

Cypress-Fairbanks Independent School District

Truitt Middle School

2025-2026



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.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Truitt Middle School is a campus in Houston, Texas. Truitt Middle School is projected to serve 1,279 students in grades sixth through 8th during the 2025-26 school year, which is a decrease from the previous year of 1,345.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Truitt's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on **May 5, 2025**, and again on **September 18, 2025**. The meetings were held in the library at Truitt MS. We plan to meet again on **November 13, 2025, February 19, 2026, and May 13, 2026**, to review and revise the CNA as needed.

At the first meeting on **May 5, 2025**:

The meeting began with a welcome and a review of the purpose, including an overview of the day's goals and the significance of end-of-year planning. The committee evaluated progress on the current year's Campus Improvement Plan (CIP) strategies, highlighting both successes and objectives that remain incomplete. Members then completed the 2024–25 CIP summative evaluation forms, noting major accomplishments as well as areas that require continued growth. The committee also reviewed data—including academic performance, attendance, discipline, and parent involvement—to identify emerging priorities and campus needs for the upcoming year. The group began drafting the 2025–26 Campus Improvement Plan by discussing goals, strategies, and measurable objectives, while assigning follow-up tasks for drafting and stakeholder input. Attention then turned to Title I preliminary planning for 2025–26, where members reviewed allocations, prioritized budget needs aligned to CIP goals, and provided feedback to finalize the preliminary draft. The meeting concluded with a recap of

key decisions, an outline of summer follow-up tasks and deadlines, and an expression of appreciation for the committee's involvement.

The following data were evaluated from the 2024-25 school year:

- CFISD Benchmarks and Assessment Data
- TELPAS and EB progress data
- Campus Discipline data
- Campus Attendance data
- Performance Objectives with Summative Review
- Campus/District Improvement Plan for prior years
- Student Failure and Retention rates (including 98's)
- Special Education Population data
- 2025 STAAR data

At the second meeting on September 18, 2025, the CPOC:

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is that African American (-5%) and American Indian (-9%) students are the lowest-performing R/E groups, while English Learners (-6%) and SPED students (-22%) score below district and state averages, indicating a need for targeted instruction and support. Through the root cause analysis process, we identified gaps in achievement for African American, American Indian, English Learner, and SPED students that are driven by inconsistent Tier 1 instruction, limited targeted interventions, and insufficient differentiation to meet diverse learning needs across all content areas.

Our second identified priority problem in the area of **student achievement** is that instruction is not consistently aligned to the rigor of the TEKS, and students have limited opportunities for structured academic discourse. Through the root cause analysis

process, we identified that teachers often rely on lower-level questioning and do not consistently embed structured discourse in lessons. Planning does not always align objectives, activities, and assessments with the rigor of the TEKS.

Our third identified priority problem in the area of **student achievement** is that Academic growth has declined by two points, resulting in a scale score of 70. Inconsistent student attendance further limits opportunities for sustained learning and progress, highlighting the need for targeted instructional improvements across all content areas. Through the root cause analysis process, we identified that Academic growth is impacted by inconsistent use of data, limited differentiation, and weak progress monitoring, along with reduced access to tutorials due to the loss of late buses. Inconsistent attendance, unengaging lessons, limited reteach systems, and FMLA absences covered by untrained substitutes further disrupt instructional consistency and student progress.

Student Achievement

Student Achievement Summary

Areas for Concern:

- Academic growth has declined by two points, resulting in a scale score of 70, indicating a need for targeted instructional improvements.
- Inconsistent student attendance further limits opportunities for sustained learning and progress, highlighting the need for targeted instructional improvements across all content areas.
- Instruction is not consistently aligned to the rigor of the TEKS, and students have limited opportunities for structured academic discourse.
- Across all content areas, AA (-5%) and American Indian (-9%) are the two lowest performing R/E groups for 2026 accountability.
- Across all content areas, EB(-6%)/SPED(-22%) special populations scored below district averages on state and local assessments.

Student Achievement Strengths

Truitt Middle School showed improvement:

Domain 1 Student Achievement

Domain 2B Relative Performance

Domain 3 Closing the Gap, which resulted in an overall score of 79

ELAR:

6th: 1% Approaches

8th: 8% Approaches, 5% Meets, 3% Masters

Math:

6th: 2% Approaches

7th: 1% Masters

Science:

8th: 15% Approaches, 16% Meets, 2% Masters

SS:

8th: 4% Approaches, 3% Meets, 4% Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: African American (-5%) and American Indian (-9%) students are the lowest-performing R/E groups, while English Learners (-6%) and SPED students (-22%) score below district and state averages, indicating a need for targeted instruction and support.

