



Not just a district, a destination.



TOMBALL

INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

2025-2026

Campus Name	Creekside Forest Elementary School
TEA District ID	101-921-112
Principal	Treva Madore
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.

Board of Education

Dr. Michael J. Pratt
President

Mark Lewandowski
Vice President

John E. McStravick
Secretary

Tina Salem
Assistant Secretary

Amanda Bass
Trustee

Jennifer Kratky
Trustee

Coco White
Trustee



District Leadership

Dr. Martha Salazar-Zamora
Superintendent of Schools

Zachery Boles
Chief Financial Officer

Dr. Steven Gutierrez
Chief Operating Officer

Dr. Amy Schindewolf
Deputy Superintendent

Holly Sherman J.D.
General Counsel

Dr. Michael Webb
Chief Academic Officer

Dr. George Flores
Assistant Superintendent of Elementary Schools

Dr. Mindy Munoz
Assistant Superintendent of Secondary School

Dr. Alicia Reeves
Assistant Superintendent of Development & Engagement

Mark White
Assistant Superintendent of Accountability

Dr. Lee Wright
Assistant Superintendent of Human Talent

Table of Contents

Table of Contents.....	3
Tomball ISD Non-Discrimination Policies.....	4
Legal Notice.....	5
Federal Funds.....	10
Vision, Mission, Goals, and Objectives.....	12
District Profile.....	15
Accreditation.....	15
Campus and Program Description.....	15
Demographics.....	16
Students.....	16
Campus Improvement Team (CIT).....	19
Data Analysis and Comprehensive Needs Assessment.....	20
Sample Integrated Data Sources.....	20
Effective Schools Framework (ESF).....	21
ESF Theory of Action.....	21
ESF Levers.....	22
Accountability Summary and Performance Data.....	23
State A-F Accountability.....	23
STAAR Results.....	24
Attendance.....	31
Discipline.....	32
Campuswide Reform Strategies and SMART Goals.....	34
Staff Development Needs.....	37
Assurances.....	39
Waivers.....	41
District of Innovation.....	42

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 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 Creekside Forest 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.

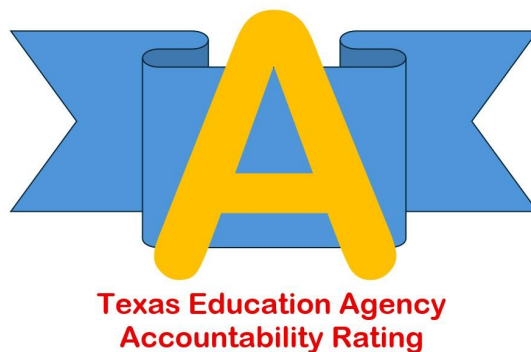
Campus and Program Description

At CFES, we are dedicated to maintaining high expectations for everyone. Our staff believes that setting high standards and providing robust support is key to our students' academic, social, and emotional growth. Our teachers utilize the Professional Learning Communities (PLC) process to establish standards for all students. During this process, essential skills are agreed upon across all grade levels, standards are unpacked, common assessments are designed, instructional practices are shared, data results are reviewed, and action plans are developed based on multiple data points.

Daily interventions are provided in all K-5 classrooms, ensuring that teachers receive all requested and aligned resources, and students have access to multiple resources. During intervention time, identified students receive Gifted and Talented (GT) services, while high-achieving students are provided with enrichment and extensions in their classrooms and through a pull-out program with the GT specialist.

Our specialists in ESL, Dyslexia, Math, and Reading support students during intervention time. Although they are moving towards coaching goals, they continue to serve our most at-risk students, providing materials, lessons, and modeling to help all students show growth. Our counselor supports teachers through planned small groups and provides teaching materials to promote Social-Emotional Learning (SEL) in the classroom. She also assists with RTI, helping students regulate their behavior.

Great Expectations (GE) principles are infused throughout our entire day, supporting students academically, socially, and emotionally. CFES continues to be a proud GE school!



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	631	100%
Early Education Grade	1	0.16%
Kindergarten Grade	86	13.63%
1st Grade	75	11.89%
2nd Grade	113	17.91%
3rd Grade	114	18.07%
4th Grade	119	18.86%
5th Grade	121	19.18%
Student Demographics	Count	Percent
Gender		
Female	302	47.86%
Male	329	52.14%
Ethnicity		
Hispanic-Latino	220	34.87%
Race		
American Indian - Alaskan Native	1	0.16%
Asian	82	13.00%
Black - African American	3	0.48%
Native Hawaiian - Pacific Islander	1	0.16%
White	282	44.69%
Two-or-More	42	6.66%
Student Programs	Count	Percent
Dyslexia	12	1.90%
Gifted and Talented	157	24.88%
Regional Day School Program for the Deaf	0	0.00%
Section 504	29	4.60%

