



Not just a district, a destination.



TOMBALL

INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

2025-2026

Campus Name	Canyon Pointe Elementary School
TEA District ID	101-921-111
Principal	Karina Avila
Date of Board Approval	October 14, 2025



At Tomball ISD, we are not a big, impersonal school district; we are a home for people looking for a warm, close-knit community where teachers, principals, staff and administrators truly care about each individual child. We are also a destination for our strong academic programs and a wide variety of extracurricular activities. Our focus is to make sure that every single student finds a place to belong, a passion to pursue and a love of learning that will serve him or her well beyond the years spent with us.

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Tomball ISD Non-Discrimination Policies

General Policies

Tomball ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Karen Graves, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2010, karengroves@tomballisd.net

Tomball ISD Board Policy FFH (LOCAL)

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Tomball ISD Board Policy DIA (LOCAL)

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law that adversely affects the employee's employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of any other prohibited basis related to sex.

Vocational Programs

Tomball ISD offers career and technical education (CTE) programs of study in a variety of fields published in the Tomball ISD Course Catalog along with admission requirements.

It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Tomball ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Steve Guerrero, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2061, steveguerrero@tomballisd.net; and or the Section 504 Coordinator, Steven Shiels, 11211 F.M. 2920, Tomball, TX 77375, (281)357-3100, Ext. 4111, stevenshiels@tomballisd.net.

Legal Notice

In annual accordance and compliance with chapters 4, 11 and 39 of the Texas Education Code and Tomball ISD Board Policies BQ, BQA, and BQB; each campus principal of all Tomball Independent School District schools has collaborated with the District Improvement Team to analyze data relative to the academic performance of all students including students in special education programs and at-risk students. The data analysis was used as part of a comprehensive needs assessment for the purpose of developing goals and determining strategies to improve student performance and support district and state goals and initiatives. This process aligns with the Texas Effective Schools Framework (ESF). This process and plan satisfy any improvement actions required by the Texas State Accountability Rating System including the Results Driven Accountability (RDA), Data Validation and Verification Monitoring, Data Reporting Compliance, and the state and federal Identification of Schools for Improvement. This process and plan satisfy the federal requirements for campuses and districts under regulation of and/or receiving funding through Titles I, II, III, and IV of the Elementary and Secondary Education Act of 1965, reauthorized in 2015 under the Every Student Succeeds Act (ESSA), and the Individuals with Disabilities Education Act (IDEA) Part B, including the Local Equitable Access Plan required by Title I, Part A Sec. 1112(b)(2). This process and plan satisfy the requirements for the annual comprehensive needs assessment of at-risk students and the development of goals and strategies to improve the academic performance of at-risk students at campuses receiving State Compensatory Education (SCE) funds ([TEC. §29.081](#) [TEC. §48.104](#)). The SCE procedures, plans, evaluation, and At-Risk population data is located in the District Improvement Plan (DIP) and school-specific documentation is located in the Campus Improvement Plans (CIP).

The Board shall ensure that a District Improvement Plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Texas Education Code 11.251(a)

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs.

Texas Education Code 11.251(b)

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

BQ(LOCAL)

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Texas Education Code 11.253(c)

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.

Texas Education Code 11.251(f)

A district that receives Title I, Part A funds shall develop jointly with, agree with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into a district plan developed under 20 U.S.C. 6312 [TEA-approved plan to receive Title I funds], establish the district's expectations and objectives for meaningful parent and family involvement, and describe how the district will:

1. Involve parents and family members in jointly developing the district plan, and the development of support and improvement plans under paragraphs (1) and (2) of section 6311(d);
2. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
3. Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
 - a. Barriers to greater participation by parents in activities authorized by section 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - c. Strategies to support successful school and family interactions;
5. Use the findings of the above evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in section 6318; and
6. Involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

20 U.S.C. 6318(a)(2) [See BQ(LOCAL)]

A district that receives Title I, Part A funds shall develop a district improvement plan that addresses equity 1111(g)(1)(B). The policy shall be incorporated into a district plan developed under 20 U.S.C. 6312 [TEA-approved plan to receive Title I funds], establish the district's expectations and objectives (b) Plan Provisions.

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe:

1. How the local educational agency will monitor students' progress in meeting the challenging State academic standards by
 - a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - b. identifying students who may be at risk for academic failure;
 - c. providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
 - d. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

2. How the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
3. How the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d);
4. The poverty criteria that will be used to select school attendance areas under section 1113;
5. In general, the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;

20 U.S.C. 6312 section 1111(g)(1)(B)

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators.

Texas Education Code 11.252(a)

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Evidence-based practices that address the needs of students for special programs, including:
 - i. (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
 - ii. (2) Conflict resolution programs;
 - iii. (3) Violence prevention programs; and
 - iv. (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care
 - f. Staff development for professional staff of a district.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
 - i. Implementation of a comprehensive school counseling program under Section 33.005
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - a. Higher education admissions and financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program established under Chapter 56.

- b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - c. Sources of information on higher education admissions and financial aid.
- 5. Resources needed to implement identified strategies.
- 6. Staff responsible for ensuring the accomplishment of each strategy.
- 7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
- 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
- 9. The policy under Section 38.0041 addressing sexual abuse and other maltreatment of children; and
- 10. The trauma-informed care policy required under Section 38.036 which must address
 - a. using resources developed by the agency, methods for:
 - i. increasing staff and parent awareness of trauma-informed care; and
 - ii. implementation of trauma-informed practices and care by district and campus staff; and
 - b. available counseling options for students affected by trauma or grief.

Texas Education Code 11.252(a)

- 11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles.

Texas Education Code 37.083(a)

- 12. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. a clear statement that dating violence is not tolerated at school; and
 - c. reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence; and
 - d. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Texas Education Code 37.0831 [See FFH]

- 13. An Anti-Bullying policy that must:
 - a. include an emphasis on bullying prevention by focusing on school climate and building healthy relationships between students and staff;
 - b. require each district campus to establish a committee to address bullying by focusing on prevention efforts and health and wellness initiatives;
 - c. require students at each grade level to meet periodically for instruction on building relationships and preventing bullying, including cyberbullying;
 - d. include an emphasis on increasing student reporting of bullying incidents to school employees by:
 - i. increasing awareness about district reporting procedures; and
 - ii. providing for anonymous reporting of bullying incidents;
 - e. require districts to:
 - i. collect information annually through student surveys on bullying, including cyberbullying; and
 - ii. use those survey results to develop action plans to address student concerns regarding bullying, including cyberbullying; and

- f. require districts to develop a rubric or checklist to assess an incident of bullying and to determine the district's response to the incident.

14. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must address:
 - a. methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the agency or the commissioner regarding those issues, including resources developed by the agency under Section 38.004;
 - b. actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and
 - c. available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

Texas Education Code 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request.

Texas Education Code 11.252(b)

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan.

Texas Education Code 11.252(a)

Each school district shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a), conducted biennially, to review and revise, as appropriate, the district-level improvement plan, and for other purposes, as appropriate to enhance the district learning environment.

Texas Education Code 7.065(e)

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. District information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program,
 - b. Complete the program but do not take the high school equivalency examination, or
 - c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Texas Education Code 11.255

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process.

Texas Education Code 21.451(c)

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

DMA(LEGAL)

Federal Funds

Supplement, Not Supplant Methodology

County-District #: 101921

LEA Name: Tomball ISD

School Year: 2023-2024

Supplement, Not Supplant (SNS) Methodology

Purpose:

The Supplement, Not Supplant (SNS) Methodology described in this document is used to ensure that State and local funds are distributed in such a way that each Title I campus receives all of the State and local funds that it would receive in the absence of Title I funds.

(1) IN GENERAL –A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

Tomball ISD has adopted the following policies to assure compliance with regulations regarding Federal funds:

[EHBD \(LEGAL\)](#)

[EHBD \(LOCAL\)](#)

(2) COMPLIANCE. –To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

Assurance:

The LEA assures that—

- ☒ any State and local funds that are retained at the LEA level will be used in a Title I neutral manner; and
- ☒ any Title I, Part A funds that are reserved at the LEA level will be used only for Title I, Part A purposes, as indicated in the LEA's approved ESSA Consolidated Federal Grant Application.

As part of Tomball ISD's priority-based budget process, the District uses the following methodology to allocate state and local funds to district and campus programs without regard to participation in the Title I, Part A program.

*Distribution by Personnel and Non-personnel Expenditures
(per-personnel position plus per-pupil).*

The annual budget process is a major activity in moving the District and its organizational units toward the achievement of strategic goals designed to improve student learning. In essence, the budget process is the translation of the planning process into financial terms and measurements. Tomball ISD focuses on the following priorities when financially planning for the school year:

1. Sustainability of existing staff
2. Hiring need for the projected student enrollment growth
3. Class-reduction teachers for campuses with greatest number of at-risk students
4. Innovative programs

The District prioritizes campus staffing because we understand that providing smaller student-teacher ratios in all classrooms increases student academic achievement. The average student-teacher ratio for Tomball ISD is 16:1 K-12 in comparison to the State’s mandated 22:1 for K-4.

It is understood that the LEA must provide sufficient State and local funds to campuses in order to provide a free, public education, in the absence of Title I, Part A funds.

