



Not just a district, a destination.



TOMBALL

INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

2025-2026

Campus Name	Decker Prairie Elementary School
TEA District ID	101-921-102
Principal	Tammy Sebesta
Date of Board Approval	October 14, 2025



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

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Tomball ISD Non-Discrimination Policies

General Policies

Tomball ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Karen Graves, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2010, karengraves@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 Decker Prairie 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 Decker Prairie, we believe in partnerships with our parents and our community. We believe in setting high standards and supporting one another to get there. Our staff attributes our continued gains to our Professional Learning Communities Process. Each day, teams meet to regularly plan for instruction, review data, and refine strategies to meet the needs of all learners. We provide acceleration support to any and all students needing enrichment opportunities, reteaching of core instruction, or instruction of deficit areas so that all students can continue to access grade-level opportunities and make annual growth. Decker Prairie has been named a Great Expectations Model School for a fourth year. Rigor of academic and character education is a foundation for the classrooms and is another factor in our success on campus. Our specialists continue to coach and support our staff based on needs determined by the staff themselves, and utilizing Impact Cycle coaching. This side-by-side approach to growing professionals who continue to see themselves as learners is the critical link between best practices, Professional Learning Communities and Great Expectations. Our staff helps to determine their own next steps and drives their learning, increasing student outcomes.



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	643	100%
Early Education Grade	5	0.78%
Kindergarten Grade	114	17.73%
1st Grade	141	21.93%
2nd Grade	116	18.04%
3rd Grade	147	22.86%
4th Grade	120	18.66%
Student Demographics	Count	Percent
Gender		
Female	321	49.92%
Male	322	50.08%
Ethnicity		
Hispanic-Latino	185	28.77%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	17	2.64%
Black - African American	26	4.04%
Native Hawaiian - Pacific Islander	2	0.31%
White	387	60.19%
Two-or-More	26	4.04%
Student Programs	Count	Percent
Dyslexia	45	7.00%
Gifted and Talented	61	9.49%
Regional Day School Program for the Deaf	1	0.16%
Section 504	23	3.58%
Special Education (SPED)	102	15.86%
Bilingual/ESL		

Emergent Bilingual (EB)	24	3.73%
Bilingual	0	0.00%
English as a Second Language (ESL)	22	3.42%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	635	98.76%
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	224	34.84%
Foster Care	1	0.16%
IEP Continuer	0	0.00%
Immigrant	3	0.47%
Intervention Indicator	113	17.57%
Migratory	0	0.00%
Military Connected	6	0.93%
Transfer In Students	9	1.40%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	225	34.99%
Free Meals	156	24.26%
Reduced-Price Meals	40	6.22%
Other Economic Disadvantage	29	4.51%
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	12	11.76%
Auditory impairment	1	0.98%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	3	2.94%
Emotional disturbance	5	4.90%
Learning disability	39	38.24%
Speech impairment	37	36.27%
Autism	5	4.90%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	37	36.27%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	0	0.00%
Resource Room	57	55.88%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	7	6.86%
Full-Time Early Childhood	1	0.98%
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.

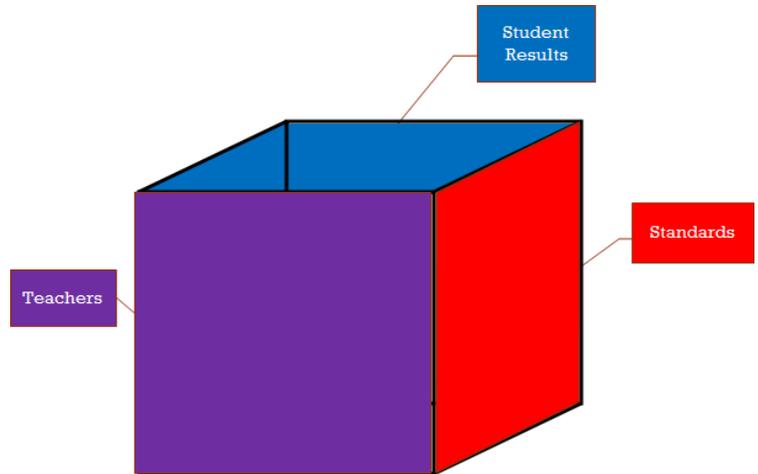
The committee shall serve exclusively in an advisory role except that each campus committee shall approve staff development of a campus nature.

