Cypress-Fairbanks Independent School District

Dean Middle School

2025-2026

Mission Statement

At Dean Middle School, we build generational impact by fostering belonging, empowering growth, and celebrating success. With consistency, resiliency, and a drive to break barriers, we prepare our community to thrive—today and for generations to come.

Vision

At Dean we lead with Power: Purposeful, Organized, Wise Choices, Effort, and Respect.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Dean Middle School is a campus in Houston, Texas. Dean Middle School is projected to serve 1150 students in grades six through eight during the 2025-26 school year, which is a increase from the previous year of 1144.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Dean Middle School's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 7, 2025, and again on September 24, 2025. The meetings were held in the Dean library. We plan to meet again on November 19, 2025, February 18, 2026, and May 13, 2026 to review and revise the CNA as needed.

At the first meeting on May 7, 2025:

The CPOC meeting at Dean Middle School was held on May 7, 2025, from 3:35 p.m. to 4:50 p.m. in the library. The session began with a review of the May CIP strategy evaluation. Thorin provided papers at each table that included prework and data gathered by CCIS members regarding goals and progress. Tables were assigned specific goals, marked with stars, and were asked to highlight and provide feedback if they disagreed with the assessments. Members used a five-level scale—ranging from no progress to exceeding performance objectives—to evaluate each goal.

The committee then completed the 2024–2025 CIP summative evaluation. Most teams agreed with the evaluations presented by the CCIS staff; however, a representative from the 6th grade RLA team expressed concerns that their progress had been overstated. While her team had implemented differentiation during STAAR review, it was not consistent throughout the year. She suggested more realistic approaches to station work, strategies for helping students who still struggle after reteach, and clearer procedures for supporting students who arrive late.

The group moved on to the 2025–2026 needs assessment. Thorin reminded members that STAAR scores were not yet available, so the data provided compared STAAR 2024 results with Interim 2025 results across ELAR, Mathematics, Science, and Social Studies. Each group identified three strengths and three areas of need, which they recorded on chart paper. Strengths noted included growth among certain grade levels, gains in SPED and EB populations, and improved preparation for Algebra students. Areas of need included performance declines among certain subgroups such as EB and African American students, small group instruction in mathematics, and the importance of ensuring all students complete interim exams for accurate data collection.

With these findings in mind, the committee began work on the 2025–2026 Campus Improvement Plan. Each content area developed a problem statement. For RLA,

it was noted that EB students performed significantly lower than the all-student group and SPED students were below 50% across grade levels, prompting a need for more consistent differentiation throughout the year. Mathematics identified ED students as performing considerably lower than the all-student group, leading to a call for more small group instruction and professional development. In Science, the problem statement highlighted performance gaps among African American students, with a focus on small group and targeted vocabulary instruction as a solution. Social Studies reported similar gaps for African American students and emphasized the importance of student engagement and blended learning strategies.

The meeting concluded with discussion of the preliminary Title I budget for 2025–2026, set at $555,084, a reduction of $21,107 from the previous year. The largest portion of the budget continues to be dedicated to personnel, including four additional teachers to reduce class sizes and one paraprofessional. Other staffing considerations included temporary teacher coaches and interventionists, with a transition in reading intervention staff noted. Funding was also allocated for student and teacher supplies, an AI program for advisory (pending state guidance), and late buses, which are considered essential for tutoring, clubs, and ensuring student safety given the school's location. George emphasized that staffing remains the greatest impact on student outcomes, noting that approximately 75–80% of the budget is devoted to personnel.

A discussion followed about providing school supplies. Diskin suggested students could contribute by purchasing their own, but George explained that because 92% of the school's population is economically disadvantaged, providing supplies is both supportive for families and a key recruitment strategy in a competitive school landscape. Additional budget considerations included professional development, Parent and Family Engagement activities, mailouts, and library needs.

George closed the meeting by thanking staff for their patience and engagement, noting the rich conversations throughout the year and expressing gratitude for their commitment.

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

- STAAR 2024 results
- Interim 2025 results

At the second meeting on September 24, 2025, the CPOC:

K. Thorin began the meeting and invited celebrations. Mungkornpanich celebrated her table mate who is a parent (Salvadore Beltran). Mr. George celebrated having Dr. Bergman on campus post the 'refresh' and commented the building is taking shape and is looking better. Tran commented a new discovery activity her 7th grade math students participated in over the last few days. It worked well and the students enjoyed. K. Thorin thanked Tran for taking the risk. J. Jobe, celebrated having a neon day and black light classroom which prompted a student to say they might like math again.