Root Cause: Instructional Focus Root Cause #1: Gaps in achievement for African American, American Indian, English Learner, and SPED students are driven by inconsistent Tier 1 instruction, limited targeted interventions, and insufficient differentiation to meet diverse learning needs across all content areas.

Problem Statement 2: Instructional Focus Problem #2: Academic growth has declined by two points, resulting in a scale score of 70. Inconsistent student attendance further limits opportunities for sustained learning and progress, highlighting the need for targeted instructional improvements across all content areas.

Root Cause: Instructional Focus Root Cause #2: Academic growth is impacted by inconsistent use of data, limited differentiation, and weak progress monitoring, along with reduced access to tutorials due to the loss of late buses. Inconsistent attendance, unengaging lessons, limited reteach systems, and FMLA absences covered by untrained substitutes further disrupt instructional consistency and student progress

Problem Statement 3: Instructional Focus Problem #3: Instruction is not consistently aligned to the rigor of the TEKS, and students have limited opportunities for structured academic discourse.

Root Cause: Instructional Focus Root Cause #3: Teachers often rely on lower-level questioning and do not consistently embed structured discourse in lessons. Planning does not always align objectives, activities, and assessments with the rigor of the TEKS.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema, and need to provide supplemental staffing support, such as: paraprofessional, SS CCIS, and class size reduction teachers.

School Culture and Climate

School Culture and Climate Summary

Student attendance-overall 93%

Inconsistent student attendance is limiting opportunities for sustained learning and progress.

School Culture and Climate Strengths

PBIS and Restorative Discipline

PBIS and Restorative Discipline have become central to Truitt's school culture, providing clear expectations and consistent practices that support both staff and students. Daily lessons, scenarios, and Building Better Relationships (BBR) activities reinforce accountability and respect, making positive behavior the norm on campus. Restorative practices give students opportunities to reflect, repair, and rebuild relationships, which strengthens trust and community. Together, PBIS and Restorative Discipline foster a safe, supportive environment where students feel connected and staff can focus on teaching and learning.

Mentoring Program

Our mentoring program is a key strength of Truitt's culture, as every staff member selects student mentees to build personal, supportive relationships. This intentional connection ensures each student has a trusted adult who knows them, encourages them, and celebrates their growth. By fostering belonging and accountability, the program strengthens school climate and reinforces our commitment to student success.

Campus Safety

Truitt's Assistant Principals strengthened campus safety by revising and clarifying all procedures to ensure the well-being of staff and students. Regularly scheduled drills reinforce protocols, build readiness, and help create a calm, prepared response in the event of an emergency.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Inconsistent student attendance is limiting opportunities for sustained learning and progress.

Root Cause: Attendance issues continue because staff members do not consistently stress the impact of absences, design engaging lessons, or provide reliable systems for reteaching. Frequent FMLA absences have also left many classes with untrained substitutes, disrupting consistency and engagement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Employee Perception Survey Strengths:

- 89% Opportunities exist for me to think for myself.
- 90% Opportunities for professional growth are available.
- 85% Information is available to help me do my job effectively.
- 95% Procedures have been implemented to keep me safe at work.
- 97% Quality work is expected of me.
- 87% Collaboration is encouraged and practiced.
- 89% Information related to my job is accessible.
- 86% I am clear about my job responsibilities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff indicate that opportunities for providing input and discussing concerns with campus administrators are limited, which impacts communication and trust.

Root Cause: Systems and structures for gathering feedback and addressing concerns are not consistently implemented or fully utilized, which limits staff perception of access and responsiveness.

Family and Community Engagement

Family and Community Engagement Strengths

Campus Strengths – Parent and Community Engagement

Communication

- Bi-weekly newsletter
- Timely parent call-outs with school updates and reminders
- School-wide events, including Timberwolves Express, Open House, PFEP meetings, CPOC meetings, Art Night, Celebration of Success, Multicultural Night, Parent University Nights, and

Truitt has been embraced by several community businesses, which support the school by providing meals, supplies, and participating in school events.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Despite ongoing efforts, family and community engagement remains inconsistent, limiting opportunities for collaboration that support student learning and school improvement, particularly for families of students in a Title I setting.