Campus Improvement Team (CIT) Membership

Name of CIT Member	Position	Meeting Dates
Lauren Thompson	District Appointee	10/1/2025
Tammi Cruise	Classroom Teacher	2/18/2026
Laura Rodriguez	Classroom Teacher	4/1/2026
Sara Flores	Classroom Teacher	5/6/2026
Jasmin Rico	Classroom Teacher	
Alisha Vasek	Classroom Teacher	
Mays Tannous	Classroom Teacher	
Claire Cunningham	Classroom Teacher	
Daniel Garrigan	Classroom Teacher	
Tammy Sebesta	Non-classroom Professional	
Ashley Douglas	Non-classroom Professional	
Jessica Cater	Non-classroom Professional	
Jamie Goff	Community Representative	
Christina Yockey	Parent	
Raquel Buranakitipino	Parent	
Thad Wilson	Business Representative	
Leslie Johnson	Business Representative	
Kelly Ginn	Community Representative	

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

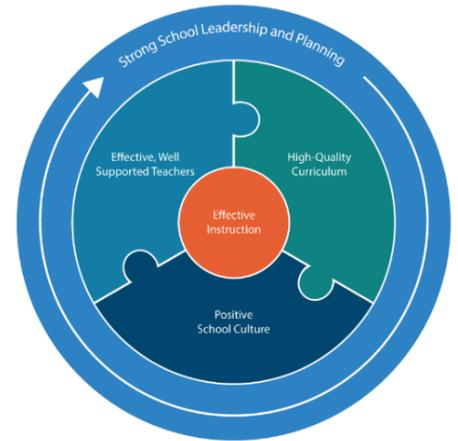
Students	Teachers	Standards
STAAR/EOC Results Texas Academic Performance Reports TELPAS results Curriculum- Based Assessments Formative assessments Interim Assessments Student portfolios CLI/STAR Early Literacy Results Results Driven Accountability (RDA) Eduphoria Aware Reports Individual education plans 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

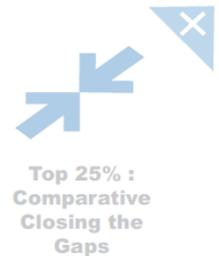
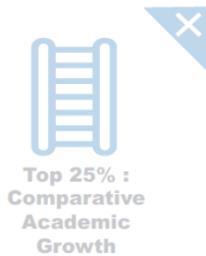
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		84	B	
Student Achievement		85	B	70%
STAAR Performance	56	85		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	0%
Academic Growth	75	85	B	✓
Relative Performance (Eco Dis: 35.4%)		75	C	
Closing the Gaps	61	81	B	30%

Identification of Schools for Improvement

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

Distinction Designations



Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Grade 3 Reading Language Arts

District: 101-921 TOMBALL ISD
 Campus: 102 DECKER PRAIRIE

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	Did Not Meet				Approaches				Meets				Masters					
		#			%		#		%		#		%		#		%		
		26			26		26		26		26		26		26		26		
			Reading		Writing		Number of Points Possible				Avg. # of Points / % Achieved								
			26		26														
Legend			#		%		#		%		#		%		#		%		
--- = No Data Reported For Fewer Than Five Students																			
All Students			148	1508	22	15	126	85	95	64	51	34	16.9	65	13.0	50			
Male			73	1511	10	14	63	86	46	63	22	30	17.2	66	12.5	48			
Female			75	1504	12	16	63	84	49	65	29	39	16.6	64	13.5	52			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			41	1475	7	17	34	83	24	59	10	24	15.5	60	11.8	45			
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			7	1602	1	14	6	86	6	86	4	57	19.3	74	16.7	64			
Black or African American			6	1477	1	17	5	83	3	50	3	50	15.2	58	13.0	50			
Native Hawaiian or Other Pacific Islander			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			89	1517	12	13	77	87	60	67	32	36	17.4	67	13.3	51			
Two or More Races			4	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			Yes	43	1436	13	30	30	70	21	49	11	26	14.8	57	10.6	41		
			No	105	1537	9	9	96	91	74	70	40	38	17.7	68	14.0	54		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A			Participants	148	1508	22	15	126	85	95	64	51	34	16.9	65	13.0	50		
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	148	1508	22	15	126	85	95	64	51	34	16.9	65	13.0	50		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Identified as Emergent Bilingual (EB)			6	1417	2	33	4	67	3	50	1	17	13.3	51	10.3	40			
Monitored 1st Year (M1), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 2nd Year (M2), reclassified from EB			2	---	---	---	---	---	---	---	---	---	---	---	---	---			
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)			135	1522	15	11	120	89	90	67	49	36	17.3	67	13.4	51			
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---			
			Nonparticipants	144	1518	18	13	126	88	95	66	51	35	17.2	66	13.3	51		
			No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			Participants	5	1381	2	40	3	60	2	40	0	0	12.4	48	8.6	33		
			Nonparticipants	139	1523	16	12	123	88	93	67	51	37	17.3	67	13.4	52		
			No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			Yes	29	1349	13	45	16	55	6	21	2	7	11.9	46	7.7	29		
			No	119	1546	9	8	110	92	89	75	49	41	18.1	70	14.3	55		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---			
Section 504			Yes	6	1494	1	17	5	83	4	67	1	17	16.7	64	11.7	45		
			No	141	1509	20	14	121	86	91	65	50	35	16.9	65	13.1	50		
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			Participants	23	1722	0	0	23	100	23	100	22	96	22.1	85	21.3	82		
			Nonparticipants	125	1468	22	18	103	82	72	58	29	23	15.9	61	11.5	44		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			Yes	46	1362	18	39	28	61	11	24	1	2	12.4	48	7.5	29		
			No	102	1573	4	4	98	96	84	82	50	49	18.9	73	15.5	60		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 101-921 TOMBALL ISD
 Campus: 102 DECKER PRAIRIE

