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

Strategy 3 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
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	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Accomplished			

○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			

Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide rewards and treats for staff members with perfect attendance each 9 weeks.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.
    Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principal, CCIS
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Accomplished			
	No Progress	Accomplished	Continue/Modify	Discontinue

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

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

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

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

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

⬤ No Progress	⬤ Accomplished	➡ Continue/Modify	✖ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Expand and diversify social media platforms to showcase student and staff achievements. We will move beyond posting only event reminders and parent information on Facebook by creating a structured social media plan that highlights daily student and staff experiences. In addition to Facebook, our campus will increase its presence on Twitter and Instagram. **Strategy's Expected Result/Impact:** Improved Social Media Presence **Staff Responsible for Monitoring:** Mrs. Dennis, Principal Mr. Gillpatrick, Assistant Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Establish a system to showcase academic excellence and student experiences. To increase visibility of instructional excellence, we will create a weekly Academic Spotlight feature across our social media platforms. This will highlight student projects, classroom success, and collaborative planning. **Strategy's Expected Result/Impact:** Improved Social Media Presence **Staff Responsible for Monitoring:** Mrs. Dennis, Principal Mr. Gillpatrick, Assistant Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Accomplished			
Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Expand and diversify parent/community engagement opportunities. We will increase the variety of events offered to families and community members by hosting Curriculum Nights in both the fall and spring, and in-person Awards Night, a Career and Community Showcase, Coffee with the Principal/Assistant Principal/Counselors, and a campus-wide community service project. **Strategy's Expected Result/Impact:** Improved Parent and Community Engagement **Staff Responsible for Monitoring:** Smith Administration, Staff, and community.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: Promote student leadership and voice in campus activities. Students will be actively involved in planning and leading events, clubs, and service projects ensuring their ideas and interests are represented.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved Parent and Community Engagement **Staff Responsible for Monitoring:** Administration, Staff, Student Council, community	Accomplished			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Janea Dennis	Principal (there is only one principal)
Teacher #1	Teacher 1	Teacher
Teacher #2	Teacher 2	Teacher
Teacher #3	Teacher 3	Teacher
Teacher #4	Teacher 4	Teacher
Teacher #5	Teacher 5	Teacher
Teacher #6	Teacher 6	Teacher
Teacher #7	Teacher 7	Teacher
Teacher #8	Teacher 8	Teacher
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) 1	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) 2	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) 3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) 4	Other School Leader (Nonteaching Professional) #4
Administrator (LEA)	Administrator (LEA) 1	Administrator (LEA)
Parent #1	Parent 1	Parent
Parent #2	Parent 2	Parent
Community Member #1	Community Member 1	Community Member
Community Member #2	Community Member 2	Community Member
Business Representative #1	Business Representative 1	Business Representative
Business Representative #2	Business Representative 2	Business Representative

Addendums

Campus	Smith

Strategic Plan Goal 1 Campus 5-year Targets

	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	97%	99%	100%	100%	100%
Meets or Above	86%	89%	90%	90%	90%
Masters Grade Level	59%	60%	60%	60%	60%