Description of methodology:
The basis on which State and local funds are allocated:

- ☐ DISTRICTWIDE or
- ☒ CAMPUS CATEGORY

The type of methodology used:

- ☒ SIMPLE FLAT AMOUNT PER-PUPIL
- ☐ WEIGHTED PER-PUPIL
- ☐ PERSONNEL-NONPERSONNEL COSTS

Description of criteria used: Tomball ISD (LEA) used a simple per-pupil amount for all campuses in Tomball ISD (LEA). The per-pupil amount is multiplied by the campus enrollment amount to identify the campus allocation for the school year.

Tomball ISD spends approximately 87 percent of general fund expenditures on payroll related expenses.

Attachments:
[Annual Budget Budget Book](#)
[Annual Comprehensive Financial Report \(ACFR\)](#)

This methodology was originally developed on September 6, 2018. Dates of any revisions are below:

December 5, 2018	September 23, 2021	October 27, 2022	February 29, 2024
September 30, 2019	May 5, 2022	January 26, 2023	April 11, 2024
October 2, 2020	July 5, 2022	April 13, 2023	May 16, 2024
December 15, 2020	September 22, 2022	May 18, 2023	

Committee dates for 2025-2026 school year:
9/4/25, 9/18/25, 2/26/26, 4/23/26, 5/7/26

Vision, Mission, Goals, and Objectives

State Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

State Objectives

The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

OBJECTIVE 5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

- (1) increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
- (2) enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
- (3) guide students toward understanding and productively functioning in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

State Goals

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

Goal 1: The reading and writing of the English language.

Goal 2: The understanding of mathematics.

Goal 3: The understanding of science.

Goal 4: The understanding of social studies.

GOAL 5: The students who graduate high school in the public education system will have the skills and credentials necessary to immediately enter this state's workforce

GOAL 6: The students who graduate high school in the public education system and who elect to pursue postsecondary education will be ready for postsecondary coursework without the need for remediation.

Education Code 4.001, .002

District Beliefs

1. Each student is a valuable individual, and success resides in every student.
2. Students actively engaged in innovative learning experiences will adapt and succeed in an ever-changing world.
3. Culture cultivates character development and mutual accountability.
4. Providing a safe, secure, caring environment nurtures a sense of physical, emotional, and social safety for the entire school community.
5. Respecting diversity leads to cultural awareness and a global citizenship.
6. Authentic relationships in our classrooms, our schools, and our community are essential for connectedness.
7. Intentional and aligned professional development leads to improved instruction, which promotes higher achievement.
8. Enthusiastic and effective educators bring the joy of learning to the classroom and inspire lifelong learners.
9. An aligned and challenging curriculum fosters personalized and continuous learning experiences.
10. Transparent communication, which actively seeks input from our school community, ensures accountability and trust.

District Vision

Tomball ISD students will lead in creating the future.

District Mission

Tomball ISD empowers students to become impactful, contributing citizens by providing innovative, individually rigorous and personally valuable educational experiences while partnering with the community.

District Goals

Tomball ISD will:

1. Recruit, develop, and retain highly qualified staff who foster connections and are empowered to continue to seek growth opportunities and influence student success for all.
2. Foster a resilient school community by intentionally equipping staff to promote healthy behaviors, decision-making, and emotional growth.
3. Provide a comprehensive character education framework to develop contributing citizens and leaders in the community.
4. Prioritize family and community partnerships to cultivate pride and ensure a strong and stable public school experience.
5. Provide a safe, secure, and caring environment that nurtures a sense of physical and social safety for the entire school community.
6. Empower students with the knowledge necessary to be responsible, ethical digital citizens, while navigating the digital world.
7. Create a unified technology vision across all campuses that enriches high quality instruction.
8. Provide a premier learning experience for present and future students through maximum utilization of financial and physical resources.
9. Design and deliver innovative, aligned professional learning that inspires high expectations and fosters autonomy.
10. Ensure relevant college, career, and military readiness programming to cultivate a deeper understanding of vertical alignment for career awareness and post-secondary planning.

District Objectives

All Tomball ISD students will:

1. Develop the necessary skills and competencies to excel in college, the military, careers, and various life pursuits, ensuring they are prepared for success in whichever path they choose.
2. Demonstrate resilience and self-awareness to overcome barriers and experience belonging.
3. Responsibly engage and adapt to emerging global technology and leverage these skills as a tool for their learning.
4. Maximize their own academic potential by turning obstacles into opportunities.
5. Develop and internalize the ability to function independently and collaborate effectively with others while cultivating essential skills that ensure their success in various aspects of life.
6. Demonstrate respect for themselves and others, developing character skills such as integrity and resilience that reinforce healthy behaviors.
7. Cultivate a deeper understanding of service mindedness, empowering them to become active stewards of the community.

AE(LOCAL)

District Profile

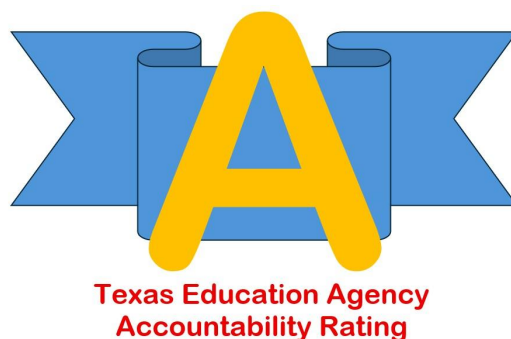
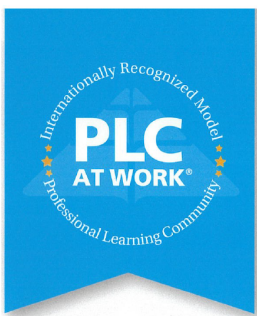
Accreditation

Tomball Independent School District and Canyon Pointe ES are fully [accredited](#) by the Texas Education Agency with no warnings or probationary sanctions for the district nor any campuses.

Tomball ISD is a Texas Education Agency District of Innovation.

Campus and Program Description

Canyon Pointe Elementary School was established in 2008. Currently, Canyon Pointe offers a full-day one-way dual language Prekindergarten through 4th grade instructional program with approximately 815 students. Special programs include Structured Learning Lab, Specialized Support, ESL, Dual Language and GT programs. Instructionally, PK-2 grade classes are self-contained while 3rd and 4th grade classes are departmentalized. As a Model PLC campus, grade levels are organized into collaborative teams. The teams work interdependently to impact student achievement. Structures have been put into place to support Team SMART goals and common collaborative time for all general education teachers. In our weekly collaborative time, analysis of essential learning targets and data is a top priority to create learning opportunities for students by name and by need. Having earned the Great Expectations model school status for the fifth consecutive year, our culture for high expectations inside and outside of the classroom are modeled by both students and staff. Canyon Pointe has created several club opportunities that are offered throughout the school year. These clubs include CPES Handbells, Choir, Coding Club, Chess, FLL Robotics Team, Sign Language Club, Vietnamese Club, Destination Imagination for 2nd-4th graders, and several Academic UIL opportunities. The faculty and staff are committed to upholding our campus mission: "Whatever it takes to ensure high levels of learning for ALL students: Every Student, Every Day"



Demographics

The following demographics represent the composition of the students and staff for the previous school year (2024-2025 Fall PEIMS) associated with the student performance measures used in the data analysis.

Students

School Population	Count	Percent
Student Total	829	100%
Early Education Grade	4	0.48%
Pre-Kindergarten Grade	49	5.91%
Kindergarten Grade	136	16.41%
1st Grade	150	18.09%
2nd Grade	149	17.97%
3rd Grade	175	21.11%
4th Grade	166	20.02%
Student Demographics	Count	Percent
Gender		
Female	392	47.29%
Male	437	52.71%
Ethnicity		
Hispanic-Latino	466	56.21%
Race		
American Indian - Alaskan Native	7	0.84%
Asian	50	6.03%
Black - African American	32	3.86%
Native Hawaiian - Pacific Islander	0	0.00%
White	233	28.11%
Two-or-More	41	4.95%
Student Programs	Count	Percent
Dyslexia	24	2.90%
Gifted and Talented	54	6.51%
Regional Day School Program for the Deaf	0	0.00%
Section 504	24	2.90%
Special Education (SPED)	118	14.23%

Bilingual/ESL		
Emergent Bilingual (EB)	389	46.92%
Bilingual	338	40.77%
English as a Second Language (ESL)	43	5.19%
Alternative Methods for Bilingual Education	7	0.84%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	821	99.03%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%
Student Indicators	Count	Percent
At-Risk	465	56.09%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	101	12.18%
Intervention Indicator	118	14.23%
Migratory	0	0.00%
Military Connected	4	0.48%
Transfer In Students	16	1.93%
Unschoolled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	389	46.92%
Free Meals	279	33.66%
Reduced-Price Meals	46	5.55%
Other Economic Disadvantage	64	7.72%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%
Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%

Orthopedic impairment	1	0.85%
Other health impairment	5	4.24%
Auditory impairment	1	0.85%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	3	2.54%
Emotional disturbance	4	3.39%
Learning disability	31	26.27%
Speech impairment	39	33.05%
Autism	30	25.42%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	4	3.39%
Instructional Settings		
Speech Therapy	38	32.20%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	19	16.10%
Resource Room	38	32.20%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	23	19.49%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Campus Improvement Team (CIT)

A campus improvement team shall be established on each campus to assist the principal. The committee shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by the principal.

The committee shall serve exclusively in an advisory role except that each campus committee shall approve staff development of a campus nature.