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		Did Not Meet		Approaches		Meets		Masters		1	2	3	4		
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
												12		14		7		4		
												Avg. # of Points / % Achieved								
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students		148	14865	37	25	111	75	71	48	29	20	7.1	59	7.1	50	4.7	68	1.9	47	
Male		73	1486	17	23	56	77	41	56	15	21	7.4	61	7.5	54	4.9	71	1.9	48	
Female		75	1444	20	27	55	73	30	40	14	19	6.8	57	6.6	47	4.5	65	1.8	46	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino		41	1432	13	32	28	68	14	34	7	17	6.3	53	6.4	46	4.6	66	1.6	40	
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian		7	1541	1	14	6	86	4	57	4	57	8.6	71	8.9	63	5.1	73	2.0	50	
Black or African American		6	1415	2	33	4	67	3	50	0	0	6.0	50	6.8	49	4.0	57	1.5	38	
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White		89	1476	19	21	70	79	48	54	16	18	7.3	61	7.2	51	4.9	70	2.0	50	
Two or More Races		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged		Yes	43	1401	19	44	24	56	11	26	3	7	6.0	50	5.5	40	4.1	59	1.5	37
		No	105	1491	18	17	87	83	60	57	26	25	7.5	63	7.7	55	5.0	71	2.0	51
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A		Participants	148	1465	37	25	111	75	71	48	29	20	7.1	59	7.1	50	4.7	68	1.9	47
		Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant		Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
		No	148	1465	37	25	111	75	71	48	29	20	7.1	59	7.1	50	4.7	68	1.9	47
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)		6	1370	4	67	2	33	1	17	0	0	5.5	46	4.8	35	4.0	57	1.0	25	
Monitored 1st Year (M1), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year (M2), reclassified from EB		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
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)		135	1475	29	21	106	79	69	51	28	21	7.2	60	7.3	52	4.8	69	1.9	48	
No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
		Nonparticipants	144	1471	33	23	111	77	71	49	29	20	7.2	60	7.2	51	4.8	69	1.9	47
No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL		Participants	5	1328	4	80	1	20	0	0	0	5.0	42	3.8	27	3.6	51	0.6	15	
		Nonparticipants	139	1476	29	21	110	79	71	51	29	21	7.2	60	7.3	52	4.8	69	1.9	49
No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education		Yes	29	1342	19	66	10	34	3	10	2	7	4.9	41	4.3	31	3.7	53	1.0	26
		No	119	1495	18	15	101	85	68	57	27	23	7.6	63	7.7	55	5.0	71	2.1	52
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504		Yes	6	1386	2	33	4	67	1	17	1	17	5.7	47	5.8	42	3.5	50	1.7	42
		No	141	1470	34	24	107	76	70	50	28	20	7.2	60	7.2	51	4.8	69	1.9	47
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented		Participants	23	1641	0	0	23	100	23	100	17	74	9.6	80	11.2	80	5.8	83	3.0	76
		Nonparticipants	125	1432	37	30	88	70	48	38	12	10	6.6	55	6.3	45	4.5	65	1.7	41
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk		Yes	46	1338	28	61	18	39	3	7	0	0	5.0	42	4.1	29	3.7	53	1.0	24
		No	102	1522	9	9	93	91	68	67	29	28	8.0	67	8.4	60	5.2	74	2.3	57
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading Language Arts

