Cypress-Fairbanks Independent School District

Truitt Middle School

2023-2024

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 opened its doors in 1990. Truitt Middle School is projected to serve 1345 students in grades 6th through 8th during the 2023-2024 school year, which is a decrease from the previous year of 1416 of students at the end of 2022-23.

Truitt's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- STAAR Performances
- TELPAS and EB progress data
- Spring 2023 Benchmark Performances
- Attendance Data
- Discipline Data
- Staff Surveys
- Parent engagement

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 4, 2023, and again on September 14, 2023, to develop and finalize the CNA. The meetings were held in the Truitt Library at 3:30.

At the first meeting on May 4, 2023, principal Dr. Williams and Director of Instruction Wendy Harris shared relevant data with our committee. The summative evaluation was completed on goals 1,2, 3, and 4 for the 2022-2023 campus improvement plan. Strengths and areas of growth were identified. We discussed our needs and goals for 2023-2024 based on the data.

At the second meeting on September 14, 2023, the Campus Performance Objective Committee reviewed and discussed

problem statements and root causes. Strategies were approved for the campus improvement plan for 2023-2024.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically our emergent bilingual struggled in all grade levels. Through the root cause analysis process, we identified strategies are not being purposefully planned for and utilized in the classroom with fidelity for language acquisition.

Our second identified priority problem is in the area of student achievement, specifically EB and SPED are disproportionately lower performing. Through the root cause analysis process, we identified deficiency in planning for engaging and relevant differentiated lessons and discomfort in implementing.

Our third identified priority problem is in the area of low parent involvement in school related activities. Through the root cause analysis process, we identified the connection or relationship with the school is lacking. We need to work with our parents to overcome issues that may prevent them from participating in events.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Algebra EOC: 99% passing

Math: Showed growth in 6th grade **ALL(+9)** AA(+21) H(+9) W(+16) ED(+9) SPED(+19) LEP(+11)

                 7th grade LEP(+6)

                 8th grade AA(+7) W(+26) SPED(+7) LEP(+7)

Reading: Showed growth in 6th grade **ALL (+10)** AA(+15) H(+12) A(+9) ED(+13) SPED(+12) LEP(+22)

                 7th grade A(+5)

                 8th grade W(+5) 2/more (+9)

Science: Showed growth in H(+1) 2/more(+3) SPED(+12)

Social Studies: Showed growth in 2/more(+3) LEP(+2)

The following strengths were identified based on a review of the 2022-2023 TELPAS data:

TELPAS Progress Rate: EL Current (+)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our emergent bilingual struggled in all grade levels.   **Root Cause:** RLA: Strategies are not being purposefully planned for and utilized in the classroom with fidelity for language acquisition.

Problem Statement 2: Math: EB and SPED are disproportionately lower performing.   **Root Cause:** Math: The lack of implementing strategies and providing students the opportunities to work collaboratively to engage in their learning.

Problem Statement 3: Science: AA and EB are the lowest performing populations.   **Root Cause:** Science: Insufficient clear and concise first time instruction accompanied relevant quality practices.

Problem Statement 4: Social Studies: AA and EB populations are the lowest achieving.   **Root Cause:** Social Studies: Deficiency in planning for engaging and relevant differentiated lessons and discomfort in implementing.

Problem Statement 5: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.   **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Student attendance: Truitt's ADA number was for 2022-2023.

Grade 6   92.1%

Grade 7   92.9%

Grade 8   91.6%

PBIS and Restorative discipline:

PBIS has become a daily routine for staff and students. Building Better Relationship lessons and scenarios with collaborative activities are implemented daily. We hold all students accountable with the alignment of the PBIS matrix. Therefore, PBIS has become the campus norm. The behavioral specialist will spend time in rooms of new and experienced staff to guide them in using classroom management strategies. With the implementation of PBIS, BBR, and Restorative Discipline, we have continued to see positive impacts. With the support of our Behavioral Specialist, we at Truitt are committed to creating an environment in which all staff and students are safe.