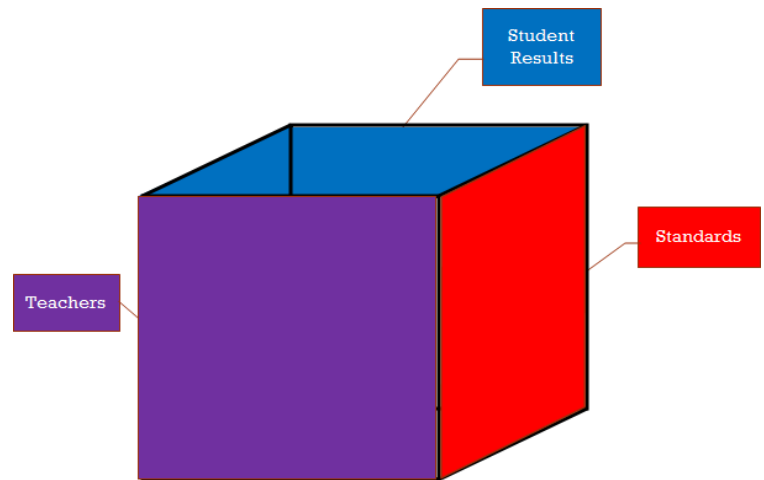
Campus Improvement Team (CIT) Membership

Name of CIT Member	Position
Paloma Moreno	District Appointee
Brenda Becerril	Non-classroom Professional
Lauren Dunlavey	Non-classroom Professional
Kimberly Henderson	Non-classroom Professional
Kathellen Illing	Classroom Teacher
Kimberly Munoz	Classroom Teacher
Tricia Fikes	Classroom Teacher
Gisselle Montoya	Classroom Teacher
Traci Sommers	Classroom Teacher
Hector Castaneda	Parent
Lindsey Nemanich	Parent
Tatyana Sinks	Parent

Meeting Dates
9/9/2025
11/19/2025
2/17/2026
4/7/2026

Data Analysis and Comprehensive Needs Assessment

Data Action is structured around a multidimensional “data cube” which represents the dynamic relationship between all students, teachers, and standards. Data Action starts with an analysis of integrated data sources through which district needs are identified. The District Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the district. The needs are assessed to determine what is the root cause which drives the current results. Lastly, strategies are developed to address those root causes. Action items are detailed to monitor timelines, responsibility, and resources, and a SMART goal is established to measure efficacy.



Sample Integrated Data Sources

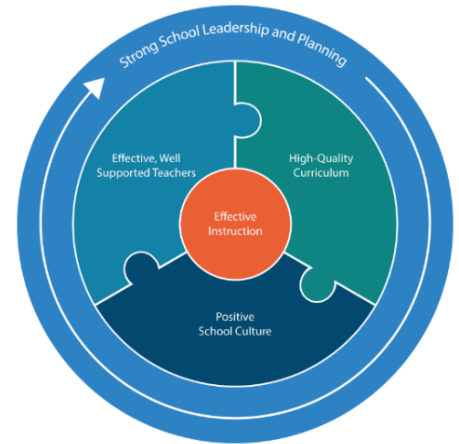
Students	Teachers	Standards
STAAR/EOC Results Texas Academic Performance Reports TELPAS results Curriculum- Based Assessments Formative assessments Interim Assessments Student portfolios CLI/STAR Early Literacy Results Results Driven Accountability (RDA) Eduphoria Aware Reports Individual education plans Attendance data Discipline referrals Rtl Progress Monitoring reports Report cards Graduation/Dropout rates AP data Dual credit data CCMR Reports SAT/ACT Scores Summary of Major Assessment (SOMA) Framework Panorama Survey Results PEIMS , TPEIR , TAPR , SRC Reports	Student Growth/Progress reports STAAR/EOC Results TTESS domain scores Walk-through data Professional development goals Attendance Retention rates Discipline referrals Lesson Plans Failure rates Grades vs Assessment Results TEKS content knowledge Technology skills Assessment design Participation in collaboratives AP exam participation and results UIL participation and results Growth Analysis Reports Star Renaissance SGA analysis Panorama Survey Results	Assessment item analysis Lead4Ward reports Vertical Alignment Matrices TEKS gaps analysis Tomball ISD Curriculum Lesson plans/Instructional design Most Missed Questions (MMQ's) SAT Analysis Reports AP Analysis Reports PSAT Analysis Reports Summary of Major Assessment (SOMA) Framework

Data from the above listed sources is analyzed at the district and campus level and disaggregated by student populations and special programs. Information on a wide variety of district, campus and student performance is publicly available at: <https://tea.texas.gov/reports-and-data>

Effective Schools Framework (ESF)

At the core of effective schools is effective instruction: interactions between students, teachers, and content determine learning outcomes. This instructional core is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these prioritized levers.

The [Effective Schools Framework](#) consists of a set of district commitments and, for schools, essential actions. District Commitments describe what local education agencies do to ensure that schools are set up for success. The Essential Actions describe what the most effective schools do to support powerful teaching and learning. The ESF framework is rooted in the continuous improvement process.



ESF Theory of Action

BUILD A COMMON VISION

The Effective Schools Framework builds a common vision with clarity and specificity to codify the best practices that effective Texas schools engage in daily.

ASSESS

Campuses should assess current campus practices to the aspiration language of the Essential Actions in the Effective Schools Framework. This practice will act as a needs assessment to determine strengths and areas of growth. To ensure campuses and districts are appropriately prioritizing the highest leverage actions for continuous improvement efforts, the ESF Diagnostic Process serves as an effective tool to clearly identify strengths and areas of growth through the lens of an unbiased ESF Facilitator.

PRIORITIZE GAPS

Once a campus has assessed their current practices, they will prioritize 2 – 3 Essential Actions to prioritize their focus. Prioritization can be identified through a big gap/small gap analysis to narrow the focus on highest leverage actions that lead to improved systems and student outcomes.

CONNECT WITH CAPACITY BUILDERS

Capacity building is a key part of the school improvement process. Campuses can partner with Vetted Improvement Partners (VIPs) or Education Services Centers (ESCs) who offer services to help improve campus practices and procedures aligned to specific essential actions of the Effective Schools Framework.

TARGETED SUPPORT

Accountability is the foundation to success in any change effort. Districts and campuses should establish an ongoing targeted support plan throughout their continuous improvement efforts.



ESF Levers

	Strong School Leadership and Planning	Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.
	Strategic Staffing	Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators.
	Positive School Culture	Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.
	High Quality Instructional Materials and Assessments	All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.
	Effective Instruction	Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Lever 1: Strong School Leadership and Planning

- 1.1 **Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities**
- 1.2 **Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction**
- 1.3 Focused plan development and regular monitoring of implementation and outcomes

Lever 2: Strategic Staffing

- 2.1 **Recruit, select, assign, induct, and retain a full staff of highly qualified educators**

Lever 3: Positive School Culture

- 3.1 **Explicit school-wide behavioral expectations and culture routines**
- 3.2 Proactive and responsive student support services
- 3.3 Involving families and community

Lever 4: High-Quality Instructional Materials & Assessments

- 4.1 **Daily use of high-quality instructional materials**

Lever 5: Effective Instruction

- 5.1 **Professional Development for Effective Classroom Instruction**
- 5.2 **Build teacher capacity through observation and feedback cycles**
- 5.3 **Data-driven instruction**
- 5.4 MTSS for students with learning gaps



Accountability Summary and Performance Data

State A-F Accountability

Detailed district and campus level reports are available publicly at: txschools.gov

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		92	A	70%
STAAR Performance	67	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	0%
Academic Growth	82	91	A	✓
Relative Performance (Eco Dis: 47.1%)		91	A	
Closing the Gaps	79	92	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
Performance Reporting



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report

District: 101-921 TOMBALL ISD
Campus: 111 CANYON POINTE E

Grade 3 Reading Language Arts

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
Number	Percent	1					2													
Students Tested	129	100			Reading					Writing										
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	129	100																		
Legend			Did Not Meet	Approaches	Meets	Masters	Number of Points Possible													
--- = No Data Reported For Fewer Than Five Students							26				26									
							Avg. # of Points / % Achieved													
							#	%	#	%	#	%	#	%						
All Students							129	1571	5	4	124	96	104	81	57	44	18.8	72	15.0	58
Male							73	1564	4	5	69	95	60	82	33	45	18.9	73	14.5	56
Female							56	1580	1	2	55	98	44	79	24	43	18.6	72	15.6	60
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Hispanic/Latino			47	1564	1	2	46	98	38	81	17	36	18.4	71	14.9	57				
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---				
Asian			9	1685	0	0	9	100	9	100	7	78	21.8	84	18.7	72				
Black or African American			5	1572	0	0	5	100	3	60	3	60	19.0	73	14.0	54				
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
White			54	1566	3	6	51	94	43	80	26	48	18.8	72	14.9	57				
Two or More Races			12	1536	1	8	11	92	9	75	4	33	18.0	69	13.6	52				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Economically Disadvantaged			34	1533	2	6	32	94	24	71	12	35	17.8	69	13.4	52				
No Information Provided			95	1585	3	3	92	97	80	84	45	47	19.2	74	15.5	60				
Title I, Part A			129	1571	5	4	124	96	104	81	57	44	18.8	72	15.0	58				
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided			129	1571	5	4	124	96	104	81	57	44	18.8	72	15.0	58				
Identified as Emergent Bilingual (EB)			24	1518	1	4	23	96	18	75	6	25	17.1	66	13.1	50				
Monitored 1st Year (M1), reclassified from EB			4	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 2nd Year (M2), reclassified from EB			7	1651	0	0	7	100	6	86	6	86	21.7	84	17.4	67				
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Non-Emergent Bilingual (Non-EB)			94	1573	4	4	90	96	76	81	41	44	18.9	73	15.0	58				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Bilingual			13	1507	0	0	13	100	9	69	1	8	16.0	62	13.2	51				
Nonparticipants			116	1578	5	4	111	96	95	82	56	48	19.1	74	15.2	58				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
ESL			9	1556	1	11	8	89	8	89	5	56	18.6	71	14.6	56				
Nonparticipants			120	1572	4	3	116	97	96	80	52	43	18.8	72	15.0	58				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Special Education			14	1511	1	7	13	93	11	79	3	21	17.1	66	12.6	49				
No Information Provided			115	1578	4	3	111	97	93	81	54	47	19.0	73	15.3	59				
Section 504			10	1516	1	10	9	90	8	80	2	20	18.6	72	11.6	45				
No Information Provided			119	1575	4	3	115	97	96	81	55	46	18.8	72	15.3	59				
Gifted/Talented			18	1704	0	0	18	100	18	100	17	94	22.7	87	19.6	75				
No Information Provided			111	1549	5	5	106	95	86	77	40	36	18.2	70	14.2	55				
At-Risk			47	1501	5	11	42	89	28	60	12	26	16.6	64	12.3	47				
No Information Provided			82	1611	0	0	82	100	76	93	45	55	20.1	77	16.5	64				
			0	---	---	---	---	---	---	---	---	---	---	---	---	---				