District: 101-921 TOMBALL ISD
 Campus: 102 DECKER PRAIRIE

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				
Number	Percent			Did Not Meet	Approaches	Meets	Masters										
				#	%	#	%	#	%	#	%	Avg. # of Points / % Achieved					
All Students			122	1568	20	16	102	84	74	61	41	34	15.4	59	14.1	54	
Male			63	1536	10	16	53	84	34	54	16	25	14.5	56	12.9	50	
Female			59	1602	10	17	49	83	40	68	25	42	16.3	63	15.4	59	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			40	1552	9	23	31	78	22	55	13	33	14.5	56	13.8	53	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			8	1644	0	0	8	100	6	75	4	50	16.9	65	18.1	70	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			66	1563	10	15	56	85	41	62	21	32	15.6	60	13.8	53	
Two or More Races			6	1618	1	17	5	83	4	67	2	33	16.8	65	14.5	56	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	45	1495	16	36	29	64	19	42	7	16	12.8	49	11.4	44
			No	77	1611	4	5	73	95	55	71	34	44	16.9	65	15.8	61
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	122	1568	20	16	102	84	74	61	41	34	15.4	59	14.1	54
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	122	1568	20	16	102	84	74	61	41	34	15.4	59	14.1	54
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			5	1339	4	80	1	20	1	20	0	0	6.8	26	7.4	28	
Monitored 1st Year (M1), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)			116	1577	16	14	100	86	72	62	40	34	15.7	60	14.4	55	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	122	1568	20	16	102	84	74	61	41	34	15.4	59	14.1	54
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	119	1575	17	14	102	86	74	62	41	34	15.6	60	14.4	55
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	31	1412	15	48	16	52	6	19	4	13	10.6	41	8.0	31
			No	91	1621	5	5	86	95	68	75	37	41	17.0	65	16.2	62
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	118	1570	20	17	98	83	73	62	41	35	15.5	60	14.2	55
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	15	1762	0	0	15	100	15	100	15	100	21.4	82	21.5	83
			Nonparticipants	107	1541	20	19	87	81	59	55	26	24	14.5	56	13.1	50
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	45	1420	18	40	27	60	10	22	1	2	10.6	41	8.5	33
			No	77	1654	2	3	75	97	64	83	40	52	18.2	70	17.4	67
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 101-921 TOMBALL ISD
 Campus: 102 DECKER PRAIRIE

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		Did Not Meet		Approaches		Meets		Masters		1		2		3	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested		122	100																	
Students Not Tested																				
Absent		0	0																	
Other		0	0																	
Total Documents Submitted		122	100																	
Legend		--- = No Data Reported For Fewer Than Five Students																		
All Students		122	1607	34	28	88	72	67	55	43	35	6.3	63	7.2	60	7.6	58	3.4	68	
Male		63	1599	18	29	45	71	35	56	21	33	6.2	62	7.0	59	7.8	60	3.3	65	
Female		59	1615	16	27	43	73	32	54	22	37	6.5	65	7.5	62	7.4	57	3.6	72	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino		40	1598	14	35	26	65	20	50	14	35	6.3	63	6.9	58	7.4	57	3.4	67	
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American		8	1691	2	25	6	75	5	63	5	63	7.6	76	8.4	70	8.4	64	3.6	73	
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White		66	1593	17	26	49	74	38	58	21	32	6.1	61	7.2	60	7.4	57	3.4	68	
Two or More Races		6	1674	1	17	5	83	3	50	2	33	6.7	67	7.5	63	8.5	65	3.7	73	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged		Yes	45	1506	23	51	22	49	12	27	9	20	5.0	50	5.5	46	6.0	46	2.7	54
		No	77	1666	11	14	66	86	55	71	34	44	7.2	72	8.3	69	8.5	65	3.8	77
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A		Participants	122	1607	34	28	88	72	67	55	43	35	6.3	63	7.2	60	7.6	58	3.4	68
		Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant		Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
		No	122	1607	34	28	88	72	67	55	43	35	6.3	63	7.2	60	7.6	58	3.4	68
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)		5	1419	4	80	1	20	0	0	0	0	5.2	52	2.4	20	4.8	37	1.8	36	
Monitored 1st Year (M1), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)		116	1613	30	26	86	74	66	57	42	36	6.4	64	7.4	62	7.7	59	3.5	69	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
		Nonparticipants	122	1607	34	28	88	72	67	55	43	35	6.3	63	7.2	60	7.6	58	3.4	68
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL		Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
		Nonparticipants	119	1613	31	26	88	74	67	56	43	36	6.4	64	7.4	62	7.7	59	3.5	69
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education		Yes	31	1443	21	68	10	32	6	19	3	10	3.8	38	4.6	38	5.2	40	2.5	50
		No	91	1663	13	14	78	86	61	67	40	44	7.2	72	8.2	68	8.4	64	3.7	75
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504		Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
		No	118	1612	32	27	86	73	66	56	43	36	6.4	64	7.3	61	7.7	59	3.4	69
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented		Participants	15	1876	0	0	15	100	15	100	15	100	9.3	93	10.9	91	11.5	88	4.5	91
		Nonparticipants	107	1569	34	32	73	68	52	49	28	26	5.9	59	6.7	56	7.0	54	3.3	65
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk		Yes	45	1440	27	60	18	40	8	18	0	0	4.2	42	4.2	35	5.2	40	2.3	46
		No	77	1705	7	9	70	91	59	77	43	56	7.6	76	9.0	75	9.0	69	4.1	81
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	