Special Education (SPED)	0	0.00%
Bilingual/ESL		
Emergent Bilingual (EB)	82	13.00%
Bilingual	0	0.00%
English as a Second Language (ESL)	82	13.00%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
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	126	19.97%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	91	14.42%
Intervention Indicator	0	0.00%
Migratory	0	0.00%
Military Connected	0	0.00%
Transfer In Students	18	2.85%
Unschooler Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	16	2.54%
Free Meals	14	2.22%
Reduced-Price Meals	2	0.32%
Other Economic Disadvantage	0	0.00%
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	0	0.00%
Other health impairment	11	0.00%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	6	0.00%
Emotional disturbance	1	0.00%
Learning disability	12	0.00%
Speech impairment	22	0.00%
Autism	9	0.00%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	2	0.00%
Instructional Settings		
Speech Therapy	22	0.00%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	13	0.00%
Resource Room	17	0.00%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	11	0.00%
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.

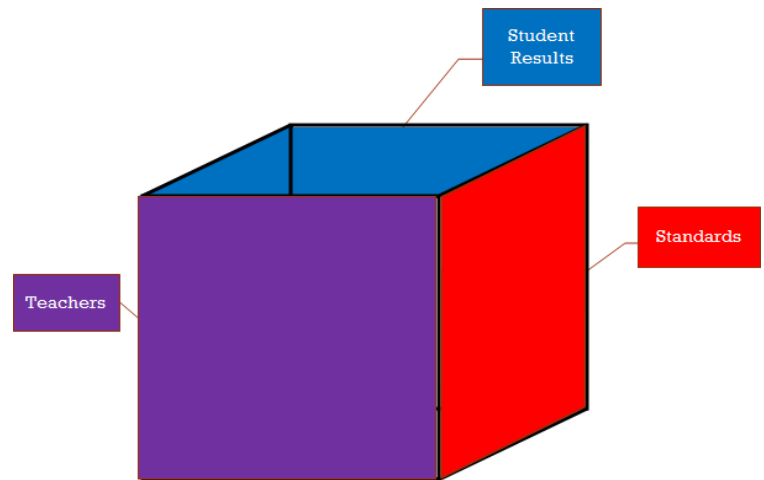
Campus Improvement Team (CIT) Membership

Name of CIT Member	Position
Eric Levels	District Appointee
Jenny Heckathorn	Classroom Teacher
Anne Eichler	Classroom Teacher
Lyndsey Allbritton	Classroom Teacher
Debi Bryan	Classroom Teacher
Cecelia Lummus	Non-classroom Professional
tba	Parent
tba	Parent
Larry Drown - Campus Kids	Business Representative
Eve Neller Realator	Business Representative
HEB Rep	Community Representative
Hero Martial Arts	Community Representative

Meeting Dates
10/16/2025
12/11/2025
1/29/2026
4/2/2026

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

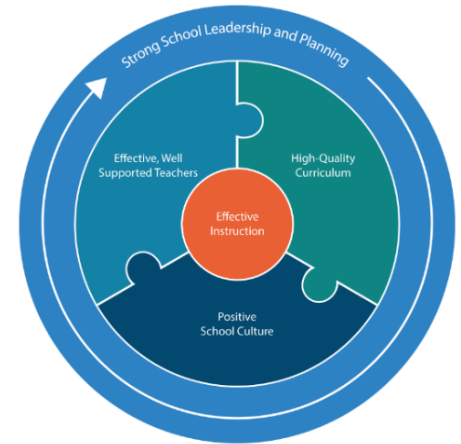
Students	Teachers	Standards
STAAR/EOC Results Texas Academic Performance Reports TELPAS results Curriculum- Based Assessments Formative assessments Interim Assessments Student portfolios CLI/STAR Early Literacy Results Results Driven Accountability (RDA) Eduphoria Aware Reports Individual education plans 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		96	A	
Student Achievement		97	A	70%
STAAR Performance	87	97		
College, Career and Military Readiness				
Graduation Rate				
School Progress		96	A	0%
Academic Growth	91	96	A	✓
Relative Performance (Eco Dis: 7.3%)		92	A	
Closing the Gaps	87	95	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 |