Campus safety:

Truitt's Assistant Principals revised our campus safety procedures to ensure the safety and will-being of staff and students. All procedures are clear as drills are scheduled to reinforce safety protocols, foster readiness, and reduce panic in the event of an emergency.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Academic success of students in DMC is following behind the success of students in general classroom setting.   **Root Cause:** Students are missing opportunities to ask clarifying questions and receiving assistance and feedback.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

We will continue to focus on quality recruitment for our Truitt staff. We will assign new staff members a mentor to ensure that teachers are supported. Each month the new teachers meet to discuss any concerns or issues. Core teachers are also supported with curriculum and coaching by a Campus Content Instructional Specialist.

Professional Development: Truitt supports all teachers through collaborative planning times and dates, in which the Campus Curriculum Instructional Specialist and an administrator is present. We will provide high-quality professional development through resources such as the Lead4Ward, Rigor and Relevance, Fundamental Five, ESL strategies, Special Education training on IEP and Data Collection, and CCIS coaching teachers on quality first time instruction. We will implement Wisdom Wednesday for mini professional development sessions as well as on campus professional development.

Teacher/Paraprofessional attendance: Truitt Middle School's staff attendance rate for 2022-2023 school year was 1619 total absences which is 94%. For the 2022-2023 school year, our substitute fill rate was 55%. Absences that were not filled were covered either by campus personnel or by splitting classes.

Employee Perception Survey 2022-2023

Based on the 2023 Employee Perception Survey, the following are strengths:

- 93% of participants agree that the work they are asked to do directly relates to their job responsibilities.
- 96% of participants agree that quality work is expected of them.
- 91% of participants agree that information related to their job is accessible.
- 90% of participants agree that opportunities for professional growth are available.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences increase during the second semester. **Root Cause:** Teacher/Paraprofessional Attendance: Work-related stress and burnout tend to lead to mental health day absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

Truitt's parent and community engagement increased in 2022-2023 by establishing open lines of communication, encouraging parent and community involvement in campus activities, and collaborating with community organizations and businesses.

The following methods are used to foster the school to home partnership:

- Curriculum Nights
- Title 1 Parent Meetings
- Home Access Center
- School Messenger
- Backpack Program
- Campus Facebook Page
- Campus Instagram
- Campus Website
- Twitter
- Monthly Parent Newsletter
- Monthly Student Newsletter
- Weekly Staff Newsletter
- CPOC Meetings
- Posting of school events through our televisions located on our campus and the marquee.
- School activities throughout the year
- Organize multicultural events
- Family nights: Painting with a Twist

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is low parent involvement in school related activities. **Root Cause:** Connection or relationship with the school is lacking. We need to work with our parents to overcome issues that may prevent them from participating in events.
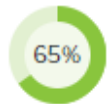
Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: ELA and Reading teachers will plan for and implement strategies that support all students, with the focus on EB students. This will include chunking lessons, conferring, implementing targeted small group instruction, and student led collaborative learning while increasing the rigor and relevance and utilizing the Fundamental 5.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, Benchmark Improved EL performance on all four TELPAS domains. 100% of teachers will work in the Power Zone and use effective teaching strategies. **Staff Responsible for Monitoring:** ELAR/ESL teachers Instructional Leadership Team	40%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Math teachers will plan for and implement strategies and differentiation and targeted small group instruction using the Fundamental 5 and increasing the rigor and relevance of daily lessons to support all students, focusing on EB and SPED students.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Benchmarks. Increased use of supplemental aids and calculators. **Staff Responsible for Monitoring:** Math teachers Instructional Leadership Team	30%	50%	

Strategy 3 Details	Formative Reviews

Strategy 3: Science: Science teachers will plan for and implement strategies that support EB and AA students, as well as, all student populations by implementing differentiated and targeted small instruction, student led collaborative learning while increasing the rigor and relevance to engage students and utilizing the Fundamental 5.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Benchmark. **Staff Responsible for Monitoring:** Science teachers Instructional Leadership Team	40%	65%	

Strategy 4 Details	Formative Reviews

Strategy 4: Social Studies: Social Studies teachers will plan for and implement strategies that support EB and AA students, as well as, all student populations by implementing targeted small instruction, student led collaborative learning while increasing the rigor and relevance and utilizing the Fundamental 5.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved academic performance on STAAR, DPM, and Benchmark. **Staff Responsible for Monitoring:** Social Studies teachers Instructional Leadership Team	50%	65%	