Attendance

Tomball ISD	PIA - Cumulative
	2024-2025
All Students	95.3
Ethnicity	
Hispanic/Latino	94.6
American Indian or Alaska Native	
Asian	6.9
Black or African American	96.3
Native Hawaiian or Other Pacific Islander	89.5
White	95.5
Two or More Races	95.7
Gender	
Male	95.2
Female	95.4
Grade	
Kindergarten	94.9
1st	94.6
2nd	95.8
3rd	95.9
4th	95.3
Special Population	
At Risk	94.6
Early Reading Indicator	94.3
Economic Disadvantage	94.4
Emergent Bilingual	96.6
Foster Care	
Gifted and Talented	96.6
Homeless Status	
Migrant	
Military Connected	95.2
RDSPD	90.5
Section 504	95.1
Special Education	94.3
Transfer in Students	97.9
Unaccompanied Youth	

Discipline

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

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

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	684	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023-2024	739	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-2023	828	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

Decker Prairie ES	ISS			OSS			DAEP			JJAEP			Total			
	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	671	24	16	2.38%	0	0	0.00%	0	0	0.00%	0	0	0.00%	24	16	2.38%
Asian	17	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
Black or African American	31	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
Hispanic/Latino	198	6	4	2.02%	0	0	0.00%	0	0	0.00%	0	0	0.00%	6	4	2.02%
Native Hawaiian or Other Pacific Islander	4	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
Two or More Races	31	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
White	390	18	12	3.08%	0	0	0.00%	0	0	0.00%	0	0	0.00%	18	12	3.08%
Female	334	5	5	1.50%	0	0	0.00%	0	0	0.00%	0	0	0.00%	5	5	1.50%
Male	337	19	11	3.26%	0	0	0.00%	0	0	0.00%	0	0	0.00%	19	11	3.26%
Special Education - Summer	124	14	7	5.65%	0	0	0.00%	0	0	0.00%	0	0	0.00%	14	7	5.65%
Economic Disadvantage - Fall	225	14	10	4.44%	0	0	0.00%	0	0	0.00%	0	0	0.00%	14	10	4.44%
Economic Disadvantage - Summer	255	14	10	3.92%	0	0	0.00%	0	0	0.00%	0	0	0.00%	14	10	3.92%
At Risk - Fall	224	12	7	3.13%	0	0	0.00%	0	0	0.00%	0	0	0.00%	12	7	3.13%
Bilingual - Fall	0	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
ESL - Fall	22	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
CTE Attendance - Summer	0	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
Section 504 - Summer	30	5	2	6.67%	0	0	0.00%	0	0	0.00%	0	0	0.00%	5	2	6.67%