STAAR Results



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Reading Language Arts

District: 101-921 TOMBALL ISD
Campus: 112 CREEKSID FORES

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										
Legend												Avg. # of Points / % Achieved													
--- = No Data Reported For Fewer Than Five Students					#	%	#	%	#	%	#	%	#	%											
All Students			117	1689	1	1	116	99	112	96	88	75	21.3	82	19.3	74									
Male			63	1666	1	2	62	98	58	92	45	71	21.1	81	18.5	71									
Female			54	1716	0	0	54	100	54	100	43	80	21.7	83	20.4	78									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Hispanic/Latino			38	1658	0	0	38	100	36	95	26	68	20.5	79	18.6	72									
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Asian			20	1755	0	0	20	100	20	100	19	95	23.0	88	21.4	82									
Black or African American			1	---	---	---	---	---	---	---	---	---	---	---	---	---									
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
White			51	1684	1	2	50	98	49	96	37	73	21.4	82	19.0	73									
Two or More Races			7	1707	0	0	7	100	6	86	5	71	21.1	81	19.7	76									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Economically Disadvantaged			9	1599	0	0	9	100	7	78	5	56	19.2	74	15.9	61									
No Information Provided			108	1696	1	1	107	99	105	97	83	77	21.5	83	19.6	75									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Participants			117	1689	1	1	116	99	112	96	88	75	21.3	82	19.3	74									
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Yes			117	1689	1	1	116	99	112	96	88	75	21.3	82	19.3	74									
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Identified as Emergent Bilingual (EB)			20	1603	0	0	20	100	17	85	11	55	19.1	73	16.8	64									
Monitored 1st Year (M1), reclassified from EB			4	---	---	---	---	---	---	---	---	---	---	---	---	---									
Monitored 2nd Year (M2), reclassified from EB			4	---	---	---	---	---	---	---	---	---	---	---	---	---									
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)			89	1703	1	1	88	99	87	98	70	79	21.7	83	19.8	76									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Participants			117	1689	1	1	116	99	112	96	88	75	21.3	82	19.3	74									
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
ESL			20	1603	0	0	20	100	17	85	11	55	19.1	73	16.8	64									
Participants			97	1707	1	1	96	99	95	98	77	79	21.8	84	19.9	76									
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Special Education			12	1544	1	8	11	92	9	75	4	33	18.3	71	13.6	52									
Yes			105	1705	0	0	105	100	103	98	84	80	21.7	83	20.0	77									
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Section 504			5	1652	0	0	5	100	5	100	3	60	20.0	77	19.8	76									
Yes			112	1690	1	1	111	99	107	96	85	76	21.4	82	19.3	74									
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
Gifted/Talented			32	1786	0	0	32	100	32	100	30	94	23.1	89	22.1	85									
Participants			85	1652	1	1	84	99	80	94	58	68	20.7	80	18.3	70									
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
At-Risk			25	1583	1	4	24	96	21	84	12	48	18.6	72	16.0	61									
Yes			92	1718	0	0	92	100	91	99	76	83	22.1	85	20.3	78									
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---									
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---									



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 101-921 TOMBALL ISD
Campus: 112 CREEKSIDE FORES

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		3		4						
		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		117	1675	0	0	117	100	108	92	78	67	9.9	82	10.8	77	6.0	86	3.0	76
Male		63	1693	0	0	63	100	57	90	45	71	10.1	84	10.9	78	6.1	87	3.1	79
Female		54	1654	0	0	54	100	51	94	33	61	9.6	80	10.7	76	5.9	85	2.9	73
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		38	1646	0	0	38	100	33	87	22	58	9.6	80	10.6	76	5.5	79	2.9	72
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		20	1747	0	0	20	100	20	100	16	80	10.4	87	11.9	85	6.2	89	3.5	86
Black or African American		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		51	1675	0	0	51	100	48	94	35	69	10.0	83	10.6	76	6.3	89	3.1	76
Two or More Races		7	1641	0	0	7	100	6	86	4	57	9.6	80	10.1	72	6.6	94	2.4	61
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	9	1615	0	0	9	100	7	78	4	44	9.9	82	10.0	71	5.3	76	2.6	64
	No	108	1680	0	0	108	100	101	94	74	69	9.9	82	10.9	78	6.1	87	3.1	77
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	117	1675	0	0	117	100	108	92	78	67	9.9	82	10.8	77	6.0	86	3.0	76
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	117	1675	0	0	117	100	108	92	78	67	9.9	82	10.8	77	6.0	86	3.0	76
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		20	1609	0	0	20	100	15	75	7	35	9.2	77	9.9	71	5.2	74	2.5	61
Monitored 1st Year (M1), reclassified from EB		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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)		89	1687	0	0	89	100	85	96	64	72	10.0	84	10.9	78	6.2	88	3.1	78
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	117	1675	0	0	117	100	108	92	78	67	9.9	82	10.8	77	6.0	86	3.0	76
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	20	1609	0	0	20	100	15	75	7	35	9.2	77	9.9	71	5.2	74	2.5	61
	Nonparticipants	97	1689	0	0	97	100	93	96	71	73	10.0	84	11.0	78	6.2	89	3.2	79
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	12	1540	0	0	12	100	7	58	4	33	8.5	71	8.2	58	5.3	76	2.3	56
	No	105	1690	0	0	105	100	101	96	74	70	10.0	84	11.1	79	6.1	87	3.1	78
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	5	1686	0	0	5	100	5	100	3	60	10.6	88	11.0	79	6.0	86	2.6	65
	No	112	1675	0	0	112	100	103	92	75	67	9.9	82	10.8	77	6.0	86	3.1	77
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	32	1805	0	0	32	100	32	100	28	88	10.9	91	12.3	88	6.7	96	3.6	90
	Nonparticipants	85	1626	0	0	85	100	76	89	50	59	9.5	79	10.2	73	5.8	82	2.8	71
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	25	1589	0	0	25	100	19	76	8	32	8.9	74	9.4	67	5.3	75	2.5	62
	No	92	1698	0	0	92	100	89	97	70	76	10.2	85	11.2	80	6.2	89	3.2	80
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report