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 101-921 TOMBALL ISD
Campus: 111 CANYON POINTE E

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category												
									1		2		3		4						
Number	Percent	Numerical Representations and Relationships							Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy								
									Number of Points Possible												
									12		14		7		4						
Legend									Avg. # of Points / % Achieved												
--- = No Data Reported For Fewer Than Five Students									#	%	#	%	#	%	#	%	#	%	#	%	#
All Students			165	1541	12	7	153	93	112	68	49	30	8.3	69	8.7	62	5.1	73	2.4	59	
Male			93	1562	8	9	85	91	66	71	34	37	8.6	72	9.0	65	5.2	75	2.3	59	
Female			72	1514	4	6	68	94	46	64	15	21	7.8	65	8.2	59	4.9	70	2.4	59	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			82	1520	7	9	75	91	55	67	17	21	7.8	65	8.5	61	5.1	73	2.3	57	
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			9	1688	0	0	9	100	8	89	7	78	10.0	83	10.7	76	6.3	90	2.9	72	
Black or African American			5	1512	1	20	4	80	3	60	2	40	7.6	63	7.4	53	5.0	71	2.8	70	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			55	1547	4	7	51	93	37	67	18	33	8.6	72	8.5	61	5.0	72	2.4	60	
Two or More Races			12	1538	0	0	12	100	7	58	3	25	8.4	70	8.8	63	4.4	63	2.1	52	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes		57	1511	5	9	52	91	36	63	12	21	7.8	65	8.2	58	4.9	69	2.3	58	
	No		108	1557	7	6	101	94	76	70	37	34	8.5	71	9.0	64	5.2	74	2.4	59	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants		165	1541	12	7	153	93	112	68	49	30	8.3	69	8.7	62	5.1	73	2.4	59	
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No		165	1541	12	7	153	93	112	68	49	30	8.3	69	8.7	62	5.1	73	2.4	59	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)			60	1511	8	13	52	87	36	60	13	22	7.6	63	8.1	58	5.1	73	2.2	56	
Monitored 1st Year (M1), reclassified from EB			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year (M2), reclassified from EB			7	1614	0	0	7	100	7	100	4	57	8.7	73	10.9	78	5.9	84	3.0	75	
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)			94	1551	4	4	90	96	65	69	31	33	8.6	72	8.8	63	5.0	72	2.4	59	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants		49	1498	7	14	42	86	28	57	9	18	7.2	60	8.1	58	5.0	71	2.1	52	
	Nonparticipants		116	1559	5	4	111	96	84	72	40	34	8.7	72	8.9	64	5.1	73	2.5	62	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants		9	1569	1	11	8	89	6	67	4	44	8.7	72	8.1	58	5.4	78	3.1	78	
	Nonparticipants		156	1539	11	7	145	93	106	68	45	29	8.2	69	8.7	62	5.1	72	2.3	58	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes		19	1459	5	26	14	74	7	37	3	16	6.7	56	6.2	44	4.7	68	2.1	51	
	No		146	1551	7	5	139	95	105	72	46	32	8.5	70	9.0	64	5.1	73	2.4	60	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes		10	1531	0	0	10	100	6	60	2	20	8.5	71	9.0	64	5.1	73	1.9	48	
	No		155	1541	12	8	143	92	106	68	47	30	8.2	69	8.7	62	5.1	73	2.4	60	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants		19	1717	0	0	19	100	19	100	16	84	10.2	85	11.8	85	6.1	87	3.3	82	
	Nonparticipants		146	1518	12	8	134	92	93	64	33	23	8.0	67	8.3	59	5.0	71	2.2	56	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes		83	1505	11	13	72	87	48	58	18	22	7.5	63	8.0	57	5.1	72	2.2	55	
	No		82	1577	1	1	81	99	64	78	31	38	9.0	75	9.4	67	5.1	73	2.5	63	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 3 Reading Language Arts

District: 101-921 TOMBALL ISD
Campus: 111 CANYON POINTE E

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category										
Number	Percent	1					2								
Students Tested	46	100			Reading					Writing					
Students Not Tested					Number of Points Possible										
Absent	0	0			26					26					
Other	0	0			Avg. # of Points / % Achieved										
Total Documents Submitted	46	100 <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th>			#	%	#	%	#	%	#	%			
Legend					#	%	#	%	#	%	#	%			
--- = No Data Reported For Fewer Than Five Students															
All Students	46	S-1440	6	13	40	87	27	59	13	28	18.0	69	13.4	51	
Male	26	S-1412	5	19	21	81	15	58	4	15	17.0	65	12.5	48	
Female	20	S-1478	1	5	19	95	12	60	9	45	19.2	74	14.5	56	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	45	S-1442	6	13	39	87	27	60	13	29	18.2	70	13.3	51	
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	32	S-1462	2	6	30	94	20	63	11	34	18.9	73	14.0	54
	No	14	S-1390	4	29	10	71	7	50	2	14	15.9	61	12.0	46
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	46	S-1440	6	13	40	87	27	59	13	28	18.0	69	13.4	51
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	46	S-1440	6	13	40	87	27	59	13	28	18.0	69	13.4	51
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		46	S-1440	6	13	40	87	27	59	13	28	18.0	69	13.4	51
Monitored 1st Year (M1), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	45	S-1443	6	13	39	87	27	60	13	29	18.0	69	13.5	52
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	45	S-1443	6	13	39	87	27	60	13	29	18.0	69	13.5	52
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	5	S-1209	4	80	1	20	0	0	0	0	9.4	36	5.4	21
	No	41	S-1468	2	5	39	95	27	66	13	32	19.0	73	14.3	55
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	46	S-1440	6	13	40	87	27	59	13	28	18.0	69	13.4	51
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	45	S-1438	6	13	39	87	26	58	12	27	17.9	69	13.3	51
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	46	S-1440	6	13	40	87	27	59	13	28	18.0	69	13.4	51
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH
Summary Report
Grade 3 Mathematics

District: 101-921 TOMBALL ISD
Campus: 111 CANYON POINTE E

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
Number	Percent	1			2		3		4										
Students Tested	9	100			Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy								
Students Not Tested																			
Absent	0	0																	
Other	0	0																	
Total Documents Submitted	9	100																	
Legend																			
--- = No Data Reported For Fewer Than Five Students																			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44	
Male	5	1505	0	0	5	100	3	60	1	20	7.6	63	8.2	59	5.4	77	2.0	50	
Female	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44	
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	8	1493	1	13	7	88	5	63	1	13	7.4	61	8.1	58	5.1	73	1.9	47
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)		9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44
Monitored 1st Year (M1), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes	9	1489	1	11	8	89	5	56	1	11	7.2	60	8.2	59	5.1	73	1.8	44
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading Language Arts