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	By the end of the academic year, our campus will establish and sustain high-functioning Professional Learning Communities (PLCs) that drive continuous student achievement and staff development, positioning our school to be recognized as a Model PLC campus.			
Strategies	Professional Development, Collaboration, Supervision			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Weekly PLC meetings with structured agendas focused on the four critical questions.</i>	<i>Teachers, Coaches, Admin</i>	<i>Weekly August-May</i>	<i>Solution Tree materials: Learning by Doing book; Make it Happen book</i>	<i>Anonymous Suggestion/ Feedback Form</i>
<i>Professional development on PLC best practices and collaborative protocols.</i>	<i>Guiding Coalition</i>	<i>Monthly Faculty meetings August through May; Weekly support August through May</i>	<i>PLC at Work Summer Conference materials</i>	<i>PLC at Work Matrix</i>
<i>Leadership team monitoring of the PLC effectiveness through walkthroughs, feedback loops, and data reviews.</i>	<i>Admin, Coaches</i>	<i>Weekly August-May</i>	<i>Calendar, tracking sheet, feedback documents, assessment calendar, data analysis protocols</i>	<i>Monthly review of data and feedback systems</i>
<i>Use of common formative assessments/ assessment data and shared rubrics to ensure consistency to guide data-driven instruction.</i>	<i>Teachers, Coaches, Admin</i>	<i>Daily/Weekly August-May</i>	<i>assessment calendar; rubrics, pacing calendars, data protocols</i>	<i>Monthly review of goals and tracking system</i>
<i>Develop individualized intervention plans for students not showing adequate progress.</i>	<i>Teachers, Coaches, Admin</i>	<i>Daily/Weekly August-May</i>	<i>Ring system, data and tracking systems, protocols</i>	<i>Monthly review of data, goals, and feedback systems</i>

Goal 2	By the end of the academic year, our campus will implement a comprehensive writing protocol that deconstructs the state STAAR rubric and guides the development of a campus-specific writing rubric. This initiative will improve student performance on ECR and SCR responses across all grade levels, with measurable growth in clarity, coherence, and alignment to TEKS writing standards.			
Strategies	Professional Development, Collaboration, Supervision			
Actions	Responsible	Timeline	Resource(s)	Evaluation
Conduct professional development sessions on STAAR scoring processes and rubric interpretation	Admin, Reading Coach, Teachers, District personnel	Within each marking period	Subs/Paras/ILT for half day coverage	Writing outcomes; data
Use strategies (i.e. RACE) or similar structured response formats to support student writing development	Teachers, Reading Coach	August-May	Rubrics, PD, PLC protocols, peer walkthroughs	Student work samples, district benchmarks, CFAs
Create/use exemplars for teachers to track progress and reflect to give feedback	Teachers, Reading Coach, Admin	August-May	rubrics, instructional coaching, progress monitoring	student work samples compared against exemplars
Facilitate vertical alignment meetings to ensure rubric consistency and skill progression across grade levels	Admin, ILT	Within each marking period	pacing guides, CFAs, vertical alignment rubrics	rubric calibration data, CFA data, classroom observation checklist
Create student centered goals for students to track progress and reflect on rubric-based feedback	Teachers, Reading Coach, Admin	Within each marking period	Goal tracking sheet, rubrics	Rubric based feedback; student work samples
Goal 3	By the end of the academic year, our campus will increase the overall student attendance rate to 97% by implementing a proactive parent engagement strategy, weekly attendance reporting, and student-centered recognition experiences aligned with campus attendance standards.			
Strategies	Parent Awareness, Family Engagement Campaigns, Early Intervention/Support, Staff Ownership/Monitoring			
Actions	Responsible	Timeline	Resource(s)	Evaluation
Use digital platforms to send weekly attendance updates to parents	Administrators	Weekly	S'more, Parent Blasts	Panorama parent survey; EOY data
Hold end of grading period celebrations for students who achieve set goals for attendance	Administrators, Teachers, Support Staff, Specialists, Counselor	At the end of each marking period	Funds for each grading period incentive	Marking period data
Track attendance by grade level and subgroup to ensure equity and targeted support	Administrators, Teachers, Support Staff	Continuous throughout the year; Monthly progress checks	Attendance Reports	Marking period data

<i>Include attendance goals and strategies in PLC discussions and staff development sessions</i>	<i>Administrators, Teachers, Support Staff, Specialists, Counselor</i>	<i>Continuous throughout the year</i>	<i>Attendance Reports</i>	<i>Marking period data</i>
Goal 4	85% of students in all grade levels meet or master grade-level standards in reading and mathematics as measured by district and state assessments (including TX KEA , STAR Rdg. & M, and STAAR) by the end of the 2025–2026 school year.			
Strategies	Content Knowledge, Communication, Differentiation, Monitoring and Adjusting, Impact Coaching Cycle, Targeted Instruction, Collaboratives, Focused Walkthroughs, Professional Development, PLC at Work Process			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Provide targeted interventions and enrichment to ensure students who are approaching standards move to meeting, and those meeting move toward mastery.</i>	<i>Teachers; Specialists; Specialized Support Teachers</i>	<i>August-May</i>	<i>Star Ren, Tier Intervention data, progress monitoring</i>	<i>Grade level data; individual student data; Summative Assessments</i>
<i>Strengthen Tier I instruction by aligning lessons tightly to TEKS and incorporating high-yield instructional strategies that build both mastery and depth of knowledge.</i>	<i>Teachers; Specialists; Specialized Support Teachers</i>	<i>August-May</i>	<i>Star Ren data, PLC data dig, Lead4Ward</i>	<i>Grade level data; individual student data; Summative Assessments</i>
<i>Use PLC's to analyze all students including SPED, EB,GT performance trends and share effective instructional strategies</i>	<i>Teachers; Specialists; Specialized Support Teachers</i>	<i>August-May</i>	<i>Star Ren, disaggregated data reports, coaching</i>	<i>Grade level data; individual student data; Summative Assessments</i>
<i>Align SPED instructional materials with campus-wide curriculum and TEKS standards.</i>	<i>Specialists; Administrators</i>	<i>August-May</i>	<i>Impact Cycle books; PLC at Work books; Title 1 Position</i>	<i>Data collection from classroom observations; Successful implementation of goals</i>