District: 101-921 TOMBALL ISD
Campus: 112 CREEKSIDE FORES

Grade 4 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		122			100	Reading				Writing							
Students Not Tested																	
Absent		0			0												
Other		0			0												
Total Documents Submitted		122			100												
Legend																	
--- = No Data Reported For Fewer Than Five Students			Did Not Meet		Approaches		Meets		Masters		Number of Points Possible						
			#	%	#	%	#	%	#	%	26		26				
			Avg. # of Points / % Achieved														
			#	%	#	%	#	%	#	%	#	%	#	%			
All Students			122	1749	2	2	120	98	113	93	97	80	20.1	77	21.0	81	
Male			65	1747	0	0	65	100	60	92	52	80	20.3	78	20.8	80	
Female			57	1750	2	4	55	96	53	93	45	79	19.8	76	21.1	81	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			41	1741	1	2	40	98	37	90	30	73	19.8	76	20.3	78	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			15	1853	0	0	15	100	15	100	14	93	22.1	85	23.8	92	
Black or African American			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			57	1735	0	0	57	100	53	93	46	81	20.0	77	20.8	80	
Two or More Races			8	1804	0	0	8	100	8	100	7	88	21.0	81	22.8	88	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	5	1473	2	40	3	60	3	60	2	40	13.8	53	12.8	49
			No	117	1760	0	0	117	100	110	94	95	81	20.4	78	21.3	82
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	122	1749	2	2	120	98	113	93	97	80	20.1	77	21.0	81
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	122	1749	2	2	120	98	113	93	97	80	20.1	77	21.0	81
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			14	1666	0	0	14	100	12	86	7	50	18.4	71	18.0	69	
Monitored 1st Year (M1), reclassified from EB			6	1844	0	0	6	100	6	100	6	100	22.0	85	23.2	89	
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB			5	1782	0	0	5	100	5	100	4	80	20.4	78	22.8	88	
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)			97	1753	2	2	95	98	90	93	80	82	20.2	78	21.1	81	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	122	1749	2	2	120	98	113	93	97	80	20.1	77	21.0	81
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	14	1666	0	0	14	100	12	86	7	50	18.4	71	18.0	69
			Nonparticipants	108	1759	2	2	106	98	101	94	90	83	20.3	78	21.3	82
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	11	1603	1	9	10	91	7	64	4	36	16.2	62	15.6	60
			No	111	1763	1	1	110	99	106	95	93	84	20.5	79	21.5	83
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	10	1625	1	10	9	90	8	80	7	70	18.0	69	17.6	68
			No	112	1760	1	1	111	99	105	94	90	80	20.3	78	21.3	82
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	44	1862	0	0	44	100	44	100	44	100	22.5	86	23.9	92
			Nonparticipants	78	1685	2	3	76	97	69	88	53	68	18.7	72	19.3	74
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	20	1595	2	10	18	90	15	75	8	40	16.4	63	16.2	62
			No	102	1779	0	0	102	100	98	96	89	87	20.8	80	21.9	84
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report Grade 4 Mathematics