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	40%	75%	

Strategy 6 Details	Formative Reviews

Strategy 6: Dropout Prevention: We will meet the needs of all students that are at the risk of not graduating by utilizing the Behavioral Specialist, AASs, AP, Grade level Counselor, and Principal. We will work collaboratively to ensure any student coded with a 98 is located and school placement is recorded.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The dropout rate will be 0%. Students will consistently meet academic and behavioral goals. Improved academic performance on STAAR, DPM, and Checkpoints. All students will increase their reading Lexiles by 100%+. **Staff Responsible for Monitoring:** Administration Team Registrar District Attendance Officer	55%	70%	

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: Building Better Relationships (Social emotional lessons), PBIS lessons, UIL Athletics and Athletic Programs, UIL Fine Arts and programs- MakeMusic and afterschool clubs. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Administration	Formative		
	Nov	**Feb**	**May**
	100%	100%	✗

Strategy 8 Details	Formative Reviews		
Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: small group instruction for all students in Language Arts, Math, Science, and Social Studies. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Instructional Leadership Team	Formative		
	Nov	**Feb**	**May**
	50%	75%	

Strategy 9 Details	Formative Reviews		
Strategy 9: 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:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	**Feb**	**May**
	40%	65%	

Strategy 10 Details	Formative Reviews		
Strategy 10: Teachers will participate in trainings to prepare them to close the achievement gaps of all students using the appropriate level of rigor and pacing. Trainings include ICLE Rigor Relevance, Lead4ward, Sibme AI and Coach the Coaches Program, Bullseye Walkthrough Platform and Fundamental 5. **Strategy's Expected Result/Impact:** Decrease in students' learning gaps and improvement in district and state assessments. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS, Academic achievement Specialist, Teacher.	Formative		
	Nov	**Feb**	**May**
	50%	75%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Before/After School Tutoring and Saturday Camp - Enrichment to bridge gaps in students' knowledge.	Formative		
Strategy's Expected Result/Impact: Our goal is to improve students' academic achievements by 5% in the core content areas.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	50%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): Supplies to address student learning loss as a result of COVID-19.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	30%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Class Size Reduction Teacher in Reading will be hired to work with students to improve their academic performance.	Formative		
Strategy's Expected Result/Impact: To increase student lexile levels 5% by the end of the year.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	100%	100%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Hire a consultant to conduct training to enhance rigor and relevance to lessons and increase efficacy.	Formative		
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table	Nov	Feb	May
Staff Responsible for Monitoring: Principal	50%	80%	

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: 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 noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		

Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Throughout the year, we will use the SCE funds to cover extra duty and supplies for 4 Saturday STAAR Blitz and STAAR tutorials.
     Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table
     Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	30%	50%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy 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	Formative Reviews		
Strategy 1: Campus Safety: Continued implementation of PBIS during staff training's, monthly faculty meetings, monthly PBIS meetings, daily student BBR lessons, and Student Code of Conduct.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of staff and students engage in common language and expectations as outlined by PBIS matrix. **Staff Responsible for Monitoring:** Principal APs BI PBIS committee	100%	100%	

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.	Formative		
	Nov	Feb	May
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	100%	100%	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy 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	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 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	90%	90%	

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 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	90%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.
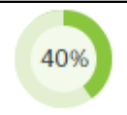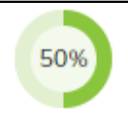
Evaluation Data Sources: Discipline reports

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 Behavior Interventionist	**Formative**		
	Nov	Feb	May
	75%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: 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 continuum. Teachers were trained in the use of PBIS strategies and on the continuum at the beginning of the school year. Teachers will make first parent contact and document prior to submitting an office referral. We will utilize the PBIS rewards, e-Hall Pass and Educators Handbook. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal Assistant Principals Behavior Interventionist	**Formative**		
	Nov	Feb	May
	40%	50%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will create opportunities to celebrate our substitutes and absences will be submitted as far in advance as possible.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%. **Staff Responsible for Monitoring:** Principal DI, APs	40%	50%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher/Paraprofessional feedback, collaboration, and recognition: Staff will receive feedback and teacher appreciation throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Feedback, recognition, and collaboration with teachers and paraprofessionals will increase to 98%. **Staff Responsible for Monitoring:** Principal DI, APs	60%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development: Truitt Staff will participate in Wisdom Wednesday, after school PD, campus and district PD focused on our campus needs including the Fundamental 5, Dr. Hardy - Rigor & Relevance, Model School Conference, Lead4Ward, ESL Strategies, Content Share Sessions, Sibme AI and Coach the Coaches Program, Bullseye Walkthrough Platform and Instructional Team Coaching with Jim Knight.
   Strategy's Expected Result/Impact: Small group instruction implementation
   How data correlates to student growth
   1st time instruction
   Meeting the needs of Subpops
   Creating anchor charts
   Staff Responsible for Monitoring: Instructional Leadership Team
	Formative		