District: 101-921 TOMBALL ISD
Campus: 111 CANYON POINTE E

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
Number		Percent			1					2							
					Reading					Writing							
Students Tested					122	100											
Students Not Tested																	
Absent					0	0											
Other					0	0											
Total Documents Submitted			122	100													
Legend			Number of Points Possible														
--- = No Data Reported For Fewer Than Five Students			26														
			Avg. # of Points / % Achieved														
			#	%	#	%	#	%	#	%	#	%	#	%			
All Students			122	1622	10	8	112	92	95	78	47	39	17.1	66	16.2	62	
Male			68	1636	3	4	65	96	54	79	29	43	17.9	69	16.5	64	
Female			54	1605	7	13	47	87	41	76	18	33	16.1	62	15.9	61	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			45	1604	5	11	40	89	34	76	14	31	16.3	63	15.7	60	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			7	1764	0	0	7	100	7	100	5	71	20.0	77	21.9	84	
Black or African American			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			57	1627	3	5	54	95	45	79	23	40	17.5	67	16.3	63	
Two or More Races			11	1588	2	18	9	82	8	73	4	36	16.1	62	15.2	58	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	46	1568	7	15	39	85	31	67	11	24	15.4	59	14.3	55
			No	76	1655	3	4	73	96	64	84	36	47	18.1	70	17.4	67
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	122	1622	10	8	112	92	95	78	47	39	17.1	66	16.2	62
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	122	1622	10	8	112	92	95	78	47	39	17.1	66	16.2	62
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			26	1538	5	19	21	81	16	62	5	19	13.8	53	13.7	53	
Monitored 1st Year (M1), reclassified from EB			6	1692	0	0	6	100	6	100	2	33	19.3	74	18.8	72	
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB			6	1775	0	0	6	100	6	100	4	67	20.7	79	21.8	84	
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)			84	1633	5	6	79	94	67	80	36	43	17.7	68	16.5	63	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	17	1528	4	24	13	76	9	53	4	24	13.5	52	13.2	51
			Nonparticipants	105	1638	6	6	99	94	86	82	43	41	17.6	68	16.7	64
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	8	1549	1	13	7	88	6	75	1	13	13.6	52	14.5	56
			Nonparticipants	114	1627	9	8	105	92	89	78	46	40	17.3	67	16.4	63
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	28	1489	9	32	19	68	13	46	3	11	13.1	50	10.5	41
			No	94	1662	1	1	93	99	82	87	44	47	18.3	70	17.9	69
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	7	1637	0	0	7	100	6	86	1	14	17.4	67	16.7	64
			No	115	1621	10	9	105	91	89	77	46	40	17.1	66	16.2	62
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	19	1748	0	0	19	100	19	100	13	68	21.2	81	20.4	78
			Nonparticipants	103	1599	10	10	93	90	76	74	34	33	16.3	63	15.5	60
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	31	1544	6	19	25	81	19	61	7	23	14.0	54	13.7	53
			No	91	1649	4	4	87	96	76	84	40	44	18.1	70	17.1	66
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 101-921 TOMBALL ISD
Campus: 111 CANYON POINTE E

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
Number	Percent	1				2				3				4							
		Numerical Representations and Relationships				Computations and Algebraic Relationships				Geometry and Measurement				Data Analysis and Personal Financial Literacy							
		Number of Points Possible																			
		10			12		13		5												
		Avg. # of Points / % Achieved																			
Legend		#			%		#		%		#		%		#		%				
--- = No Data Reported For Fewer Than Five Students																					
All Students			157	1674	22	14	135	86	115	73	72	46	7.4	74	8.4	70	8.5	66	3.6	73	
Male			81	1726	7	9	74	91	67	83	48	59	8.0	80	9.1	76	9.3	72	3.9	78	
Female			76	1618	15	20	61	80	48	63	24	32	6.7	67	7.7	64	7.7	59	3.4	68	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			79	1640	13	16	66	84	56	71	30	38	7.1	71	8.2	68	8.0	62	3.4	68	
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			7	1821	0	0	7	100	7	100	5	71	9.9	99	10.6	88	9.7	75	4.6	91	
Black or African American			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			57	1692	8	14	49	86	43	75	29	51	7.4	74	8.4	70	9.0	69	3.9	78	
Two or More Races			11	1694	1	9	10	91	7	64	6	55	7.0	70	8.6	72	8.8	68	3.7	75	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	76	1629	14	18	62	82	49	64	25	33	6.9	69	7.9	65	7.8	60	3.4	67
			No	81	1716	8	10	73	90	66	81	47	58	7.8	78	9.0	75	9.2	71	3.9	79
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	157	1674	22	14	135	86	115	73	72	46	7.4	74	8.4	70	8.5	66	3.6	73
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	157	1674	22	14	135	86	115	73	72	46	7.4	74	8.4	70	8.5	66	3.6	73
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			61	1626	13	21	48	79	40	66	19	31	6.9	69	7.9	66	7.7	59	3.3	66	
Monitored 1st Year (M1), reclassified from EB			6	1783	0	0	6	100	6	100	3	50	9.0	90	9.8	82	9.7	74	4.0	80	
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB			6	1804	0	0	6	100	6	100	5	83	8.8	88	10.7	89	10.3	79	4.3	87	
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)			84	1692	9	11	75	89	63	75	45	54	7.5	75	8.6	71	8.9	68	3.8	76	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	52	1629	10	19	42	81	34	65	17	33	6.8	68	8.0	67	7.8	60	3.3	66
			Nonparticipants	105	1696	12	11	93	89	81	77	55	52	7.6	76	8.6	72	8.9	68	3.8	76
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	8	1591	3	38	5	63	5	63	1	13	7.0	70	6.9	57	7.1	55	3.3	65
			Nonparticipants	149	1678	19	13	130	87	110	74	71	48	7.4	74	8.5	71	8.6	66	3.7	73
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	29	1532	10	34	19	66	15	52	6	21	5.6	56	6.4	54	6.7	51	2.6	52
			No	128	1706	12	9	116	91	100	78	66	52	7.8	78	8.9	74	8.9	69	3.9	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	7	1639	1	14	6	86	5	71	3	43	7.0	70	8.4	70	7.7	59	3.7	74
			No	150	1676	21	14	129	86	110	73	69	46	7.4	74	8.4	70	8.6	66	3.6	73
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	20	1867	0	0	20	100	20	100	18	90	9.2	92	10.8	90	11.0	85	4.7	94
			Nonparticipants	137	1646	22	16	115	84	95	69	54	39	7.1	71	8.1	67	8.2	63	3.5	70
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	66	1632	13	20	53	80	44	67	22	33	6.9	69	8.0	67	7.8	60	3.4	67
			No	91	1704	9	10	82	90	71	78	50	55	7.7	77	8.7	73	9.0	70	3.9	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

District: 101-921 TOMBALL ISD
Campus: 111 CANYON POINTE E

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category						
Number	Percent	1							2						
		Reading							Writing						
		Number of Points Possible													
		26							26						
		Avg. # of Points / % Achieved													
Legend			#	%	#	%	#	%	#	%					
--- = No Data Reported For Fewer Than Five Students															
All Students	47	98	S-1507	9	19	38	81	27	57	14	30	17.3	66	14.3	55
Male	18		S-1527	2	11	16	89	11	61	5	28	18.4	71	14.7	56
Female	29		S-1495	7	24	22	76	16	55	9	31	16.6	64	14.1	54
No Information Provided	0		---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	45		S-1505	9	20	36	80	26	58	13	29	17.2	66	14.2	55
American Indian or Alaska Native	1		---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0		---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0		---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0		---	---	---	---	---	---	---	---	---	---	---	---	---
White	1		---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0		---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0		---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	41	S-1511	7	17	34	83	25	61	12	29	17.6	68	14.3	55
	No	6	S-1480	2	33	4	67	2	33	2	33	15.0	58	14.3	55
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	47	S-1507	9	19	38	81	27	57	14	30	17.3	66	14.3	55
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	47	S-1507	9	19	38	81	27	57	14	30	17.3	66	14.3	55
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		47	S-1507	9	19	38	81	27	57	14	30	17.3	66	14.3	55
Monitored 1st Year (M1), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	47	S-1507	9	19	38	81	27	57	14	30	17.3	66	14.3	55
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	47	S-1507	9	19	38	81	27	57	14	30	17.3	66	14.3	55
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	44	S-1512	8	18	36	82	27	61	14	32	17.3	67	14.6	56
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	47	S-1507	9	19	38	81	27	57	14	30	17.3	66	14.3	55
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	46	S-1503	9	20	37	80	26	57	13	28	17.1	66	14.2	55
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	47	S-1507	9	19	38	81	27	57	14	30	17.3	66	14.3	55
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH
Summary Report
Grade 4 Mathematics

District: 101-921 TOMBALL ISD
Campus: 111 CANYON POINTE E

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
Number Percent					1				2				3				4				
					Numerical Representations and Relationships				Computations and Algebraic Relationships				Geometry and Measurement				Data Analysis and Personal Financial Literacy				
					Number of Points Possible				Number of Points Possible				Number of Points Possible				Number of Points Possible				
					10				12				13				5				
Legend					Avg. # of Points / % Achieved																
--- = No Data Reported For Fewer Than Five Students					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students			13	1471	7	54	6	46	5	38	1	8	4.4	44	6.0	50	5.0	38	2.2	43	
Male			5	1506	2	40	3	60	3	60	1	20	4.6	46	7.4	62	5.0	38	2.8	56	
Female			8	1450	5	63	3	38	2	25	0	0	4.3	43	5.1	43	5.0	38	1.8	35	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			12	1472	7	58	5	42	5	42	1	8	4.3	43	6.2	51	5.0	38	2.2	43	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	12	1472	7	58	5	42	5	42	1	8	4.3	43	6.2	51	5.0	38	2.2	43
			No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	13	1471	7	54	6	46	5	38	1	8	4.4	44	6.0	50	5.0	38	2.2	43
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	13	1471	7	54	6	46	5	38	1	8	4.4	44	6.0	50	5.0	38	2.2	43
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)				13	1471	7	54	6	46	5	38	1	8	4.4	44	6.0	50	5.0	38	2.2	43
Monitored 1st Year (M1), reclassified from EB				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	13	1471	7	54	6	46	5	38	1	8	4.4	44	6.0	50	5.0	38	2.2	43
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	13	1471	7	54	6	46	5	38	1	8	4.4	44	6.0	50	5.0	38	2.2	43
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	11	1488	5	45	6	55	5	45	1	9	4.5	45	6.3	52	5.5	43	2.3	45
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	13	1471	7	54	6	46	5	38	1	8	4.4	44	6.0	50	5.0	38	2.2	43
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	13	1471	7	54	6	46	5	38	1	8	4.4	44	6.0	50	5.0	38	2.2	43
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	13	1471	7	54	6	46	5	38	1	8	4.4	44	6.0	50	5.0	38	2.2	43
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Attendance