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.



TOMBALL ISD Professional Learning

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

Future Ready Learners:

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

Responsive and Personalized Learning:

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

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

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

Great Expectations

Emotional Backpack & Wraparound Services

Technology and Digital Learning:

Continued integration of technology into instruction enhances blended learning outcomes.

Quality Staffing and Professional Learning:

All professional learning sessions are aligned to TISD Boulders:

Collaborative Culture

High Quality Instruction

Social & Emotional Learning

Campus Staff Development Needs

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

Date of CIT
Approval:

Summary of
Needs:

The campus requires ongoing support and coaching to establish and maintain effective professional learning community (PLC) structures. There will be a focus on collaborative planning, data-driven instruction, and continuous improvement in order to become a model PLC campus through shared leadership, aligned practices, and accountability.

To improve student attendance to 97%, strategic initiatives will be implemented including targeted outreach, incentive programs, and early intervention systems. Efforts will also involve building partnerships with families and community resources to address barriers to attendance.

Academic growth will be a continued focus in several key areas. In math, support will center on effective instructional strategies, small-group differentiation, and the use of data to guide intervention and enrichment. In writing, teachers will need professional development and coaching on planning and delivering effective instruction for extended constructed responses (ECR) and short constructed responses (SCR) aligned to STAAR 2.0 expectations. For early literacy, phonemic awareness will be targeted through foundational reading instruction and assessment, especially in lower grade levels.

There will also be a campus-wide focus on increasing instructional rigor in both reading and math across all grade levels. This includes emphasizing high-level questioning, critical thinking, and engagement with complex texts. Lesson planning and instruction will need to align with the grade-level TEKS and demonstrate appropriate depth of knowledge. Ongoing walkthroughs, feedback cycles, and PLC reflections will support this focus on rigor and student engagement.

Assurances

	Topic	Goals and Compliance
☑	CIP Content and Development	This content and development process of this district improvement plan complies with the requirements of Texas Education Codes Chapters 11 and 39.
☑	Comprehensive Needs Assessment	The Comprehensive Needs Assessment included an analysis of data for all students, student groups by ethnicity, gender, economic disadvantage, at-risk status, and participation in programs for special education, bilingual/ESL, gifted and talented and CTE. Goals and strategies were developed according to determined needs.
☑	Needs of All Students	Through individual student level planning, monitoring and support, the goals of the CIP will be met for all students.
☑	Goals and Strategies	The CIP goals and strategies include responsible staff, resources, timelines, monitoring, and evaluation.
☑	Attendance and Completion	The CIP Comprehensive Needs Assessment included an analysis of campus-relevant data related to student attendance, dropout rates, graduation rates, on-track credit accrual of 9 th and 10 th grade students, and college readiness.
☑	Transitions	The CIP Comprehensive Needs Assessment included an analysis of any campus-relevant transitions from Early Childhood or home to Pre-Kindergarten or Kindergarten, transitions from 8 th grade to 9 th grade including counseling on the Foundation High School program and endorsements, transition to college including counseling and information to students and parents about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas Grant programs, and the need for making informed curriculum choices to be prepared for success beyond high school.
☑	Suicide Prevention	The District will follow the policies of the Tomball ISD Board of Education FFB, DMA, and FFE relating to suicide prevention to reduce and eliminate cases.
☑	Conflict/Violence Prevention and Intervention	The District will follow the policies of the Tomball ISD Board of Education FOC, and FOCA relating to violence prevention and intervention.
☑	Dating Violence Awareness	The District will follow the policies of the Tomball ISD Board of Education FFH relating to dating violence awareness and training.
☑	Bullying Prevention	The District will follow the policies of the Tomball ISD Board of Education FFI, FDB, FFF, FFH, FO, CQA, and FFB relating to the prevention of bullying.
☑	Coordinated Health Program	The District will follow the policies of the Tomball ISD Board of Education FFA and EHAA relating to a coordinated health program.
☑	Child Abuse Prevention and Reporting	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☑	Child Sexual Abuse Prevention	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
☑	Drug, Tobacco, Alcohol Prevention	The District will follow the policies of the Tomball ISD Board of Education FNF relating to drug, tobacco, and alcohol prevention to reduce and eliminate use.
☑	State Compensatory Education	The district-wide SCE plan is described in the District Improvement Plan. The comprehensive needs assessment of this DIP included an analysis of student achievement data for at-risk students.
☑	Dyslexia Treatment Program	The District will follow the policies of the Tomball ISD Board of Education EHB, FB, EHBC, and EKB relating to a Dyslexia Treatment Program.
☑	Trauma-Informed Care Policy	The District will follow the policies of the Tomball ISD Board of Education FFBA(LOCAL) in relation to requiring the integration of trauma-informed practices in each school environment.
☑	Duties of District SRO's	<p>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:</p> <ol style="list-style-type: none"> 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.