	Nov	**Feb**	**May**
	40%	75%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 50%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: A newsletter will be sent out to include a message from the principal and Parent & Community Liaison with upcoming events and important dates. Campus social media (Facebook, Twitter, Instagram) will also be used to showcase events as well as all important information and updates.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%. **Staff Responsible for Monitoring:** Principal Media Specialist Campus secretary	50%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Parent and Family Engagement: Parents will be invited to participate in several family engagement activities throughout the school. Snacks and materials will be provided.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: School/home partnership will be strengthened. **Staff Responsible for Monitoring:** Leadership Team Teachers	30%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Principal	Plas Williams	Principal
Teacher #1	Nickolaus Ruiz	Science CCIS
Teacher #2	Jesus Ramos	SS CCIS
Teacher #3	Bria Robinson	ELAR CCIS
Teacher #4	Kate Jackson	ELAR CCIS
Teacher #5	Tiffany Willke	Math CCIS
Teacher #6	Ruby Torres Guzman	8th Science
Teacher #7	Priscilla Flores	8 ELAR
Non-classroom Professional	Bethany Bennett	DIHT
Administrator	Wendy Harris	Director of Instruction
Administrator	Matthew Utter	Assistant Principal
Administrator	Angelica Moulton	Administrator (LEA) #1
Administrator	Juan Alvarenga	Administrator (LEA) #2
Parent	Jonathan Bruckbauer	Parent
Parent	Laura Blake	Parent
Community Member #1	Ignacio Ochoa	Community Member #1
Community Member #2	Bhumika Afarwal	Community Member #2
Business Representative #1	Jennifer Ramirez	Business Representative #1
Business Representative #2	Albert Hargrove	Business Representative #2
Paraprofessional #1	Morgan Harvey	Paraprofessional #1
Paraprofessional #2	Eva Green	Paraprofessional #2
Administrator	Amy Martin	Other School Leader (Nonteaching Professional) #3
Administrator	Lauria Waligura	Other School Leader (Nonteaching Professional) #4
District-level Professional	Dr. Mo Wong	District Administrator
Classroom Teacher	David Coronado	Life Skills
Classroom Teacher	Taylor Vahrenkamp	6th Math
Non-classroom Professional	Kristen Cantu	Testing Coordinator

Committee Role	Name	Position
Classroom Teacher	Alondra Ramirez	8th ELAR
Classroom Teacher	Jeison Martinez	7th Math
Non-classroom Professional	Bertha Salinas-Sanchez	Title 1
Classroom Teacher	Misty Pierce	6th ELAR
Classroom Teacher	Deborah DelValle	NAC
Classroom Teacher	Gloria Martin	7th Reading
Classroom Teacher	Kendall Walsh	7th ELAR
Parent	Ryan Heath	Parent
Non-classroom Professional	Paula Jenkins	Counselor
Non-classroom Professional	Crystal Imoudu	Counselor
Non-classroom Professional	Marjorie Ward	Counselor
Classroom Teacher	Ronda Gray	SPED
Classroom Teacher	Kaila Barron	6th ELAR
Classroom Teacher	Anel Garza	LOTE Teacher
Non-classroom Professional	Jessica Taylor	Librarian