Root Cause: Truitt provides numerous opportunities for family and community engagement, but participation is limited due to barriers such as conflicting work schedules, transportation challenges, and difficulty reaching or connecting with some families.

Goals

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthen Tier 1 instruction schoolwide by increasing rigor and implementing targeted interventions across all content areas. This includes small-group supports in 6th-grade reading and focused interventions in math to ensure alignment with the TEKS and improved student outcomes. Strategy: Principal, DI, appraisers, and the instructional team will attend all data meetings to identify student learning gaps and teacher needs. They will provide professional development on effective instructional strategies, conduct classroom observations, and offer coaching to ensure new practices are implemented with fidelity and sustained over time. Strategy's Expected Result/Impact: Meet or exceed CIP growth targets on local and state assessments Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Instructional Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthen Tier 1 instruction schoolwide by increasing rigor and implementing targeted interventions across all content areas. This includes small-group supports in 6th-grade reading and focused interventions in math to ensure alignment with the TEKS and improved student outcomes. Strategy: Title I funds will be used to extend learning through targeted after-school and Saturday intervention sessions. Teachers will receive training and planning support to design small-group lessons that address gaps in reading and math while increasing rigor to meet TEKS requirements. Strategy's Expected Result/Impact: Meet or exceed CIP growth targets on local and state assessments Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Instructional Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthen Tier 1 instruction schoolwide by increasing rigor and implementing targeted interventions across all content areas. This includes small-group supports in 6th-grade reading and focused interventions in math to ensure alignment with the TEKS and improved student outcomes. Strategy: Advisory time will be structured for intervention by scheduling identified students with teachers who can deliver targeted, standards-based lessons. Teachers will use data to select students, plan lessons focused on critical skills, and monitor progress to ensure interventions lead to growth. Strategy's Expected Result/Impact: Meet or exceed CIP growth targets on local and state assessments Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Instructional Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 4 Details	Formative 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 Director of Instruction Assistant Principals Coaches	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 5 Details	Formative Reviews		
Strategy 5: Dropout Prevention: To strengthen dropout prevention, the AASs, AP, grade-level counselors, and principal will collaborate to monitor at-risk students, provide engaging, standards-aligned lessons to address learning gaps, and ensure students coded with a 98 have verified school placement and accurate records. Strategy's Expected Result/Impact: The dropout rate will be 0. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Principal Director of Instruction Assistant Principals Instructional Team Counselors Registrar Teachers	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: 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 Robotics Technology Student Association Dance Soccer Start Strategy's Expected Result/Impact: 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 7 Details	Formative Reviews		
Strategy 7: Title I: 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: 1. Salaries - The 6 class-size reduction teachers in ELA (2), history (2), and science (2) and (1) paraprofessional will assist with meeting our students' goals in all content areas. 2. Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms. 3. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. 4. PBIS Supplies - Students will earn incentives using their PBIS points.. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. 5. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP. 6. Parent Involvement - We will increase parent involvement throughout the year with events like Timberwolves Express, Open House, Parent University, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. ? 7. Tardy Calculator Subscription - We will increase student attendance by tracking tardies for all students. ? 8. eHallPass-We will decrease the number of students in the hall during instructional time. ? 9. Educators Handbook- 10. Supplies - Classroom supplies to support our instructional goals as specified in the CIP. Staff Responsible for Monitoring: Principal DI	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Implement small-group, standards-aligned instruction across all content areas that is tailored to student interests and skill levels. Teachers will incorporate interactive activities, real-world applications, and student-led learning opportunities to increase participation and deepen understanding. Strategy's Expected Result/Impact: Meet or exceed CIP growth targets on local and state assessments Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Instructional Team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 9 Details	Formative Reviews		
Strategy 9: Improving Student Engagement: Integrate structured student discourse, collaborative learning, and student-led activities in daily lessons. Using strategies such as think-pair-share, debates, and project-based tasks, students will actively engage with content, take ownership of their learning, and build accountability. Strategy's Expected Result/Impact: Meet or exceed CIP growth targets on local and state assessments Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Instructional Team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 10 Details	Formative Reviews		
Strategy 10: Evidence-based school improvement strategy: Math teachers will implement intentional instructional strategies, including differentiation, targeted small-group instruction, and collaborative learning to increase the rigor and relevance of daily lessons. Teachers will unpack and align standards to ensure instruction meets the expected level of rigor while strengthening students' problem-solving skills. These efforts will provide targeted support for our AA, EB, and Continuously Enrolled student groups and promote greater student engagement and academic growth. Campus monitoring plan: Campus leaders will monitor the implementation of this strategy through ongoing classroom walkthroughs, analysis of student performance data, and routine department meeting reviews. Leaders will provide feedback aligned to instructional look-fors, monitor lesson plans for alignment to the rigor of the standards, and track progress of targeted student groups. Progress will be reviewed during meetings and data monitoring to ensure consistent implementation and timely adjustments to instruction. District monitoring plan: Truitt will be monitored through the CFISD Monitor Schools process. The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis. Campus reallocation of resources to support the strategy: The campus will reallocate time, funding, and staffing to support this strategy. Additional math teachers will create smaller class sizes, and targeted small-group pull-outs will occur during advisory. Resources will also support the IXL program, Saturday school, and after-school tutorials. PLC and collaboration time will be prioritized, and professional development will focus on rigor, differentiation, and problem-solving to ensure effective instruction. District reallocation of resources to support the strategy: none needed Strategy's Expected Result/Impact: Hispanic student performance goals: Math meets or higher: 39% Math growth: 64% Student Success: 41 raw score NOTE: if a target is missed, the campus will show growth toward meeting the next interim target. Continuously enrolled student performance goals: Math meets or higher: 49% Math growth: 67% Student Success: 48 raw score NOTE: if a target is missed, the campus will show growth toward meeting the next interim target. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
 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: Safety measures will be enforced to include clear backpacks, student and staff ID badges, controlled entry and exit points, monitoring and awareness of visitors, designated primary and secondary reunification sites, and weekly door checks. Strategy's Expected Result/Impact: 100% of staff and students will engage in common language and expectations for safety through consistent implementation of key measures. 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. Conduct Weekly Exterior Door Sweeps. 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			