2025-26	Target Check
99%	Met District Strategic Target
89%	Met District Strategic Target
63%	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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Reading	6	Smith	MS1	All	443	93%	439	99%	85%	394	89%	61%	270	61%
Reading	6	Smith	MS1	Hispanic	90	90%	89	99%	76%	75	83%	48%	45	50%
Reading	6	Smith	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	6	Smith	MS1	Asian	164	95%	163	99%	88%	150	91%	73%	120	73%
Reading	6	Smith	MS1	African Am.	68	89%	67	99%	83%	60	88%	48%	30	44%
Reading	6	Smith	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Smith	MS1	White	96	92%	95	99%	89%	88	92%	62%	70	73%
Reading	6	Smith	MS1	Two or More	24	100%	24	100%	94%	20	83%	76%	4	17%
Reading	6	Smith	MS1	Eco. Dis.	122	81%	104	85%	66%	82	67%	37%	48	39%
Reading	6	Smith	MS1	EB	86	77%	68	79%	57%	52	60%	30%	29	34%
Reading	6	Smith	MS1	At-Risk	141	84%	121	86%	71%	105	74%	37%	60	43%
Reading	6	Smith	MS1	SPED	63	60%	40	63%	49%	33	52%	16%	12	19%
Reading	7	Smith	MS1	All	427	96%	422	99%	86%	380	89%	66%	286	67%
Reading	7	Smith	MS1	Hispanic	88	95%	87	99%	79%	78	89%	55%	50	57%
Reading	7	Smith	MS1	Am. Indian	2	*	2	100%	*	2	100%	*	2	100%
Reading	7	Smith	MS1	Asian	143	98%	143	100%	94%	137	96%	81%	117	82%
Reading	7	Smith	MS1	African Am.	70	93%	70	100%	70%	52	74%	50%	37	53%
Reading	7	Smith	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Smith	MS1	White	106	94%	102	96%	89%	95	90%	61%	66	62%
Reading	7	Smith	MS1	Two or More	18	94%	18	100%	81%	16	89%	75%	14	78%
Reading	7	Smith	MS1	Eco. Dis.	92	93%	87	95%	73%	69	75%	49%	49	53%
Reading	7	Smith	MS1	EB	99	95%	96	97%	77%	78	79%	45%	47	47%
Reading	7	Smith	MS1	At-Risk	170	90%	156	92%	72%	127	75%	48%	88	52%
Reading	7	Smith	MS1	SPED	55	70%	40	73%	43%	25	45%	23%	14	25%
Reading	8	Smith	MS1	All	387	95%	383	99%	82%	344	89%	60%	245	63%
Reading	8	Smith	MS1	Hispanic	74	96%	74	100%	84%	65	88%	59%	40	54%
Reading	8	Smith	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	8	Smith	MS1	Asian	143	95%	143	100%	89%	131	92%	73%	95	66%
Reading	8	Smith	MS1	African Am.	56	87%	52	93%	67%	44	79%	42%	30	54%
Reading	8	Smith	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Smith	MS1	White	92	96%	92	100%	85%	82	89%	59%	69	75%
Reading	8	Smith	MS1	Two or More	21	94%	21	100%	72%	21	100%	56%	10	48%
Reading	8	Smith	MS1	Eco. Dis.	85	84%	72	85%	70%	72	85%	42%	72	85%
Reading	8	Smith	MS1	EB	97	80%	79	81%	54%	79	81%	15%	79	81%
Reading	8	Smith	MS1	At-Risk	140	87%	123	88%	64%	123	88%	39%	123	88%
Reading	8	Smith	MS1	SPED	29	66%	20	69%	31%	20	69%	*	20	69%
Math	6	Smith	MS1	All	443	92%	439	99%	68%	394	89%	42%	270	61%
Math	6	Smith	MS1	Hispanic	90	86%	89	99%	47%	75	83%	23%	45	50%
Math	6	Smith	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	6	Smith	MS1	Asian	164	96%	163	99%	87%	150	91%	63%	120	73%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026 (#)	2025 Approaches or Above (%)	2026 Approaches or Above (#)	2026 Approaches Target (%)	2025 Meets or Above (%)	2026 Meets or Above (#)	2026 Meets Target (%)	2025 Masters Grade Level (%)	2026 Masters Grade Level (#)	2026 Masters Target (%)
Math	6	Smith	MS1	African Am.	68	86%	67	99%	49%	60	88%	25%	30	44%
Math	6	Smith	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Smith	MS1	White	96	95%	95	99%	71%	88	92%	40%	70	73%
Math	6	Smith	MS1	Two or More	24	100%	24	100%	94%	20	83%	59%	4	17%
Math	6	Smith	MS1	Eco. Dis.	122	81%	104	85%	47%	82	67%	20%	48	39%
Math	6	Smith	MS1	EB	86	84%	68	79%	41%	52	60%	25%	29	34%
Math	6	Smith	MS1	At-Risk	141	83%	121	86%	47%	105	74%	26%	60	43%
Math	6	Smith	MS1	SPED	63	53%	40	63%	24%	33	52%	13%	12	19%
Math	7	Smith	MS1	All	404	92%	400	99%	83%	360	89%	56%	242	60%
Math	7	Smith	MS1	Hispanic	87	84%	86	99%	76%	75	86%	45%	48	55%
Math	7	Smith	MS1	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Math	7	Smith	MS1	Asian	123	99%	122	99%	95%	119	97%	78%	94	76%
Math	7	Smith	MS1	African Am.	70	85%	69	99%	67%	55	79%	33%	25	36%