District: 101-921 TOMBALL ISD
Campus: 112 CREEKSIDE FORES

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												
									10	12	13	5									
Legend									Avg. # of Points / % Achieved												
--- = No Data Reported For Fewer Than Five Students									#	%	#	%	#	%	#	%					
All Students			123	1796	3	2	120	98	115	93	95	77	8.5	85	9.9	82	10.4	80	4.5	89	
Male			65	1813	0	0	65	100	62	95	49	75	8.8	88	9.9	83	10.5	81	4.5	90	
Female			58	1777	3	5	55	95	53	91	46	79	8.2	82	9.8	82	10.2	78	4.4	88	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			41	1755	1	2	40	98	37	90	25	61	8.2	82	9.4	79	9.7	74	4.4	87	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			15	1912	0	0	15	100	15	100	15	100	9.2	92	11.2	93	11.8	91	4.9	97	
Black or African American			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			58	1795	1	2	57	98	55	95	47	81	8.5	85	9.8	82	10.5	81	4.4	89	
Two or More Races			8	1904	0	0	8	100	8	100	8	100	9.3	93	11.3	94	11.4	88	4.9	98	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes		5	1508	2	40	3	60	3	60	2	40	5.8	58	6.2	52	6.8	52	3.6	72	
	No		118	1808	1	1	117	99	112	95	93	79	8.6	86	10.0	84	10.5	81	4.5	90	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants		123	1796	3	2	120	98	115	93	95	77	8.5	85	9.9	82	10.4	80	4.5	89	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No		123	1796	3	2	120	98	115	93	95	77	8.5	85	9.9	82	10.4	80	4.5	89	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)			14	1681	0	0	14	100	12	86	6	43	7.9	79	8.7	73	8.6	66	4.3	86	
Monitored 1st Year (M1), reclassified from EB			6	1821	0	0	6	100	6	100	5	83	8.3	83	10.7	89	11.3	87	4.5	90	
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB			5	1903	0	0	5	100	5	100	4	80	9.2	92	10.6	88	11.4	88	4.8	96	
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)			98	1805	3	3	95	97	92	94	80	82	8.6	86	9.9	83	10.5	81	4.5	89	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants		123	1796	3	2	120	98	115	93	95	77	8.5	85	9.9	82	10.4	80	4.5	89	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants		14	1681	0	0	14	100	12	86	6	43	7.9	79	8.7	73	8.6	66	4.3	86	
	Nonparticipants		109	1811	3	3	106	97	103	94	89	82	8.6	86	10.0	83	10.6	82	4.5	90	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes		11	1641	1	9	10	91	8	73	4	36	7.7	77	7.5	62	8.2	63	3.9	78	
	No		112	1811	2	2	110	98	107	96	91	81	8.6	86	10.1	84	10.6	81	4.5	90	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes		10	1673	1	10	9	90	8	80	7	70	7.6	76	8.1	68	9.2	71	3.8	76	
	No		113	1807	2	2	111	98	107	95	88	78	8.6	86	10.0	84	10.5	81	4.5	90	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants		44	1926	0	0	44	100	44	100	44	100	9.4	94	11.0	92	11.9	92	4.8	96	
	Nonparticipants		79	1723	3	4	76	96	71	90	51	65	8.0	80	9.2	77	9.5	73	4.3	85	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes		20	1618	2	10	18	90	15	75	7	35	7.2	72	7.7	64	7.8	60	4.1	82	
	No		103	1830	1	1	102	99	100	97	88	85	8.7	87	10.3	86	10.9	84	4.5	91	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

District: 101-921 TOMBALL ISD
Campus: 112 CREEKSIDE FORES

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score											Results for Each Reporting Category			
															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			139	1788	1	1	138	99	126	91	102	73	21.4	82	19.9	77		
Male			80	1779	1	1	79	99	71	89	58	73	21.2	82	19.6	76		
Female			59	1800	0	0	59	100	55	93	44	75	21.5	83	20.3	78		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino			44	1743	1	2	43	98	38	86	30	68	21.0	81	18.3	70		
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian			18	1847	0	0	18	100	17	94	15	83	21.8	84	22.2	85		
Black or African American			1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
White			69	1797	0	0	69	100	64	93	51	74	21.3	82	20.4	79		
Two or More Races			7	1789	0	0	7	100	6	86	5	71	22.6	87	19.1	74		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged			9	1806	0	0	9	100	8	89	7	78	22.0	85	19.8	76		
			130	1786	1	1	129	99	118	91	95	73	21.3	82	19.9	77		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Participants			139	1788	1	1	138	99	126	91	102	73	21.4	82	19.9	77		
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			139	1788	1	1	138	99	126	91	102	73	21.4	82	19.9	77		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Identified as Emergent Bilingual (EB)			17	1708	1	6	16	94	14	82	11	65	19.7	76	18.2	70		
Monitored 1st Year (M1), reclassified from EB			13	1809	0	0	13	100	12	92	11	85	22.5	86	19.9	77		
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 4th Year (M4), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-Emergent Bilingual (Non-EB)			108	1797	0	0	108	100	99	92	79	73	21.5	83	20.2	78		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Participants			139	1788	1	1	138	99	126	91	102	73	21.4	82	19.9	77		
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL			17	1708	1	6	16	94	14	82	11	65	19.7	76	18.2	70		
Participants			122	1799	0	0	122	100	112	92	91	75	21.6	83	20.2	78		
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education			9	1618	0	0	9	100	5	56	2	22	17.3	67	14.3	55		
			130	1799	1	1	129	99	121	93	100	77	21.6	83	20.3	78		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Section 504			10	1691	0	0	10	100	8	80	4	40	20.5	79	16.0	62		
			129	1795	1	1	128	99	118	91	98	76	21.4	82	20.2	78		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented			47	1900	0	0	47	100	47	100	46	98	23.0	89	23.2	89		
Participants			92	1730	1	1	91	99	79	86	56	61	20.5	79	18.3	70		
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk			21	1680	1	5	20	95	16	76	11	52	19.4	75	16.6	64		
			118	1807	0	0	118	100	110	93	91	77	21.7	84	20.5	79		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 101-921 TOMBALL ISD
Campus: 112 CREEKSIDE FORES