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Reading	6	Truitt	MS 3	All	449	338	75%	80%	5%	220	49%	54%	5%	98	22%	27%	5%
Reading	6	Truitt	MS 3	Hispanic	311	227	73%	78%	5%	140	45%	50%	5%	53	17%	22%	5%
Reading	6	Truitt	MS 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Truitt	MS 3	Asian	26	26	100%	100%	0%	21	81%	86%	5%	16	62%	67%	5%
Reading	6	Truitt	MS 3	African Am.	67	51	76%	81%	5%	33	49%	54%	5%	13	19%	24%	5%
Reading	6	Truitt	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Truitt	MS 3	White	36	27	75%	80%	5%	20	56%	61%	5%	12	33%	38%	5%
Reading	6	Truitt	MS 3	Two or More	7	6	86%	91%	5%	5	71%	76%	5%	*	*	*	*
Reading	6	Truitt	MS 3	Eco. Dis.	354	262	74%	79%	5%	163	46%	51%	5%	67	19%	24%	5%
Reading	6	Truitt	MS 3	LEP Current	173	111	64%	69%	5%	51	29%	34%	5%	14	8%	13%	5%
Reading	6	Truitt	MS 3	At-Risk	347	254	73%	78%	5%	144	41%	46%	5%	56	16%	21%	5%
Reading	6	Truitt	MS 3	SPED	50	18	36%	41%	5%	7	14%	19%	5%	*	*	*	*
Reading	7	Truitt	MS 3	All	439	274	62%	65%	3%	174	40%	43%	3%	79	18%	21%	3%
Reading	7	Truitt	MS 3	Hispanic	280	160	57%	60%	3%	94	34%	37%	3%	36	13%	16%	3%
Reading	7	Truitt	MS 3	Am. Indian	7	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Truitt	MS 3	Asian	31	28	90%	93%	3%	23	74%	77%	3%	15	48%	51%	3%
Reading	7	Truitt	MS 3	African Am.	78	49	63%	66%	3%	29	37%	40%	3%	9	12%	15%	3%
Reading	7	Truitt	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Truitt	MS 3	White	32	25	78%	81%	3%	21	66%	69%	3%	16	50%	53%	3%
Reading	7	Truitt	MS 3	Two or More	10	7	70%	73%	3%	*	*	*	*	*	*	*	*
Reading	7	Truitt	MS 3	Eco. Dis.	341	204	60%	63%	3%	119	35%	38%	3%	52	15%	18%	3%
Reading	7	Truitt	MS 3	LEP Current	156	56	36%	39%	3%	20	13%	16%	3%	6	4%	7%	3%
Reading	7	Truitt	MS 3	At-Risk	341	195	57%	60%	3%	105	31%	34%	3%	45	13%	16%	3%
Reading	7	Truitt	MS 3	SPED	52	12	23%	26%	3%	6	12%	15%	3%	*	*	*	*
Reading	8	Truitt	MS 3	All	507	410	81%	84%	3%	251	50%	53%	3%	102	20%	23%	3%
Reading	8	Truitt	MS 3	Hispanic	335	266	79%	82%	3%	163	49%	52%	3%	56	17%	20%	3%
Reading	8	Truitt	MS 3	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Truitt	MS 3	Asian	40	34	85%	88%	3%	28	70%	73%	3%	19	48%	51%	3%
Reading	8	Truitt	MS 3	African Am.	80	64	80%	83%	3%	29	36%	39%	3%	11	14%	17%	3%
Reading	8	Truitt	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Truitt	MS 3	White	35	30	86%	89%	3%	21	60%	63%	3%	12	34%	37%	3%
Reading	8	Truitt	MS 3	Two or More	12	12	100%	100%	0%	8	67%	70%	3%	*	*	*	*
Reading	8	Truitt	MS 3	Eco. Dis.	356	281	79%	82%	3%	164	46%	49%	3%	62	17%	20%	3%
Reading	8	Truitt	MS 3	LEP Current	141	83	59%	62%	3%	35	25%	28%	3%	7	5%	8%	3%
Reading	8	Truitt	MS 3	At-Risk	375	292	78%	81%	3%	155	41%	44%	3%	53	14%	17%	3%
Reading	8	Truitt	MS 3	SPED	61	28	46%	49%	3%	10	16%	19%	3%	*	*	*	*
Math	6	Truitt	MS 3	All	447	304	68%	73%	5%	148	33%	38%	5%	51	11%	16%	5%