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: Some 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. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: APs	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: APs	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: 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. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 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. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate 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. 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. 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. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 No Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Increase teacher and paraprofessional attendance by fostering a positive school culture where staff want to be present. Recognize and celebrate consistent attendance through awards, shout-outs, and staff appreciation events to strengthen morale and engagement Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%. Staff Responsible for Monitoring: Principal Director of Instruction Leadership Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Some Progress
 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
Formal Observations
Lesson Plans

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Truitt staff will participate in targeted campus and district professional development, including Huddle Hour, Rigor & Relevance, ESL strategies, Content Share sessions, Sibme AI, and Instructional Team Coaching, to build capacity in delivering rigorous, appropriately paced instruction that closes achievement gaps for all students. 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	Formative		
	Nov	Feb	May
	 Moderate 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Truitt will increase its daily presence on social media platforms to share school news, celebrate student and staff successes, and engage parents and the community in our story. Strategy's Expected Result/Impact: Parents and the community will be more informed and engaged, leading to stronger connections with the school, increased participation in events, and higher visibility of student and staff accomplishments. Staff Responsible for Monitoring: Principal DI APs	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Truitt will launch a YouTube channel to share videos highlighting student learning, school events, and community partnerships, providing a dynamic platform to showcase the campus experience. Strategy's Expected Result/Impact: Sharing videos of student learning and school events will enhance transparency, celebrate achievements, and provide a dynamic platform for community members to connect with the campus, ultimately strengthening school pride and engagement. Staff Responsible for Monitoring: Principal DI APs	Formative		
	Nov	Feb	May
	 No Progress	 Some Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Expand parent engagement by hosting a Parent University program that offers workshops, resources, and interactive sessions to help families support student learning. The program will be promoted through the school's YouTube channel, social media, and newsletters to maximize reach and participation. Strategy's Expected Result/Impact: Families will gain knowledge and tools to support student learning at home Increase involvement in school activities Foster stronger home-school partnerships. Staff Responsible for Monitoring: Principal DI APs	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Enhance community engagement by sharing school events, student achievements, and instructional highlights on the YouTube channel. Families and community members will have easy access to videos that showcase the school's culture, celebrate successes, and strengthen connections between home and campus. Strategy's Expected Result/Impact: Families and community members will have greater access to school events, student achievements, and instructional highlights, enhancing transparency, building trust, and strengthening connections with the campus. Staff Responsible for Monitoring: Principal DI APs	Formative		
	Nov	Feb	May
	 Some Progress	 Discontinue	 Discontinue
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Justin Nichols	Principal
Teacher #1	Lauren Cabrera	Seventh grade
Teacher #2	Brooke Bunting	Seventh grade
Teacher #3	Alondra Ramirez	Eighth grade
Teacher #4	Margaret Deal	Eighth grade
Teacher #5	Michael Young	Sixth grade
Teacher #6	Taylor Vahrenkamp	Sixth grade
Teacher #7	Jennifer Amaro	All grades
Teacher #8	Anel Garza	Seventh/Eighth grades
Other School Leader (Nonteaching Professional) #1	Wendy Harris	Director of Instruction
Other School Leader (Nonteaching Professional) #2	Judith Alarcon	6th Assistant Principal
Other School Leader (Nonteaching Professional) #3	Matthew Utter	7th Assistant Principal
Other School Leader (Nonteaching Professional) #4	Brian Duncan	8th Assistant Principal
Paraprofessional #1	Eva Green	Paraprofessional #1
Paraprofessional #2	Rose Baird	Paraprofessional #2
Administrator (LEA)#1	Cassandra Crouch	Administrator (LEA)#1
Administrator (LEA)#2	Jennifer Pritchard	Administrator (LEA)#2
Parent #1	Ryan Heath	Parent #1
Parent #2	Daniela Garcia	Parent #2
Community Member #1	Graciela Olvera	Community Member
Community Member #2	Ruben Campos	Community Member
Business Representative #1	Paul Arguelles	Business Representative
Business Representative #2	David Olvera	Business Representative
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus	Truitt				
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%