K. Thorin then moved to introductions. Members were provided an agenda via Promethean board. She asked each member to say who you are and a quick statement regarding what you teach. Members rotated through introductions.

Mr. George discussed campus updates. Renovations are improving over the last few weeks. Staffing - we are fully staffed, however we are looking for 2 paras. Campus priorities have not changed except with the "away for the day" initiative. Cell phone absence has been positive. We have seen more discourse in the lunch room and students reading books. We are trying to do more with our PBIS matrix POWER. We are utilizing the new master schedule to utilize the T.I and lunch

schedule to embed activities for positive behavior and or academics.

George tapped Thorin to discuss our social media progress. She stated that we rebooted our accounts. Pham provided Twitter access. We added Instagram and updated Facebook. We are currently at 140.5 thousand plus views on Instagram. She stated, “Every day if we do not tell our story, someone else will.” She is actively posting of all things Dean and requested pictures of all the good things occurring here at Dean. L. Goulding shared his experience where former Dean alumni provide money to help support a clay project here at Dean.

Thorin discussed the changes in our bell schedule. Therefore, helped simplify the overall schedule. APs wanted 3 lunch, which allowed an hour period of flexibility, allowing for assemblies and other activities. Targeted Instruction gives specific instruction. Reading and math TI teachers are specifically tailored to those skills. The schedule has also supported the cafeteria staff.

Thorin discussed CPOC roles and responsibilities. She noted our Campus Improvement Plan looks different from what they have in the past and has a focus campus-wide. How are we getting students and parents involved, along social media, is included in the CIP. She asked members if they had questions.

The meeting then transitioned to a 2025 Data Discussion. Thorin gave instructions for the discussion, which entailed reviewing the data on each data sheet. Members had ten minutes to review the chart and to jot down what they noticed (good/bad/etc.) She then stated that after the data chart review, you would then come back to your seat, to the whole group or table group. Thorin discussed our “High” targets and the rationale for 80, 50, 30 on approaches, masters, and meets. She then discussed our growth of 73 to five and a half points higher. She mentioned that our targets and what the data showed will show a discrepancy. She emphasized the importance of setting high expectations and that we will meet the goals we have set.

Members shared once they returned to their tables. Mr. George noted positives for 8th Reading. He spoke about our goal of being a cluster champion. J. Jobe discussed math 8 and noted that the cluster is higher than the district’s percentages. Mungkornpanich stated in Algebraall AA pop was 100% at masters level. Dr. Miller noted that math 7- 50% passed STAAR. Samuels focused on math 6 and noted that all subpops were below target, and continued focus on masters will raise all levels. Brown stated -Reading 6 Hispanic pop is 2% below the cluster. Lopez discussed ELAR 7 data. Goulding noted social studies findings, and Tran finished with science notings.

Thorin explained that asked members to add to each chart how this can help our students and their academic growth as we move towards our goals. 3 things you can write: do you agree, how is it going to move students and their achievement forward, and finally, what could it look like in the classroom? Members were given time to complete the task over 8-10 minutes.

Thorin requested one person to share out for each poster.

- George- discussed lesson objectives. He noted positive reasons for objectives, including clean beginnings and endings, which will promote learning.

- Dr. Miller- discussed structured student discourse and several ideas of how you can implement this in the classrooms, including QSSSA, preplanned debates, and shared that this is great for EB students.
- J. Jobe- discussed small group instruction. Overall, the census was yes small group is beneficial. It was noted that intention is key and can help with individual students and closing gaps.
- M.Caldwell- discussed productive struggle. Members remarked on the positive effects of utilizing productive struggle. Thorin noted the CFTESS continuum drawn on the anchor chart.

Thorin noted that we are focused on the percentage of teacher talk vs. student participation in the classroom. She offered ideas from the members and asked members to email her. She then discussed the purpose of Title 1- the intent to achieve academic achievement level for eco dis students. We are currently @ 92% disadvantaged. We will look at our budget, and Thorin asked for future input. She showed our current budget totalling $555,077. Dr. Bergman clarified adjustments to the total budget. Huge push for the October snapshot, which will impact our eco dis percentage. Last year, we pushed and made calls home and discussed the importance of completed the lunch free and reduced form. We had 100% of forms turned in last year. Currently, we have a little over 100 families, which is an improvement from last year, when we had more than 300 families not completing at this time.