Math	6	Truitt	MS 3	Hispanic	312	197	63%	68%	5%	90	29%	34%	5%	27	9%	14%	5%
Math	6	Truitt	MS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%	
Math	6	Truitt	MS 3	Asian	25	24	96%	100%	4%	17	68%	73%	5%	10	40%	45%	5%
Math	6	Truitt	MS 3	African Am.	67	45	67%	72%	5%	17	25%	30%	5%	7	10%	15%	5%
Math	6	Truitt	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Truitt	MS 3	White	35	31	89%	94%	5%	20	57%	62%	5%	6	17%	22%	5%
Math	6	Truitt	MS 3	Two or More	7	6	86%	91%	5%	*	*	*	*	*	*	*	*
Math	6	Truitt	MS 3	Eco. Dis.	353	229	65%	70%	5%	104	29%	34%	5%	31	9%	14%	5%
Math	6	Truitt	MS 3	LEP Current	172	86	50%	55%	5%	31	18%	23%	5%	9	5%	10%	5%
Math	6	Truitt	MS 3	At-Risk	345	217	63%	68%	5%	93	27%	32%	5%	30	9%	14%	5%
Math	6	Truitt	MS 3	SPED	50	25	50%	55%	5%	6	12%	17%	5%	*	*	*	*
Math	7	Truitt	MS 3	All	435	219	50%	55%	5%	119	27%	32%	5%	41	9%	14%	5%
Math	7	Truitt	MS 3	Hispanic	278	125	45%	50%	5%	56	20%	25%	5%	12	4%	9%	5%
Math	7	Truitt	MS 3	Am. Indian	7	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Truitt	MS 3	Asian	30	26	87%	92%	5%	21	70%	75%	5%	13	43%	48%	5%
Math	7	Truitt	MS 3	African Am.	78	33	42%	47%	5%	17	22%	27%	5%	*	*	*	*
Math	7	Truitt	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Truitt	MS 3	White	31	22	71%	76%	5%	18	58%	63%	5%	8	26%	31%	5%
Math	7	Truitt	MS 3	Two or More	10	8	80%	85%	5%	5	50%	55%	5%	*	*	*	*
Math	7	Truitt	MS 3	Eco. Dis.	338	159	47%	52%	5%	82	24%	29%	5%	26	8%	13%	5%
Math	7	Truitt	MS 3	LEP Current	155	50	32%	37%	5%	20	13%	18%	5%	6	4%	9%	5%
Math	7	Truitt	MS 3	At-Risk	338	147	43%	48%	5%	63	19%	24%	5%	21	6%	11%	5%
Math	7	Truitt	MS 3	SPED	52	12	23%	28%	5%	5	10%	15%	5%	*	*	*	*
Math	8	Truitt	MS 3	All	339	208	61%	66%	5%	88	26%	31%	5%	13	4%	9%	5%
Math	8	Truitt	MS 3	Hispanic	233	144	62%	67%	5%	58	25%	30%	5%	*	*	*	*
Math	8	Truitt	MS 3	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Truitt	MS 3	Asian	12	7	58%	63%	5%	5	42%	47%	5%	*	*	*	*
Math	8	Truitt	MS 3	African Am.	60	34	57%	62%	5%	12	20%	25%	5%	*	*	*	*
Math	8	Truitt	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Truitt	MS 3	White	23	20	87%	92%	5%	12	52%	57%	5%	*	*	*	*
Math	8	Truitt	MS 3	Two or More	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Truitt	MS 3	Eco. Dis.	253	158	62%	67%	5%	58	23%	28%	5%	7	3%	8%	5%
Math	8	Truitt	MS 3	LEP Current	136	77	57%	62%	5%	28	21%	26%	5%	5	4%	9%	5%
Math	8	Truitt	MS 3	At-Risk	278	169	61%	66%	5%	59	21%	26%	5%	8	3%	8%	5%
Math	8	Truitt	MS 3	SPED	56	25	45%	50%	5%	9	16%	21%	5%	*	*	*	*
Science	8	Truitt	MS 3	All	507	351	69%	72%	3%	202	40%	43%	3%	58	11%	14%	3%
Science	8	Truitt	MS 3	Hispanic	336	234	70%	73%	3%	125	37%	40%	3%	27	8%	11%	3%
Science	8	Truitt	MS 3	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Truitt	MS 3	Asian	40	34	85%	88%	3%	27	68%	71%	3%	19	48%	51%	3%
Science	8	Truitt	MS 3	African Am.	78	42	54%	57%	3%	23	29%	32%	3%	5	6%	9%	3%