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					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																				
9		20			9		4													
Avg. # of Points / % Achieved																				
		#			%	#	%	#	%	#	%	#	%	#	%	#	%			
All Students			138	1861	1	1	137	99	126	91	93	67	7.8	87	16.8	84	7.1	79	3.1	77
Male			79	1875	0	0	79	100	72	91	56	71	7.8	86	16.9	85	7.3	81	3.2	79
Female			59	1841	1	2	58	98	54	92	37	63	7.8	87	16.6	83	6.8	76	2.9	73
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			44	1800	1	2	43	98	39	89	27	61	7.4	82	16.0	80	6.8	76	2.9	72
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			17	1980	0	0	17	100	17	100	14	82	8.4	93	18.0	90	8.1	90	3.5	87
Black or African American			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			69	1874	0	0	69	100	63	91	47	68	8.0	88	17.0	85	7.1	79	3.1	77
Two or More Races			7	1823	0	0	7	100	6	86	4	57	7.6	84	16.0	80	6.3	70	3.0	75
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			9	1771	1	11	8	89	7	78	6	67	7.4	83	15.3	77	6.4	72	2.4	61
No Information Provided			129	1867	0	0	129	100	119	92	87	67	7.8	87	16.9	84	7.2	80	3.1	78
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			138	1861	1	1	137	99	126	91	93	67	7.8	87	16.8	84	7.1	79	3.1	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			138	1861	1	1	137	99	126	91	93	67	7.8	87	16.8	84	7.1	79	3.1	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			17	1799	0	0	17	100	16	94	7	41	7.1	79	16.4	82	6.6	74	2.6	66
Monitored 1st Year (M1), reclassified from EB			13	1847	0	0	13	100	13	100	9	69	7.7	85	17.1	85	6.9	77	3.2	79
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)			107	1870	1	1	106	99	96	90	76	71	7.9	88	16.8	84	7.2	80	3.1	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			138	1861	1	1	137	99	126	91	93	67	7.8	87	16.8	84	7.1	79	3.1	77
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			17	1799	0	0	17	100	16	94	7	41	7.1	79	16.4	82	6.6	74	2.6	66
Nonparticipants			121	1869	1	1	120	99	110	91	86	71	7.9	88	16.8	84	7.2	80	3.1	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			9	1698	0	0	9	100	5	56	4	44	6.7	74	13.2	66	5.7	63	2.6	64
Yes			129	1872	1	1	128	99	121	94	89	69	7.9	88	17.0	85	7.2	80	3.1	78
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			10	1792	0	0	10	100	10	100	5	50	7.5	83	16.2	81	6.6	73	2.5	63
Yes			128	1866	1	1	127	99	116	91	88	69	7.8	87	16.8	84	7.2	80	3.1	78
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			47	1967	0	0	47	100	46	98	42	89	8.3	92	18.2	91	8.1	90	3.5	87
Participants			91	1806	1	1	90	99	80	88	51	56	7.5	84	16.1	80	6.6	74	2.8	71
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			21	1751	1	5	20	95	16	76	7	33	6.8	75	15.0	75	6.0	66	2.4	61
Yes			117	1880	0	0	117	100	110	94	86	74	8.0	89	17.1	85	7.3	81	3.2	79
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Grade 5 Science

District: 101-921 TOMBALL ISD
Campus: 112 CREEKSIDE FORES

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		3		4						
Students Tested	139	100							Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments				
Students Not Tested									Number of Points Possible										
Absent	0	0							6		9		10		14				
Other	0	0							Avg. # of Points / % Achieved										
Total Documents Submitted	139	100 <th>#</th> <th>%</th> <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	139	4444	4	3	135	97	106	76	72	52	3.9	66	7.2	80	7.7	77	10.8	77	
Male	80	4462	0	0	80	100	60	75	45	56	3.8	64	7.4	82	7.7	77	11.0	79	
Female	59	4419	4	7	55	93	46	78	27	46	4.1	68	7.0	78	7.6	76	10.4	75	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	44	4261	1	2	43	98	29	66	17	39	3.7	62	6.9	77	7.1	71	10.3	74	
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	18	4698	0	0	18	100	15	83	12	67	4.1	69	8.1	90	8.2	82	11.5	82	
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	69	4487	3	4	66	96	56	81	39	57	4.0	67	7.2	80	7.9	79	10.9	78	
Two or More Races	7	4577	0	0	7	100	6	86	4	57	4.4	74	7.7	86	7.7	77	10.9	78	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	9	4293	0	0	9	100	6	67	4	44	4.3	72	7.1	79	7.1	71	9.9	71
	No	130	4454	4	3	126	97	100	77	68	52	3.9	65	7.2	80	7.7	77	10.8	77
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	139	4444	4	3	135	97	106	76	72	52	3.9	66	7.2	80	7.7	77	10.8	77
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	139	4444	4	3	135	97	106	76	72	52	3.9	66	7.2	80	7.7	77	10.8	77
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		17	4258	0	0	17	100	11	65	5	29	3.7	62	6.9	76	6.9	69	10.1	72
Monitored 1st Year (M1), reclassified from EB		13	4540	0	0	13	100	11	85	8	62	4.2	69	7.8	86	7.6	76	11.8	84
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		108	4462	4	4	104	96	83	77	59	55	4.0	66	7.2	80	7.8	78	10.8	77
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	139	4444	4	3	135	97	106	76	72	52	3.9	66	7.2	80	7.7	77	10.8	77
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	17	4258	0	0	17	100	11	65	5	29	3.7	62	6.9	76	6.9	69	10.1	72
	Nonparticipants	122	4470	4	3	118	97	95	78	67	55	4.0	66	7.3	81	7.8	78	10.9	78
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	9	3876	2	22	7	78	3	33	1	11	3.0	50	5.2	58	6.2	62	8.4	60
	No	130	4483	2	2	128	98	103	79	71	55	4.0	67	7.4	82	7.8	78	10.9	78
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes	10	4222	0	0	10	100	7	70	1	10	3.3	55	7.6	84	6.8	68	9.8	70
	No	129	4461	4	3	125	97	99	77	71	55	4.0	67	7.2	80	7.8	78	10.9	78
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	47	4805	0	0	47	100	44	94	40	85	4.7	79	7.8	86	8.7	87	11.9	85
	Nonparticipants	92	4259	4	4	88	96	62	67	32	35	3.5	59	6.9	77	7.2	72	10.2	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	21	4142	1	5	20	95	11	52	5	24	3.5	59	6.7	74	6.3	63	9.5	68
	No	118	4497	3	3	115	97	95	81	67	57	4.0	67	7.3	81	7.9	79	11.0	79
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Attendance