Currently, the biggest expenditure from our Title 1 budget is paying for additional staff and consultants. We are currently paying for 4 classroom reduction teachers. Allowing many teams to have 3 teachers instead of 2 per team. Professional development comprises $7,500 which is utilized to help teachers have time to plan. Student scholarships in the form of summer school are $5,00,0 and the other category $34,836.
Thorin mentioned that Family game night will help support electives. She then asked members to ask questions, ideas, etc. No one had questions.
The next meeting is scheduled for November 19th. Later dates are Feb 18 and May 13.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem in the area of student achievement is that our EB students performed 9% lower than all other student groups. Through the root cause analysis process, we identified that the inconsistent implementation of structured academic discourse occurred, especially for EB and SPED students across every content and every grade level.

Our second identified priority problem in the area of student achievement is that our SPED students performed 27% lower than all other student groups. Through the root cause analysis process, we identified that small group instruction lacks intentionality or alignment with targeted TEKS-based deficiencies in every subject and every grade level.

Our third identified priority problem in the area of student achievement is that academic growth for all students was less than 65%. Through the root cause analysis

process, we identified that instructional tasks often lack rigor, limiting opportunities for productive struggle and mastery in every subject and every grade level.

Our fourth identified priority problem is that overall student attendance rates remain below the district target, with chronic absenteeism particularly high among certain grade levels and subpopulations. Through the root cause analysis process, we determined that low student engagement—both in classroom instruction and extracurricular opportunities—has contributed to inconsistent daily attendance. Limited connections to meaningful learning experiences and campus activities have reduced students' sense of belonging, making regular attendance less of a priority.

Goals

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Instructional Focus: Implement Campus-Wide Structured Student Discourse to strengthen academic language, critical thinking, and content understanding across all subject areas. Strategy: All teachers will consistently embed structured academic discourse strategies--such as sentence stems, accountable talk routines, collaborative structures, and QSSSA--in daily instruction. Lessons will intentionally include Emergent Bilingual (EB) and SPED students in purposeful conversations to ensure equitable participation. **Strategy's Expected Result/Impact:** Students will demonstrate greater language proficiency and deeper content mastery, evidenced by: Increased student talk time and use of academic vocabulary during lessons. Growth on common formative assessments and state assessments, with notable gains among EB and SPED student groups. **Staff Responsible for Monitoring:** Principal, DI, Assistant Principals, AAS, CCIS	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Instructional Focus: Strengthen TEKS-targeted small group instruction by using assessment data to drive planning and differentiation, with an emphasis on Math and Reading. Strategy: Teacher teams will regularly analyze assessment data to identify TEKS gaps and plan intentional small-group lessons. Instructional coaches and teachers will co-plan and model small group instruction, providing targeted support for students performing below grade level and focusing on priority standards in Math and Reading. **Strategy's Expected Result/Impact:** Students in targeted small groups will show accelerated mastery of TEKS, evidenced by: Improved performance on DPM/BCH assessments and classroom formative checks. Demonstrated growth among students performing below grade level, particularly in Math and Reading subpopulations. **Staff Responsible for Monitoring:** Principal, DI, Assistant Principals, AAS, CCIS	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Instructional Focus: Embed clear, TEKS-aligned lesson objectives and productive struggle in daily instruction to deepen critical thinking and persistence across all content areas, with an emphasis on Math, Science, and Social Studies. Strategy: Teachers will design and deliver every lesson with a clearly posted and communicated learning objective that frames the purpose of learning and guides checks for understanding. Lessons will intentionally include rigorous tasks that require productive struggle--prompting students to explain reasoning, solve complex problems, and persevere through challenges. **Strategy's Expected Result/Impact:** Students will demonstrate stronger critical-thinking skills and higher academic achievement, evidenced by: Increased engagement and persistence on rigorous tasks. Growth in the percentage of students reaching Meets and Masters performance on campus, district, and state assessments, particularly in Math, Science, and Social Studies. **Staff Responsible for Monitoring:** Principal, DI, Assistant Principals, AAS, CCIS	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	 Moderate Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 5: Dropout Prevention: Campus administrators will work collaboratively with the registrar to design and implement procedures to find and locate students that withdraw from campus. **Strategy's Expected Result/Impact:** The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Principal, Assistant Principals	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses and/or activities in order to provide all students with a well-rounded education: UIL academic competitions, Fine Arts, Athletics, high school credit courses, after-school clubs and activities, leadership opportunities and Positive Behavioral Interventions and Supports (PBIS). **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, Assistant Principals, AAS	 Moderate Progress			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 7: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs **Strategy's Expected Result/Impact:** 1. Staffing Support - Funds will cover four additional teachers, one clerical aide, and one behavior specialist to reduce class sizes, giving students more individualized attention and stronger academic growth so that students will meet goals in all content areas. 2. Substitutes & Extra Duty - Money is set aside for substitutes when Title I-funded staff are absent and for extra duty pay so teachers can lead professional development and family engagement events, ensuring instruction continues smoothly and families stay supported. 3. Temporary Workers - Temporary staff will be hired as needed to support instruction, providing students with extra help during critical times of learning. 4. Student Scholarships - Scholarships will give students access to academic and enrichment opportunities they might not otherwise afford, expanding their skills, confidence, and readiness for the future. 5. Professional Learning - Funds will support teacher training, conference registrations, and professional development so teachers bring back new strategies and tools that directly improve student learning. 6. Instructional Supplies - A large portion of the budget will provide essential classroom supplies and materials, removing barriers and ensuring every student has what they need to succeed. 7. Student Enrichment - Money will be used for student field trips and snacks, giving students engaging real-world learning opportunities and keeping them focused during lessons. 8. Transportation - Title I funds will pay for buses so students can safely attend tutoring, academic programs, and after-school activities, boosting attendance, grades, behavior, and a sense of belonging. 9. Parent & Family Engagement - Funds will support supplies, events, and activities that strengthen family-school partnerships, ensuring families feel connected and better able to support student success. **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS, CCIS	 Some Progress			