Science	8	Truitt	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	%	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	%	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	%	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Science	8	Truitt	MS 3	White	36	29	81%	84%	3%	19	53%	56%	3%	*	*	*	*
Science	8	Truitt	MS 3	Two or More	12	8	67%	70%	3%	6	50%	53%	3%	*	*	*	*
Science	8	Truitt	MS 3	Eco. Dis.	355	235	66%	69%	3%	126	35%	38%	3%	33	9%	12%	3%
Science	8	Truitt	MS 3	LEP Current	141	61	43%	46%	3%	28	20%	23%	3%	5	4%	7%	3%
Science	8	Truitt	MS 3	At-Risk	376	243	65%	68%	3%	130	35%	38%	3%	32	9%	12%	3%
Science	8	Truitt	MS 3	SPED	60	28	47%	50%	3%	10	17%	20%	3%	*	*	*	*
Social Studies	8	Truitt	MS 3	All	506	277	55%	58%	3%	128	25%	28%	3%	48	9%	12%	3%
Social Studies	8	Truitt	MS 3	Hispanic	335	175	52%	55%	3%	76	23%	26%	3%	21	6%	9%	3%
Social Studies	8	Truitt	MS 3	Am. Indian	5	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	MS 3	Asian	40	32	80%	83%	3%	22	55%	58%	3%	14	35%	38%	3%
Social Studies	8	Truitt	MS 3	African Am.	78	32	41%	44%	3%	14	18%	21%	3%	6	8%	11%	3%
Social Studies	8	Truitt	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	MS 3	White	36	28	78%	81%	3%	11	31%	34%	3%	6	17%	20%	3%
Social Studies	8	Truitt	MS 3	Two or More	12	8	67%	70%	3%	*	*	*	*	*	*	*	*
Social Studies	8	Truitt	MS 3	Eco. Dis.	354	175	49%	52%	3%	77	22%	25%	3%	23	6%	9%	3%
Social Studies	8	Truitt	MS 3	LEP Current	141	46	33%	36%	3%	12	9%	12%	3%	*	*	*	*
Social Studies	8	Truitt	MS 3	At-Risk	376	179	48%	51%	3%	76	20%	23%	3%	24	6%	9%	3%
Social Studies	8	Truitt	MS 3	SPED	60	18	30%	33%	3%	7	12%	15%	3%	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Level	Campus	EOC	2023 Cluster	Student Group	All Testers 2023	2023: Approaches		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%	%	#	%	%	%	#	%	%	%
MS	Truitt	Algebra I	MS 3	All	172	171	99%	100%	1%	152	88%	93%	5%	116	67%	72%	5%
MS	Truitt	Algebra I	MS 3	Hispanic	104	104	100%	100%	0%	90	87%	92%	5%	63	61%	66%	5%
MS	Truitt	Algebra I	MS 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
MS	Truitt	Algebra I	MS 3	Asian	30	30	100%	100%	0%	30	100%	100%	0%	28	93%	98%	5%
MS	Truitt	Algebra I	MS 3	African Am.	18	17	94%	100%	6%	14	78%	83%	5%	12	67%	72%	5%
MS	Truitt	Algebra I	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
MS	Truitt	Algebra I	MS 3	White	14	14	100%	100%	0%	13	93%	98%	5%	10	71%	76%	5%
MS	Truitt	Algebra I	MS 3	Two or More	6	6	100%	100%	0%	5	83%	88%	5%	*	*	*	*
MS	Truitt	Algebra I	MS 3	Eco. Dis.	103	103	100%	100%	0%	89	86%	91%	5%	65	63%	68%	5%
MS	Truitt	Algebra I	MS 3	Emergent Bilingual	7	7	100%	100%	0%	5	71%	76%	5%	*	*	*	*
MS	Truitt	Algebra I	MS 3	At-Risk	99	98	99%	100%	1%	85	86%	91%	5%	66	67%	72%	5%
MS	Truitt	Algebra I	MS 3	SPED	4	*	*	*	*	*	*	*	*	*	*	*	*