Math	7	Smith	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Smith	MS1	White	105	94%	104	99%	82%	95	90%	46%	64	61%
Math	7	Smith	MS1	Two or More	17	92%	17	100%	77%	15	88%	54%	10	59%
Math	7	Smith	MS1	Eco. Dis.	92	83%	85	92%	61%	60	65%	30%	30	33%
Math	7	Smith	MS1	EB	91	90%	85	93%	83%	77	85%	60%	58	64%
Math	7	Smith	MS1	At-Risk	163	83%	152	93%	72%	120	74%	44%	78	48%
Math	7	Smith	MS1	SPED	55	63%	40	73%	47%	27	49%	*	14	25%
Math	8	Smith	MS1	All	170	81%	168	99%	48%	151	89%	18%	95	56%
Math	8	Smith	MS1	Hispanic	40	76%	40	100%	45%	37	93%	*	1	3%
Math	8	Smith	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	8	Smith	MS1	Asian	53	89%	53	100%	70%	48	91%	49%	35	66%
Math	8	Smith	MS1	African Am.	31	67%	30	97%	27%	27	87%	*	27	87%
Math	8	Smith	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Smith	MS1	White	36	91%	35	97%	51%	32	89%	17%	25	69%
Math	8	Smith	MS1	Two or More	9	70%	9	100%	*	6	67%	*	6	67%
Math	8	Smith	MS1	Eco. Dis.	53	76%	42	79%	44%	25	47%	9%	8	15%
Math	8	Smith	MS1	EB	42	72%	32	76%	45%	20	48%	*	5	12%
Math	8	Smith	MS1	At-Risk	81	68%	60	74%	33%	28	35%	10%	10	12%
Math	8	Smith	MS1	SPED	28	55%	19	68%	*	5	18%	*	2	7%
Science	8	Smith	MS1	All	387	94%	383	99%	79%	344	89%	44%	232	60%
Science	8	Smith	MS1	Hispanic	74	95%	73	99%	80%	61	82%	36%	40	54%
Science	8	Smith	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	8	Smith	MS1	Asian	143	95%	142	99%	91%	134	94%	71%	116	81%
Science	8	Smith	MS1	African Am.	56	84%	54	96%	51%	50	89%	14%	15	27%
Science	8	Smith	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Smith	MS1	White	92	98%	92	100%	81%	80	87%	38%	50	54%
Science	8	Smith	MS1	Two or More	21	94%	21	100%	78%	18	86%	33%	10	48%
Science	8	Smith	MS1	Eco. Dis.	85	88%	80	94%	62%	60	71%	24%	30	35%
Science	8	Smith	MS1	EB	97	80%	85	88%	49%	50	52%	17%	20	21%
Science	8	Smith	MS1	At-Risk	140	86%	135	96%	60%	90	64%	31%	48	34%
Science	8	Smith	MS1	SPED	29	71%	21	72%	26%	8	28%	*	1	3%
Social Studies	8	Smith	MS1	All	387	85%	383	99%	63%	344	89%	38%	232	60%
Social Studies	8	Smith	MS1	Hispanic	74	82%	73	99%	57%	61	82%	31%	40	54%
Social Studies	8	Smith	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Smith	MS1	Asian	143	90%	142	99%	78%	134	94%	59%	116	81%
Social Studies	8	Smith	MS1	African Am.	56	73%	54	96%	43%	50	89%	22%	15	27%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Social Studies	8	Smith	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Smith	MS1	White	92	88%	92	100%	60%	80	87%	33%	50	54%
Social Studies	8	Smith	MS1	Two or More	21	89%	21	100%	67%	18	86%	*	10	48%
Social Studies	8	Smith	MS1	Eco. Dis.	85	70%	65	76%	45%	45	53%	21%	30	35%
Social Studies	8	Smith	MS1	EB	97	51%	55	57%	27%	30	31%	17%	20	21%
Social Studies	8	Smith	MS1	At-Risk	140	69%	110	79%	44%	70	50%	23%	48	34%
Social Studies	8	Smith	MS1	SPED	29	52%	18	62%	*	5	17%	*	1	3%
Algebra I	MS	Smith	MS1	All	240	99%	238	99%	98%	229	95%	89%	209	87%
Algebra I	MS	Smith	MS1	Hispanic	35	100%	35	100%	100%	35	100%	90%	32	91%
Algebra I	MS	Smith	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Smith	MS1	Asian	110	100%	110	100%	100%	110	100%	97%	108	98%
Algebra I	MS	Smith	MS1	African Am.	25	95%	25	100%	95%	25	100%	74%	19	76%
Algebra I	MS	Smith	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Smith	MS1	White	57	99%	57	100%	94%	54	95%	81%	48	84%
Algebra I	MS	Smith	MS1	Two or More	13	100%	11	85%	100%	5	38%	100%	2	15%
Algebra I	MS	Smith	MS1	Eco. Dis.	32	100%	32	100%	100%	32	100%	88%	29	91%
Algebra I	MS	Smith	MS1	EB	55	100%	55	100%	93%	52	95%	86%	49	89%
Algebra I	MS	Smith	MS1	At-Risk	66	98%	66	100%	96%	64	97%	85%	58	88%
Algebra I	MS	Smith	MS1	SPED	1	*	1	100%	*	1	100%	*	1	100%

Content Area
Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- 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, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse 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.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE
- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.