Tomball ISD	PIA - Cumulative
	2024-2025
All Students	95.7
Ethnicity	
Hispanic/Latino	95.6
American Indian or Alaska Native	98.5
Asian	95.3
Black or African American	94.1
Native Hawaiian or Other Pacific Islander	-
White	96.1
Two or More Races	96.9
Gender	
Male	95.8
Female	95.7
Grade	
Early Education	
Pre-Kindergarten	94.3
Kindergarten	94.0
1st	95.5
2nd	96.2
3rd	96.4
4th	96.4
Special Population	
At Risk	95.5
Early Reading Indicator	93.9
Economic Disadvantage	95.2
Emergent Bilingual	95.6
Foster Care	94.7
Gifted and Talented	96.9
Homeless Status	
Migrant	
Military Connected	96.3
RDSPD	
Section 504	97.0
Special Education	95.2
Transfer in Students	95.9
Unaccompanied Youth	

Discipline

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974. These codes include those specified by TEA as mandatory expulsion incidents in the [Unsafe School Choice Option Guidance Handbook](#). Codes 59 and 61 are also monitored by TEA.

Discipline	PEIMS Code	Descriptor
Drugs	36	Felony Controlled Substance Violation – TEC §37.007(a)(3)
Assaults	29	Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer – TEC §37.007(d)
	30	Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)
	31	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer – TEC §37.007(d)
	32	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)
Weapons	11	Brought a Firearm to School – TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)
	12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 – TEC 37.007(a)(1) (Location-Restricted knife - longer than 5.5 inches)
	14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)
Arson	16	Arson TEC 37.007(a)(2)(B)
Death / Deadly Conduct	17	Murder, Capital Murder, Criminal Attempt to Commit Murder or Capital Murder TEC 37.007(a)(2)(C)
	47	Manslaughter TEC 37.007(a)(2)(G)
	48	Criminally Negligent Homicide TEC 37.007 (a)(2)(H)
Child Abuse	18	Indecency with a Child TE C37.007(a)(2)(D)
	57	Continuous Sexual Abuse of a Young Child or Disabled Individual Under Penal Code 21.02 (TEC 37.007(a)(2)(I))
Kidnaping	19	Aggravated Kidnapping TEC 37.007(a)(2)(E)
Robbery	46	Aggravated Robbery TEC 37.007(a)(2)(F); 37.007(C)-(D)
Other Serious Misbehavior	59	<i>Serious Misbehavior, as defined by TEC §37.007(c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)- TEC §37.007(c) defines "serious misbehavior" as:</i> <i>(1) deliberate violent behavior that poses a direct threat to the health or safety of others;</i> <i>(2) extortion, meaning the gaining of money or other property by force or threat;</i> <i>(3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or</i> <i>(4) conduct that constitutes the offense of:</i> <i>(A) public lewdness under Section 21.07, Penal Code;</i> <i>(B) indecent exposure under Section 21.08, Penal Code;</i> <i>(C) criminal mischief under Section 28.03, Penal Code;</i> <i>(D) personal hazing under Section 37.152; or</i> <i>(E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.</i>
	61	Bullying TEC 37.0052(b)

Tomball ISD reported the following number of incidents for the above listed discipline infractions over the last three school years:

Year	Enrollment	Discipline Code																
		11	12	14	16	17	18	19	29	30	31	32	36	46	47	48	57	Total
2024-2025	881	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023-2024	809	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	831	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Disciplinary Removals

Canyon Pointe ES	Number of Students		ISS Actions		ISS Students		ISS Percent		OSS Actions		OSS Students		OSS Percent		DAEP Actions		DAEP Students		DAEP Percent		JJAEP Actions		JJAEP Students		JJAEP Percent		Total Actions		Total Students		Total Percent	
All	871	11	7	0.80%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	11	7	0.80%									
Asian	50	1	1	2.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	2.00%									
Black or African American	32	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%									
Hispanic/Latino	497	5	2	0.40%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	5	2	0.40%									
American Indian or Alaska Native	6	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%									
Two or More Races	42	1	1	2.38%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	1	1	2.38%									
White	244	4	3	1.23%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	4	3	1.23%									
Female	411	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%									
Male	460	11	7	1.52%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	11	7	1.52%									
Special Education - Summer	149	2	2	1.34%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	2	2	1.34%									
Economic Disadvantage - Fall	389	7	4	1.03%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	7	4	1.03%									
Economic Disadvantage - Summer	429	7	4	0.93%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	7	4	0.93%									
At Risk - Fall	465	7	4	0.86%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	7	4	0.86%									
Bilingual - Fall	338	5	2	0.59%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	5	2	0.59%									
ESL - Fall	43	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%									
CTE Attendance - Summer	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%									
Section 504 - Summer	36	4	3	8.33%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	4	3	8.33%									

ISS: In-School Suspension

OSS: Out-of-School Suspension

DAEP: Disciplinary Alternative Education Program

JJAEP: Juvenile Justice Alternative Education Program

Detailed district and campus level reports are available publicly at: teatexas.gov/reports-and-data

Campuswide Reform Strategies and SMART Goals

The Campus will implement the following campus-wide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1	<i>By the end of the 2025–2026 school year, Canyon Pointe Elementary School aims to increase student performance on the STAAR Grades 3–4 reading and math exams by at least 10% at each performance level.</i>			
Strategies				
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>The Math and Reading Specialists will support all collaborative sessions and weekly planning for the PK–4th grade teams. They will work closely with all grade-level teachers as integrated members of these teams to ensure high levels of enrichment and extension during small-group instruction.</i>	<i>Math & Reading Specialist, K-4 Grade team</i>	<i>Weekly</i>	<i>Agenda, Data, Math, WIN Schedules, and Title I–Funded Resources</i>	<i>Provide specific feedback so teams can plan flexible grouping for both extension and intervention..</i>
<i>The K–4 grade teams will engage in structured instructional modeling to plan, deliver, and present a lesson to their grade-level peers during the final 30 minutes of the collaborative session.</i>	<i>Math and Reading Specialists, K–4 Grade Teams, and the Campus Interventionist</i>	<i>Weekly</i>	<i>Lesson Plans & Collaborative Agendas</i>	<i>Pacing calendar, Lesson Plans, LDTs</i>
<i>Progress monitoring of K–4th grade reading and math data will take place during collaborative sessions following unit assessments. These sessions will include planning for reteaching, setting student goals, and calibrating flexible grouping within the team during grade-level intervention times.</i>	<i>Math and Reading Specialists, K–4 Grade Teams, and the Campus Interventionist</i>	<i>After every unit assessment</i>	<i>Unit Assessments, Aware</i>	<i>Unit Assessments, STAR Ren Progress monitoring</i>

<i>Implement a tiered Positive Behavior Support system alongside tiered academic intervention and extension strategies to enhance academic readiness in grades K–4.</i>	<i>School Counselor & Behavior Coach</i>	<i>Bi-Weekly</i>	<i>Students' Goals and Data Trackers</i>	<i>Progress Monitoring Tool (Campus-Created)</i>
<i>The Advanced Academic Specialist will push into classrooms, planning and collaborating to enhance lesson rigor and increase motivation for high-performing students.</i>	<i>Advanced Academic Specialist, Math Specialist, Reading Specialist, 3rd- and 4th-Grade Teams, and Campus Interventionist.</i>	<i>Bi-Weekly</i>	<i>Students' Goals and Data Trackers</i>	<i>STAR Ren progress monitoring data will be reviewed alongside unit and district assessment results.</i>

Goal 2	<i>By the end of the 2025–2026 school year, at least 80% of K–2 students at CPES will demonstrate 'At or Above Benchmark' achievement on the STAR REN or Circle K end-of-year assessments in both math and reading</i>			
Strategies				
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Implement weekly or biweekly progress monitoring for students identified as at-risk or performing below benchmark</i>	<i>Math & Reading Specialists, K–2 Grade Team, and Campus Interventionist</i>	<i>Bi-Weekly</i>	<i>Student Goals and Data Trackers – Title I Funds</i>	<i>STAR Ren and Circle progress monitoring data, as well as grade-level/team-created progress checks.</i>
<i>Integrate targeted interventions for students performing below benchmark, with clearly defined goals in reading decoding, fluency, comprehension, and mathematical concepts.</i>	<i>Advanced Academic Specialist, Math Specialist, Reading Specialist, Math & Reading Specialist, PK–2 Grade Team, Campus Interventionist</i>	<i>Bi-Weekly</i>	<i>Students Goals and Data Trackers</i>	<i>STAR Ren progress monitoring data, along with unit and district assessment results, as well as grade-level–created assessments.</i>