		<p>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.</p> <p>6. Give assistance to officers in matters regarding the duties of SROs whenever necessary.</p> <p>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.)</p> <p>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.</p>
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Waivers

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

Waiver Type	Reason	Expires	Description
Foreign Exchange Student (5 or more)	Financial or staffing hardship / diminish high quality services / competition for resources	2027	Allows the district to limit the number of foreign exchange students to 5 per high school.
Modified Schedule State Assessment Testing Days	STAAR EOC testing day schedules	2027	This waiver allows the district or charter school to modify the schedule of classes on State Assessment testing days during the school year to reduce interruptions during testing periods.
Texas Data Portal of Texas Assessment Management System	Use of Eduphoria Aware	2027	This waiver allows school districts and charter schools to apply for a waiver of participation in the teacher portal component of the Texas Assessment Management System. A waiver is granted if a district or charter school can provide assurance that the local teacher data portal meets the statutory requirements.
Staff Development General	Professional Development	2026	<p>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.</p> <p>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.</p>

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
<p>1. OPERATION OF SCHOOL AND SCHOOL ATTENDANCE</p>	<p>TEC 25.0811 EB(LLEGAL)</p>	<p>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.</p> <p>a. Students will begin no earlier than the <u>2nd</u> Monday of August.</p> <p>b. Teachers will begin no earlier than the <u>1st</u> Monday of August.</p> <p>c. This will allow the first and second semesters to be closer in the number of days of instruction.</p> <p>d. The goal is to improve the district attendance rate and student success through the flexibility in the calendar.</p> <p>e. Flexible start dates and times will accommodate Early College High School schedules.</p>
<p>2. SUBMITTING WAIVERS FOR KINDERGARTEN – GRADE 4 CLASS SIZE</p>	<p>TEC 25.111 TEC 25.112 TEC 25.113 EEB(LLEGAL)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>c. A TEA waiver will not be necessary when a K-4th classroom exceeds the 22:1 ratio.</p> <p>d. This gives TISD flexibility without having to apply for waivers within the Texas Education Agency.</p>

<p>3. TEACHER CERTIFICATION</p>	<p>TEC 21.003a TEC 21.057a-e</p> <p>(DK LEGAL) (DK LOCAL) (DK EXHIBIT)</p>	<p>In order to best serve TISD students and allow more flexibility in our scheduling and class offerings, certification issues will be handled locally.</p> <p>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.</p> <p>b. Flexibility with personnel on Title I campuses per ESSA guidelines.</p> <p>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.</p> <p>d. A teacher certification waiver, state permit applications or other paperwork will not be submitted to the Texas Education Agency.</p>
<p>4. IMPLEMENT A LOCAL TEACHER AND ADMINISTRATOR APPRAISAL SYSTEM</p>	<p>TEC 21.203 TEC 21.352</p> <p>DNA(LEGAL)</p>	<p>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.</p>
<p>5. CAMPUS BEHAVIOR COORDINATOR</p>	<p>TEC 37.0012</p> <p>FO(LEGAL)</p>	<p>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.</p>

<p>6. INTER-DISTRICT TRANSFERS</p>	<p>TEC 25.036 FDA(LLEGAL)</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> - student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion; and/or - student has not attended required interventions (if needed); and/or - student attendance falls below the TEA truancy standard.
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Not just a district, a destination.