Tomball ISD	PIA - Cumulative
	2024-2025
All Students	97
Ethnicity	
Hispanic/Latino	96.4
American Indian or Alaska Native	
Asian	97.6
Black or African American	97.5
Native Hawaiian or Other Pacific Islander	
White	97.1
Two or More Races	97.9
Gender	
Male	97.0
Female	96.9
Grade	
Kindergarten	96.1
1st	96.7
2nd	97.2
3rd	96.9
4th	97.4
5th	97.1
Special Population	
At Risk	96.3
Early Reading Indicator	95.0
Economic Disadvantage	96.3
Emergent Bilingual	96.3
Foster Care	
Gifted and Talented	97.5
Homeless Status	
Migrant	
Military Connected	
RDSPD	
Section 504	96.4
Special Education	96.4
Transfer in Students	97.5
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																Total
		11	12	14	16	17	18	19	29	30	31	32	36	46	47	48	57	
2024-2025	683	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023-2024	722	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	682	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

Creekside Forest 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	682	4	3	0.44%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%	4	3	0.44%						
Asian	91	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%	0	0	0.00%						
Black or African American	4	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%	0	0	0.00%						
Hispanic/Latino	223	3	2	0.90%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%	3	2	0.90%						
Two or More Races	40	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%	0	0	0.00%						
White	324	1	1	0.31%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%	1	1	0.31%						
Female	314	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%	0	0	0.00%						
Male	368	4	3	0.82%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%	4	3	0.82%						
Special Education - Summer	81	2	1	1.23%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%	2	1	1.23%						
Economic Disadvantage - Fall	51	1	1	1.96%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%	1	1	1.96%						
Economic Disadvantage - Summer	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%	0	0	0.00%	1	1	2.00%						
At Risk - Fall	147	1	1	0.68%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0.00%	1	1	0.68%						
Bilingual - Fall	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%	0	0	0.00%						
ESL - Fall	95	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%	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%	0	0	0.00%						
Section 504 - Summer	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%	0	0	0.00%	1	1	2.38%						

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 May 2026, Creekside Forest Elementary will increase the percentage of students scoring at the Masters Level on the Grade 5 STAAR Science assessment from 52% (Spring 2025) to 60% or higher, through targeted vertical alignment and planning of the K–5 science curriculum.</i>			
Strategies	Vertical alignment meetings, Data Review, Collaboration			
Actions	Responsible	Timeline	Resource(s)	Evaluation
Implement systematic vertical planning between K–5 teachers to ensure alignment of TEKS-based science vocabulary, concepts, and process skills.	<i>Classroom Teachers, Specialists, Administrators</i>	<i>August - May</i>	<i>Science Curriculum, Stem Scopes, Teacher created material</i>	Review vertical planning agendas and minutes; check alignment of vocabulary and skills across grade levels through walk-throughs and student work samples.
Identify and reinforce power standards at each grade level that serve as foundations for Grade 5 STAAR Science success.	<i>Classroom Teachers, Specialists, Administrators</i>	<i>August - May</i>	<i>STAAR Data, Data Trackers,</i>	measure student mastery of power standards using district/unit assessments and STAAR interim data.
Use common formative assessments and data talks to track student growth toward mastery across grade levels.	<i>Classroom Teachers, Specialists, Administrators</i>	<i>August - May</i>	<i>District assessments, Unit Assessments,</i>	Analyze formative assessment results during PLCs; monitor progress using data trackers to document student growth from BOY to EOY.
Provide professional learning on hands-on, inquiry-based science instruction and integration of academic vocabulary.	<i>Classroom teachers and Specialists</i>	<i>August - May</i>	<i>Science Curriculum, Stem Scopes, Teacher created material</i>	Collect teacher feedback on PD sessions; conduct classroom observations to monitor use of hands-on and vocabulary-rich instruction; measure impact through improved student performance on unit assessments.