<i>By the Middle of Year (MOY), at least 50% of 1st-grade students will demonstrate measurable growth in phonics, decoding, and reading fluency, progressing from the Early Literacy program to the Start Reading program.</i>	<i>Math & Reading Specialist – PK–2 Grade Team; Campus Interventionist</i>	<i>Monthly</i>	<i>Students Goals and Data Trackers</i>	<i>STAR Ren progress monitoring data, along with unit and district assessment results, as well as grade-level–created assessments.</i>
<i>Hold quarterly data review meetings with K–2 teachers and instructional coaches to evaluate progress toward the 80% benchmark goal.</i>	<i>Math & Reading Specialist. PK-2 Grade team. Campus Interventionist</i>	<i>Monthly</i>	<i>Students Goals and Data Trackers</i>	<i>STAR Ren progress monitoring data, along with unit and district assessment results, as well as grade-level–created assessments.</i>
<i>Conduct MOY writing reviews with K–2 teachers to assess students’ ability to apply reading skills—including decoding, vocabulary, and comprehension—in their writing, using district writing rubrics.</i>	<i>Math & Reading Specialist. PK-2 Grade team. Campus Interventionist</i>	<i>Monthly</i>	<i>Students Goals and Data Trackers</i>	<i>STAR Ren progress monitoring data, along with unit and district assessment results, as well as grade-level–created assessments.</i>

Goal 3	<i>By the end of the 2025–26 school year, 3rd- and 4th-grade students receiving special education services will improve their Reading and Math STAAR performance levels by at least 10 points.</i>			
Strategies				
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Develop IEPs and the special education schedule to more evenly distribute students receiving services, ensuring effective grouping and a balanced, efficient schedule.</i>	<i>Specialized Support Team</i>	<i>Weekly</i>	<i>SPED Support Schedule of Services</i>	<i>Progress Monitor and District & Campus Assessment Data</i>
<i>Specialized support teachers will collaborate with general education teachers throughout the school year to ensure that ICS provides support at optimal times, is effective, and that teachers are equipped with the appropriate resources and instructional strategies.</i>	<i>Specialized Support Team</i>	<i>Weekly</i>	<i>SPED Support Schedule</i>	<i>Progress Monitor and District & Campus Assessment Data</i>

<i>SLL teachers will increase inclusion time for students as much as they can tolerate, regularly re-evaluating their progress.</i>	<i>SLL teachers and Diagnostician</i>	<i>Ongoing</i>	<i>Class rosters, student schedules, and grade-level daily schedules</i>	<i>Data tracking for individual students in SLL, demonstrating their increasing tolerance for longer spans of time in general education</i>
<i>Students receiving SS2 services will participate in the campus-wide intervention plan, which is designed to address grade-level curriculum standards and close learning gaps beyond their IEP goals.</i>	<i>Reading Specialist, Math Specialist, and Bilingual Interventionist</i>	<i>Bi Weekly</i>	<i>Class rosters, student schedules, and grade-level daily schedules. Title I funds.</i>	<i>Progress Monitor and District & Campus Assessment Data</i>

Goal 4	<i>By the end of the 2025–2026 school year, the percentage of EB students in Kindergarten through 4th grade demonstrating growth in their composite TELPAS scores (listening, speaking, reading, and writing) will increase by 10 percentage points</i>			
Strategies				
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Implement weekly targeted language development groups focused on speaking and writing, using TELPAS-aligned rubrics and sentence stems across content areas. Instruction will be differentiated by current proficiency level.</i>	<i>Bilingual Interventionist and EB specialist</i>	<i>Bi Weekly</i>	<i>TELPAS Proficiency Level Descriptors (PLDs) Professional learning communities (PLCs) – focused on analyzing EB progress and adjusting instruction based on data</i>	<i>Current 40.89% progressed 1 level</i>
<i>Monitor student progress quarterly through TELPAS-style writing samples and speaking tasks, using campus-wide calibration to ensure scoring consistency and identify areas for reteach or acceleration.</i>	<i>Bilingual Interventionist and EB specialist</i>	<i>Quarterly</i>	<i>TELPAS Proficiency Level Descriptors (PLDs) – to guide instruction and student feedback aligned to expectations. ELlevation – for tracking student language proficiency and growth.</i>	<i>Student Work Samples and Portfolios</i>

<i>Provide professional development and implement CLIFF strategies across content areas, including the use of flexible grouping</i>	<i>Bilingual Interventionist and EB specialist</i>	<i>Quartely</i>	<i>Facilitate Dr. Mercuri-led professional development sessions and implement coaching cycles to support the integration of CLIFF strategies across content areas. Title I Funds</i>	<i>Classroom walkthroughs and observation rubrics to assess the implementation of CLIFF strategies and flexible grouping practices.</i> <i>Coaching cycle reflection forms and logs to document teacher progress and areas for continued support.</i> <i>Student work samples and language data</i>
<i>Implement and monitor state and federal compliance requirements for Emergent Bilingual students, and manage and process required LPAC documentation.</i>	<i>EB Specialist</i>	<i>Ongoing</i>	<i>ELlevation and PEIMS</i>	<i>Audits of LPAC folders for completeness and accuracy</i> <i>Monitoring reports from district and state reviews</i>
<i>Ensure proper EB student placement and program documentation in PEIMS and monitor linguistic accommodations documented and implemented in classrooms</i>	<i>EB Specialist</i>	<i>Ongoing</i>	<i>Elevation & PEIMS</i>	<i>Audits of LPAC folders for completeness and accuracy</i> <i>Monitoring reports from district and state reviews</i>

Summary of Needs:

The district addresses the Excellent Educators for All Initiative (Title I, Part A under the Every Student Succeeds Act) by developing goals and strategies to decrease the equity gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. It does not matter what classroom these students walk into – in Tomball ISD, an effective teacher awaits them. In order to successfully implement the CIP for 2025-2026, professional development, including teacher-led training is required for teachers and administrators in the major areas of collaboration, infused technology, multiple pathways to teaching and leading, meaningful evaluation and support, strong teacher leadership, mentoring, instructional leadership.



TOMBALL ISD Professional Learning

The professional learning and development provided for all staff members is aligned to district Goals, Priorities contained in the Destination 2030 strategic plan, and designed to support the TISD Boulders.

Future Ready Learners:

Specific sessions aligned to this priority are designed to address CTE and CCMR outcomes.

Responsive and Personalized Learning:

Collaborative practices and coaching related to these practices is a focus to support the instructional design process and to ensure collaboration and high quality instruction in each classroom.

Social, Emotional, and Safety Welfare of the Whole Child:

A focus on emotional health and wellness for staff and students continue to advance the culture of campuses through professional learning about the following:

- Great Expectations

- Emotional Backpack & Wraparound Services

Technology and Digital Learning:

Continued integration of technology into instruction enhances blended learning outcomes.

Quality Staffing and Professional Learning:

All professional learning sessions are aligned to TISD Boulders:

- Collaborative Culture

- High Quality Instruction

- Social & Emotional Learning

Campus Staff Development Needs

Staff development has been identified as one of the strategies to meet the assessed needs addressed in this improvement plan. Summarize below what those campus staff development needs are. The Campus Improvement Team must approve this portion of the Campus Improvement Plan.

Date of CIT
Approval:

Summary of
Needs:

1. Data Analysis & Interpretation. Facilitators: Campus Coaches & District Staff

• Training on analyzing STAAR, TELPAS, STAR Ren, and district assessment data to identify student learning trends.

• Using disaggregated data to pinpoint achievement gaps and inform instructional decisions.
2. Dual Language Facilitators: Dr. Mercuri, Consultant & Campus Bilingual Interventionist

• Explicit campus professional development for content, language, and literacy integration, including cross-linguistic connections for one-way dual language classes.

• Job-embedded professional development for implementing preview, view, and review strategies.
3. Reading. Facilitators: Campus Coaches & District Staff

• Implementation of Just Right Reader, Estrellita, and Lunita programs in alignment with district and state standards.

• Job-embedded professional development and explicit coaching sessions by conducting instructional rounds with master teachers.

• Differentiation strategies for mixed-ability classrooms.

• ECR calibration for 3rd–4th grade teachers and K–2 writing reviews.
4. Great Expectations. Facilitators: GE Coach and Campus Leaders

• Job-embedded professional development and explicit coaching sessions for first-time TISD teachers on campus.
5. Math. Facilitators: Campus Coaches & District Staff

• Effective strategies for teaching conceptual understanding and problem-solving.

• Incorporating manipulatives and visual models to support student comprehension.

• Data-driven instruction using STAAR, STAR Ren, and district math assessments.

• Differentiation strategies for mixed-ability classrooms.

• Job-embedded professional development and explicit coaching sessions by conducting instructional rounds with master teachers.

• Integrating technology and interactive math tools to enhance student engagement.