2025-26	Target Check
75%	Met District Strategic Target
49%	Met District Strategic Target
28%	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	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
					2026									
					#	%	#	%	%	#	%	%	#	%
Reading	6	Truitt	MS3	All	418	66%	314	75%	44%	189	45%	20%	105	25%
Reading	6	Truitt	MS3	Hispanic	294	61%	207	70%	38%	119	40%	15%	59	20%
Reading	6	Truitt	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	6	Truitt	MS3	Asian	33	93%	33	100%	69%	24	73%	38%	15	45%
Reading	6	Truitt	MS3	African Am.	57	65%	42	74%	43%	26	46%	22%	18	32%
Reading	6	Truitt	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Truitt	MS3	White	25	86%	23	92%	76%	20	80%	45%	13	52%
Reading	6	Truitt	MS3	Two or More	9	83%	9	100%	*	0	0%	*	0	0%
Reading	6	Truitt	MS3	Eco. Dis.	332	63%	226	68%	38%	143	43%	15%	67	20%
Reading	6	Truitt	MS3	EB	206	49%	112	54%	21%	52	25%	5%	21	10%
Reading	6	Truitt	MS3	At-Risk	317	59%	207	65%	35%	127	40%	13%	58	18%
Reading	6	Truitt	MS3	SPED	79	26%	29	37%	13%	14	18%	*	5	6%
Reading	7	Truitt	MS3	All	431	70%	324	75%	47%	216	50%	20%	108	25%
Reading	7	Truitt	MS3	Hispanic	310	65%	217	70%	41%	135	44%	16%	67	22%
Reading	7	Truitt	MS3	Am. Indian	3	60%	3	100%	*	0	0%	*	0	0%
Reading	7	Truitt	MS3	Asian	30	96%	30	100%	92%	29	97%	38%	12	40%
Reading	7	Truitt	MS3	African Am.	52	76%	44	85%	53%	30	58%	22%	17	33%
Reading	7	Truitt	MS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Reading	7	Truitt	MS3	White	30	76%	24	80%	59%	19	63%	35%	12	40%
Reading	7	Truitt	MS3	Two or More	5	77%	5	100%	46%	3	60%	*	0	0%
Reading	7	Truitt	MS3	Eco. Dis.	316	67%	222	70%	42%	148	47%	17%	64	20%
Reading	7	Truitt	MS3	EB	242	49%	133	55%	24%	73	30%	4%	15	6%
Reading	7	Truitt	MS3	At-Risk	332	64%	233	70%	39%	166	50%	14%	67	20%
Reading	7	Truitt	MS3	SPED	73	37%	29	40%	13%	11	15%	*	0	0%
Reading	8	Truitt	MS3	All	430	77%	360	84%	49%	225	52%	22%	114	27%
Reading	8	Truitt	MS3	Hispanic	294	75%	236	80%	47%	147	50%	20%	74	25%
Reading	8	Truitt	MS3	Am. Indian	8	*	8	100%	*	0	0%	*	0	0%
Reading	8	Truitt	MS3	Asian	25	96%	25	100%	85%	23	92%	59%	17	68%
Reading	8	Truitt	MS3	African Am.	53	74%	43	81%	37%	22	42%	15%	11	21%
Reading	8	Truitt	MS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Reading	8	Truitt	MS3	White	35	90%	34	97%	71%	27	77%	29%	12	34%
Reading	8	Truitt	MS3	Two or More	14	85%	13	93%	38%	6	43%	*	0	0%
Reading	8	Truitt	MS3	Eco. Dis.	308	75%	247	80%	46%	154	50%	20%	77	25%
Reading	8	Truitt	MS3	EB	237	61%	157	66%	24%	69	29%	5%	24	10%
Reading	8	Truitt	MS3	At-Risk	320	74%	253	79%	41%	147	46%	16%	64	20%