Host a schoolwide Science Family night where students are able to do science activities with their families to show that science is in our daily lives and can be fun for everyone. We will focus on TEKS that have commonly been missed on the STAAR Test.	<i>Classroom Teachers, Specialists, Administrators, committee members</i>	February 2026	<i>Science Curriculum, Stem Scopes, Teacher created material</i>	Gather parent and student feedback surveys; monitor attendance numbers; track student performance on STAAR items aligned to TEKS addressed in Family Night activities.
---	---	---------------	--	--

Goal 2	<i>By May 2026, student performance in core content areas will show measurable growth on district and state assessments, with at least a 3% increase in the percentage of students meeting or mastering grade-level standards, as a result of improved PLC planning and collaboration.</i>			
Strategies	Creekside Forest Elementary will strengthen Professional Learning Community (PLC) practices by ensuring grade-level teams engage in intentional, focused planning that prioritizes student learning outcomes. Through consistent use of data-driven discussions, alignment of instructional strategies, and collaborative reflection, PLCs will support increased student achievement.			

Actions	Responsible	Timeline	Resource(s)	Evaluation
Implement a consistent PLC agenda structure focused on the four guiding questions.	Grade level teams/specialists	Bi-Monthly	Guiding Coalition	Review PLC agendas and meeting notes to ensure all four guiding questions are addressed; monitor consistency through Guiding Coalition feedback.
Provide training and coaching for PLC leaders to strengthen facilitation and ensure alignment across grade levels.	CFES Admin	Bi-Monthly	Learning by Doing	Track participation and feedback from PLC leaders; use staff surveys and observation of PLC meetings to measure improved facilitation and alignment.
Utilize student data to guide instruction, monitor progress, and identify intervention or enrichment opportunities.	Specialists, Grade Level Team Members	Bi-Monthly	Data Trackers	Analyze BOY, MOY, and EOY assessment data (Star, STAAR, TX-Circle K); monitor intervention and enrichment plans through data trackers and progress monitoring.
Conduct regular PLC reflection check-ins to monitor effectiveness and adjust practices as needed.	CFES Admin	BOY, MOY, EOY	Learning by Doing	Collect reflection notes from PLCs; review adjustments made and compare student progress data across checkpoints (BOY, MOY, EOY).
Implement intervention and enrichment plans that are monitored during PLCs.	Grade level teams/Specialists	Bi-Monthly		Review intervention/enrichment implementation logs; analyze growth of targeted students using formative and summative assessments.

Goal 3	<i>Students in grades 4–5 will show a 2% increase in expected or accelerated progress on the STAAR Reading and Math assessments. Growth will be monitored in grades 1–3 using Star Renaissance data and in Kindergarten using TX-Circle K data to provide early interventions.</i>				
Strategies	Implement data-driven instruction and intervention to ensure students demonstrate expected or accelerated growth				
Actions		Responsible	Timeline	Resource(s)	Evaluation
Use STAAR interim data, classroom assessments, and progress monitoring to form flexible groups		Classroom Teachers, Specialists, APs	Ongoing, reviewed each grading period	STAAR interim reports, classroom data	STAAR Progress Measure reports; Walkthroughs
Analyze BOY, MOY, and EOY Star data during PLCs; adjust interventions accordingly		Classroom Teachers, Specialists, ILT	BOY, MOY, EOY; PLC meetings	Star Renaissance	Growth shown on Star reports; PLC documentation
Identify students needing intervention; assign them to small groups		Teachers, Specialists, Paras	Weekly	Intervention materials	Intervention attendance logs; student progress checks
Administer Circle K at BOY, MOY, and EOY; adjust instruction and provide early intervention		Kindergarten Teachers, Specialists	BOY, MOY, EOY checkpoints	Circle K assessment, phonics/number sense resources	Circle K Growth Reports; Kindergarten PLC notes
Provide PD on data-driven practices and instructional alignment; monitor through walkthroughs		Principal, APs, ILT	August–May	PD sessions, PLC agendas	Walkthrough feedback; improved STAAR/Star outcomes

Staff Development Needs

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.



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

Date of CIT
Approval:

<i>Summary of Needs:</i>	Focus on PLC structures and 4 questions through book studies and possible PD. Staff development on intervention strategies that focus on growth of all students. Staff vertical planning days with a focus on Science vertical alignment
--------------------------	---

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.
--	--	--

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.
------------------------------------	----------------------------------	--