Assurances

	Topic	Goals and Compliance
☒	CIP Content and Development	This content and development process of this district improvement plan complies with the requirements of Texas Education Codes Chapters 11 and 39.
☒	Comprehensive Needs Assessment	The Comprehensive Needs Assessment included an analysis of data for all students, student groups by ethnicity, gender, economic disadvantage, at-risk status, and participation in programs for special education, bilingual/ESL, gifted and talented and CTE. Goals and strategies were developed according to determined needs.
☒	Needs of All Students	Through individual student level planning, monitoring and support, the goals of the CIP will be met for all students.
☒	Goals and Strategies	The CIP goals and strategies include responsible staff, resources, timelines, monitoring, and evaluation.
☒	Attendance and Completion	The CIP Comprehensive Needs Assessment included an analysis of campus-relevant data related to student attendance, dropout rates, graduation rates, on-track credit accrual of 9 th and 10 th grade students, and college readiness.
☒	Transitions	The CIP Comprehensive Needs Assessment included an analysis of any campus-relevant transitions from Early Childhood or home to Pre-Kindergarten or Kindergarten, transitions from 8 th grade to 9 th grade including counseling on the Foundation High School program and endorsements, transition to college including counseling and information to students and parents about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas Grant programs, and the need for making informed curriculum choices to be prepared for success beyond high school.
☒	Suicide Prevention	The District will follow the policies of the Tomball ISD Board of Education FFB, DMA, and FFE relating to suicide prevention to reduce and eliminate cases.
☒	Conflict/Violence Prevention and Intervention	The District will follow the policies of the Tomball ISD Board of Education FOC, and FOCA relating to violence prevention and intervention.
☒	Dating Violence Awareness	The District will follow the policies of the Tomball ISD Board of Education FFH relating to dating violence awareness and training.
☒	Bullying Prevention	The District will follow the policies of the Tomball ISD Board of Education FFI, FDB, FFF, FFH, FO, CQA, and FFB relating to the prevention of bullying.
☒	Coordinated Health Program	The District will follow the policies of the Tomball ISD Board of Education FFA and EHAA relating to a coordinated health program.
☒	Child Abuse Prevention and Reporting	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☒	Child Sexual Abuse Prevention	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☒	Drug, Tobacco, Alcohol Prevention	The District will follow the policies of the Tomball ISD Board of Education FNF relating to drug, tobacco, and alcohol prevention to reduce and eliminate use.
☒	State Compensatory Education	The district-wide SCE plan is described in the District Improvement Plan. The comprehensive needs assessment of this DIP included an analysis of student achievement data for at-risk students.
☒	Dyslexia Treatment Program	The District will follow the policies of the Tomball ISD Board of Education EHB, FB, EHBC, and EKB relating to a Dyslexia Treatment Program.
☒	Trauma-Informed Care Policy	The District will follow the policies of the Tomball ISD Board of Education FFBA(LOCAL) in relation to requiring the integration of trauma-informed practices in each school environment.
☒	Duties of District SRO's	The District shall follow the policies of the Tomball ISD Board of Education CKE in relation to the duties of Peace Officers and School Resource Officers. The Board approves the duties of Peace Officers and School Resource Officers through an annual Memorandum of Understanding and those duties are detailed as: 1. Abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision. 2. Encourage individual and small group discussions about law enforcement related matters with students, faculty, and parents. 3. Refrain completely from functioning as a school disciplinarian. The School Resource Officer is not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. 4. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.

		5. Abide by school board policy and applicable law concerning interviews should it be necessary to conduct formal law enforcement interviews with students or staff on property or at school functions under the jurisdiction of the School Board. 6. Give assistance to officers in matters regarding the duties of SROs whenever necessary. 7. Reaffirm their roles as law enforcement officers by wearing their uniforms, unless doing so would be inappropriate for scheduled school activities. (The uniform will also be worn at events where it will enhance the image of the officers and their ability to perform their duties.) 8. Officers work an eight hour shift that begins when they leave their department and ends when they return to their department. Any additional time must be compensated according to the Fair Labor Standards Act at time and a half.
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Waivers

Tomball ISD has requested and been approved by the Commissioner of Education for the following waivers allowable through the Texas Education Code and the Texas Administrative Code:

Waiver Type	Reason	Expires	Description
Foreign Exchange Student (5 or more)	Financial or staffing hardship / diminish high quality services / competition for resources	2027	Allows the district to limit the number of foreign exchange students to 5 per high school.
Modified Schedule State Assessment Testing Days	STAAR EOC testing day schedules	2027	This waiver allows the district or charter school to modify the schedule of classes on State Assessment testing days during the school year to reduce interruptions during testing periods.
Texas Data Portal of Texas Assessment Management System	Use of Eduphoria Aware	2027	This waiver allows school districts and charter schools to apply for a waiver of participation in the teacher portal component of the Texas Assessment Management System. A waiver is granted if a district or charter school can provide assurance that the local teacher data portal meets the statutory requirements.
Staff Development General	Professional Development	2026	Each district and open-enrollment charter school may choose how to apply their approved Staff Development Minutes Waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year. This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2019-2020 school year, the Staff Development Minutes Waiver may not be used prior to the first day of student instruction or after the last day of student instruction.

District of Innovation

Tomball ISD is an approved Texas Education Agency District of Innovation. Districts of Innovation may be exempt from state statutes to:

- take greater local control in decision-making about the educational and instructional model for students
- have increased autonomy from state mandates that govern educational programming
- be empowered to innovate and plan differently – to think outside of the box

The Tomball ISD renewal plan will be in effect for the 2022-2023 school year through the 2026-2027 school year. This plan may be amended at any time by the committee with the approval of the Board of Trustees.

Statutory Exemption	Texas Education Code/ Tomball ISD Board Policy	Proposed Innovation
1. OPERATION OF SCHOOL AND SCHOOL ATTENDANCE	TEC 25.0811 EB(LEGAL)	To allow for a calendar that fits the local needs of our community, we would like to consider moving the mandatory start date back one week which would better benefit our students. a. Students will begin no earlier than the <u>2nd</u> Monday of August. b. Teachers will begin no earlier than the <u>1st</u> Monday of August. c. This will allow the first and second semesters to be closer in the number of days of instruction. d. The goal is to improve the district attendance rate and student success through the flexibility in the calendar. e. Flexible start dates and times will accommodate Early College High School schedules.
2. SUBMITTING WAIVERS FOR KINDERGARTEN – GRADE 4 CLASS SIZE	TEC 25.111 TEC 25.112 TEC 25.113 EEB(LEGAL)	While we certainly believe that small class size plays a positive role in the classroom, we do not believe it has a negative effect when you only add one or two more students. Many times it is not the number of the students but the makeup and chemistry of the classroom which influence the learning environment. a. TISD will attempt to keep all K-4th core classrooms to a 22:1 ratio. However, in the event the class size exceeds this ratio, the superintendent will report to the Board of Trustees. b. In the event a K-4th core classroom reaches 24:1, the campus will notify the parents of the number of students in the classroom and inform them of the situation. c. A TEA waiver will not be necessary when a K-4th classroom exceeds the 22:1 ratio. d. This gives TISD flexibility without having to apply for waivers within the Texas Education Agency.

3. TEACHER CERTIFICATION	TEC 21.003a TEC 21.057a-e (DK LEGAL) (DK LOCAL) (DK EXHIBIT)	In order to best serve TISD students and allow more flexibility in our scheduling and class offerings, certification issues will be handled locally. a. The campus principal may submit to the superintendent a request to allow a certified teacher to teach one subject out of their certified field. The principal must specify in writing the reason for the request and document what credentials the certified teacher possesses which qualify this individual to teach this subject. b. Flexibility with personnel on Title I campuses per ESSA guidelines. c. In exceptional circumstances, when a certified educator is not found for a unique or innovative class, the campus principal may submit to the superintendent a request for local certification that will allow a non-certified yet highly qualified professional to teach OR a certified educator to teach a subject in a related field for which she or he is not credentialed by the state. d. A teacher certification waiver, state permit applications or other paperwork will not be submitted to the Texas Education Agency.
4. IMPLEMENT A LOCAL TEACHER AND ADMINISTRATOR APPRAISAL SYSTEM	TEC 21.203 TEC 21.352 DNA(LEGAL)	a. Tomball ISD will follow a modified TTESS and TPESS as a localized Teacher Appraisal System and an Administrator Appraisal System, which are better aligned with the Tomball ISD strategic goals and student assessments. This exemption would allow flexibility to evaluate various performance measures, including classroom observations, goal setting and tracking, and collective student growth progress toward identified learning objectives. The local system will be detailed in Board Policy DNA(LOCAL) and accompanying documents.
5. CAMPUS BEHAVIOR COORDINATOR	TEC 37.0012 FO(LEGAL)	The proposal is for the District to seek exemption from the statute requiring each school to have a designated campus behavior coordinator. The relationships that are established between the campus administrator, counselor, student, and parent are the foundation for promoting and maintaining positive behavior. Utilizing a local district process allows the administrator who currently has a relationship with the parent and student to be the person to make parental contact. The administrator notifies the parent of discipline or behavior concerns, rather than having contact by a campus behavior coordinator, who may not know all the students, providing a much more individual and personal approach.

6. INTER-DISTRICT TRANSFERS	TEC 25.036 FDA(LEGAL)	Texas Education Code 25.036 and Tomball ISD Board Policy FDA (Local) currently allow for inter-district student transfers. Under Section 25.036, a transfer is interpreted to be for one school year. However, in rare instances, a transfer appears not to be in the best interest of the student, the students of Tomball ISD, and the District when the transferred student engages in behavior that warrants significant discipline, does not attend needed interventions, and/or has attendance that falls below the TEA truancy standard. In those rare instances, Tomball ISD seeks the ability to revoke the transfer during the one school year time period. Proposed Innovation: Tomball maintains an inter-district transfer policy under Board Policy FDA (Local) requiring nonresident students wishing to transfer to file a transfer application for each school year, and in approving transfer requests, the Superintendent or designee shall consider the availability of space and instructional staff and the student's disciplinary history and attendance records. Under Policy FDA, transfer students are expected to follow the rules and regulations of the District. The District is seeking to eliminate the provision of a one-year commitment in accepting an inter-district transfer for the following circumstances: - student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion; and/or - student has not attended required interventions (if needed); and/or - student attendance falls below the TEA truancy standard.
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