Reading	8	Truitt	MS3	SPED	57	44%	28	49%	*	14	25%	*	0	0%
Math	6	Truitt	MS3	All	418	58%	301	72%	22%	189	45%	5%	105	25%
Math	6	Truitt	MS3	Hispanic	294	52%	200	68%	16%	118	40%	2%	55	19%
Math	6	Truitt	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	6	Truitt	MS3	Asian	33	93%	33	100%	64%	24	73%	32%	20	61%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	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
					2026									
					#	%	#	%	%	#	%	%	#	%
Math	6	Truitt	MS3	African Am.	57	62%	39	68%	18%	26	46%	*	16	28%
Math	6	Truitt	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Truitt	MS3	White	25	79%	21	84%	54%	16	64%	18%	10	40%
Math	6	Truitt	MS3	Two or More	9	83%	8	89%	*	5	56%	*	4	44%
Math	6	Truitt	MS3	Eco. Dis.	332	54%	199	60%	17%	73	22%	4%	33	10%
Math	6	Truitt	MS3	EB	206	41%	95	46%	9%	29	14%	*	10	5%
Math	6	Truitt	MS3	At-Risk	317	49%	175	55%	15%	64	20%	3%	32	10%
Math	6	Truitt	MS3	SPED	79	29%	28	35%	*	5	6%	*	0	0%
Math	7	Truitt	MS3	All	427	52%	308	72%	32%	193	45%	12%	107	25%
Math	7	Truitt	MS3	Hispanic	309	49%	216	70%	28%	120	39%	8%	70	23%
Math	7	Truitt	MS3	Am. Indian	3	*	3	100%	*	2	67%	*	1	33%
Math	7	Truitt	MS3	Asian	28	92%	28	100%	85%	26	93%	46%	14	50%
Math	7	Truitt	MS3	African Am.	52	43%	36	69%	23%	27	52%	*	12	23%
Math	7	Truitt	MS3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Math	7	Truitt	MS3	White	29	65%	21	72%	44%	15	52%	21%	8	28%
Math	7	Truitt	MS3	Two or More	5	42%	3	60%	*	2	40%	*	1	20%
Math	7	Truitt	MS3	Eco. Dis.	315	48%	173	55%	30%	110	35%	10%	47	15%
Math	7	Truitt	MS3	EB	241	33%	96	40%	15%	48	20%	3%	24	10%
Math	7	Truitt	MS3	At-Risk	331	44%	166	50%	25%	99	30%	8%	43	13%
Math	7	Truitt	MS3	SPED	73	18%	18	25%	*	5	7%	*	0	0%
Math	8	Truitt	MS3	All	313	49%	226	72%	18%	141	45%	2%	79	25%
Math	8	Truitt	MS3	Hispanic	222	47%	155	70%	19%	101	45%	2%	56	25%
Math	8	Truitt	MS3	Am. Indian	7	*	7	100%	*	4	57%	*	3	43%
Math	8	Truitt	MS3	Asian	6	89%	6	100%	56%	4	67%	*	2	33%
Math	8	Truitt	MS3	African Am.	45	46%	33	73%	11%	15	33%	*	8	18%
Math	8	Truitt	MS3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Math	8	Truitt	MS3	White	23	73%	18	78%	*	11	48%	*	5	22%
Math	8	Truitt	MS3	Two or More	9	56%	6	67%	*	5	56%	*	4	44%
Math	8	Truitt	MS3	Eco. Dis.	232	47%	120	52%	17%	51	22%	2%	16	7%
Math	8	Truitt	MS3	EB	172	42%	81	47%	17%	38	22%	3%	14	8%
Math	8	Truitt	MS3	At-Risk	248	47%	129	52%	17%	55	22%	2%	17	7%
Math	8	Truitt	MS3	SPED	54	33%	22	41%	*	10	19%	*	0	0%
Science	8	Truitt	MS3	All	430	66%	310	72%	40%	194	45%	12%	108	25%
Science	8	Truitt	MS3	Hispanic	294	63%	201	68%	37%	123	42%	9%	63	21%