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 8: Improving Student Engagement: Expand student leadership opportunities and participation in clubs and organizations to strengthen voice, responsibility, and community connection. **Strategy's Expected Result/Impact:** By May, ensure that at least 70% of students are actively involved in one or more leadership roles, clubs, or campus organizations, as tracked through sign-in sheets, rosters, and student surveys. **Staff Responsible for Monitoring:** Principal, AP's, DI, AAS	 Moderate Progress			

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 9: Improving Student Engagement: Increase student engagement and a sense of belonging by fully implementing PBIS (Positive Behavioral Interventions and Supports) practices schoolwide. **Strategy's Expected Result/Impact:** By the end of the school year, at least 90% of students will participate in PBIS-related activities or incentives and demonstrate improved behavior indicators (e.g., reduced referrals, improved attendance), as measured by campus discipline and climate survey data. **Staff Responsible for Monitoring:** Principal, AP's, Behavior Specialist, AAS	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Campus Safety: Administrators and staff will actively monitor the implementation of all district safety policies through supervision of students, staff, and campus visitors upon entry to the campus and careful monitoring throughout the day. **Strategy's Expected Result/Impact:** 100% of students, staff, and campus visitors will comply with safety protocols - wearing ID badges, students carrying clear backpacks, staff approaching visitors without a badge, not opening or propping open exterior doors, and keeping classroom doors locked. **Staff Responsible for Monitoring:** Principal, Assistant Principals	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal	 Moderate Progress			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, AAS	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, AAS	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Implement proactive measures, including mediation and restorative practices, to teach students alternative strategies for resolving differences amongst peers. **Strategy's Expected Result/Impact:** Violent incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionists	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Train all staff members on the philosophy, implementation, and benefits of restorative discipline with a focus on adjusting the campus culture to one that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. **Strategy's Expected Result/Impact:** By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Teacher/Paraprofessional Attendance: Build in incentives to increase attendance on high absence days such as Monday and Friday. Recognize staff with perfect attendance each month with certificates and incentives. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Director of Instruction	 Moderate Progress			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Walk Through Data
Campus/District Assessment Data
Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: High-Quality Professional Development: Teachers and instructional leaders will participate in professional development focused on the reflective cycle and instructional practices such as formative assessment, student discourse, small group instruction, and engagement techniques. **Strategy's Expected Result/Impact:** Meet or exceed the targets identified in the CIP data tables. **Staff Responsible for Monitoring:** Director of Instruction, AAS, CCIS	 Moderate Progress			