Science	8	Truitt	MS3	Am. Indian	8	*	8	100%	*	1	13%	*	1	13%
Science	8	Truitt	MS3	Asian	25	93%	25	100%	78%	21	84%	52%	15	60%
Science	8	Truitt	MS3	African Am.	53	63%	36	68%	28%	18	34%	*	10	19%
Science	8	Truitt	MS3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Science	8	Truitt	MS3	White	35	81%	30	86%	61%	24	69%	23%	14	40%
Science	8	Truitt	MS3	Two or More	14	54%	9	64%	38%	6	43%	*	4	29%
Science	8	Truitt	MS3	Eco. Dis.	308	63%	209	68%	37%	129	42%	9%	46	15%
Science	8	Truitt	MS3	EB	237	49%	142	60%	19%	60	25%	5%	24	10%
Science	8	Truitt	MS3	At-Risk	320	60%	224	70%	33%	122	38%	10%	48	15%
Science	8	Truitt	MS3	SPED	57	31%	21	37%	*	10	18%	*	0	0%
Social Studies	8	Truitt	MS3	All	430	49%	310	72%	24%	194	45%	10%	108	25%
Social Studies	8	Truitt	MS3	Hispanic	294	46%	207	70%	20%	121	41%	7%	60	20%
Social Studies	8	Truitt	MS3	Am. Indian	8	*	8	100%	*	4	50%	*	3	38%
Social Studies	8	Truitt	MS3	Asian	25	81%	22	88%	59%	20	80%	41%	12	48%
Social Studies	8	Truitt	MS3	African Am.	53	44%	37	70%	19%	23	43%	10%	18	34%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	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
					2026									
					#	%	#	%	%	#	%	%	#	%
Social Studies	8	Truitt	MS3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Truitt	MS3	White	35	65%	25	71%	45%	18	51%	19%	9	26%
Social Studies	8	Truitt	MS3	Two or More	14	*	10	71%	*	7	50%	*	5	36%
Social Studies	8	Truitt	MS3	Eco. Dis.	308	47%	169	55%	21%	80	26%	8%	46	15%
Social Studies	8	Truitt	MS3	EB	237	29%	83	35%	11%	38	16%	3%	24	10%
Social Studies	8	Truitt	MS3	At-Risk	320	43%	160	50%	18%	80	25%	7%	48	15%
Social Studies	8	Truitt	MS3	SPED	57	25%	17	30%	*	10	18%	*	0	0%
Algebra I	MS	Truitt	MS3	All	121	100%	121	100%	94%	121	100%	84%	112	93%
Algebra I	MS	Truitt	MS3	Hispanic	73	100%	73	100%	93%	73	100%	84%	66	90%
Algebra I	MS	Truitt	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Truitt	MS3	Asian	21	100%	21	100%	100%	21	100%	95%	21	100%
Algebra I	MS	Truitt	MS3	African Am.	8	100%	8	100%	100%	8	100%	71%	6	75%
Algebra I	MS	Truitt	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Truitt	MS3	White	13	100%	13	100%	94%	13	100%	88%	13	100%
Algebra I	MS	Truitt	MS3	Two or More	5	100%	5	100%	*	5	100%	*	5	100%
Algebra I	MS	Truitt	MS3	Eco. Dis.	77	100%	77	100%	94%	77	100%	83%	70	91%
Algebra I	MS	Truitt	MS3	EB	65	100%	65	100%	100%	65	100%	94%	65	100%
Algebra I	MS	Truitt	MS3	At-Risk	73	100%	73	100%	96%	73	100%	88%	68	93%
Algebra I	MS	Truitt	MS3	SPED	3	*	3	100%	*	3	100%	*	0	0%

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.