 No Progress Accomplished Continue/Modify Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Improving Social Media Presence: Use official campus social media platforms (X, Instagram, Facebook) to highlight PBIS celebrations, student recognition, and positive behavior stories at least twice per week, including photos, short videos, and student testimonials. **Strategy's Expected Result/Impact:** By the end of the school year, family and community engagement metrics (likes, shares, comments, and follower count) will increase by 25%, reflecting stronger connections and visibility of the school's positive culture. **Staff Responsible for Monitoring:** Principal, DI	Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Improving Social Media Presence: Post weekly classroom spotlights on campus social media, featuring photos or short clips of innovative lessons, student projects, and teacher-led activities across grade levels and subjects. **Strategy's Expected Result/Impact:** By May, audience reach and engagement on instructional posts will rise by 20%, and teacher participation in sharing classroom highlights will increase, demonstrating a stronger schoolwide culture of celebrating teaching and learning. **Staff Responsible for Monitoring:** Principal, DI	Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Improving Parent and Community Engagement: Publish a bi-weekly parent newsletter via SMORE highlighting upcoming PAFE events, student achievements, and campus news. Include a quick-response feedback link in every issue and cross-share the newsletter on all campus social media platforms. **Strategy's Expected Result/Impact:** By the end of the school year, newsletter open rates will rise to at least 60% and parent feedback submissions will increase by 15%, demonstrating improved two-way communication and greater parent awareness of campus opportunities. **Staff Responsible for Monitoring:** Principal, DI	Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Improving Parent and Community Engagement: Host at least three Parent and Family Engagement (PAFE) events--including Family Game Night, Cafe Con Pan, and Mustang Masterpiece--and promote them through flyers, social media, and the weekly SMORE newsletter. **Strategy's Expected Result/Impact:** By May, parent attendance at PAFE events will increase by 20% compared to the previous year, as measured by event sign-in sheets and post-event surveys, reflecting deeper family involvement and stronger school-home partnerships. **Staff Responsible for Monitoring:** Principal, DI, AAS	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

CPOC

Committee Role	Name	Position
Principal (there is only one principal)	Michael George	Principal
Teacher #1	Ryan Bennett	Science Teacher
Teacher #2	Jamie Brown	ELAR Teacher
Teacher #3	Micha Caldwell	ELAR Teacher
Teacher #4	Logan Goulding	Fine Arts Teacher
Teacher #5	William Green	Soc. St. Teacher
Teacher #6	Katherine Higdon	ELAR Teacher
Teacher #7	Jennifer Jobe	Math Teacher
Teacher #8	Alexis James	Math Teacher
Teacher #9	Cristina Lopez	Science Teacher
Teacher #10	Rose Massey	ELAR Teacher
Teacher #11	Katrina Simper	ELAR Teacher
Teacher #12	Tran Diem	Math Teacher
Other School Leader (Nonteaching Professional) #1	Dontae Branch	AAS
Other School Leader (Nonteaching Professional) #2	Jessica Feathers	CCIS
Other School Leader (Nonteaching Professional) #3	Hatcher Steven	Counselor
Other School Leader (Nonteaching Professional) #4	Rhoshanda Miller	Behavior Specialist
Other School Leader (Nonteaching Professional) #5	Kristen Thorin	Director of Instruction
Paraprofessional #1	Deborah Garza	Paraprofessional #1
Paraprofessional #2	Alejandra Quiroga	Paraprofessional #2
Administrator (LEA) #1	Heather Bergman	Administrator (LEA) #1
Administrator (LEA) #2	Cindy Argueta	Administrator (LEA) #2
Parent #1	John Rivera	Parent #1
Parent #2	Lilly Quintanilla	Parent #2
Community Member #1	Susan Bartos	Community Member #1
Community Member #2	Amanda Carlin	Community Member #2
Business Representative #1	Natalie Espinoza	Business Representative #1

Committee Role	Name	Position
Business Representative #2	Bhumika Argawal	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus **Dean**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	39%	42%	45%	48%	51%
Masters Grade Level	18%	21%	24%	27%	30%

2025-26	**Target Check**
83%	Met District Strategic Target
54%	Met District Strategic Target
34%	Met District Strategic Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Reading	6	Dean	MS3	All	361	63%	294	81%	42%	199	55%	18%	124	34%
Reading	6	Dean	MS3	Hispanic	287	62%	230	80%	41%	150	52%	18%	90	31%
Reading	6	Dean	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	6	Dean	MS3	Asian	11	73%	10	91%	45%	7	64%	*	7	64%
Reading	6	Dean	MS3	African Am.	42	64%	34	81%	45%	25	60%	14%	15	36%
Reading	6	Dean	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Dean	MS3	White	11	50%	11	100%	42%	9	82%	*	7	64%
Reading	6	Dean	MS3	Two or More	10	88%	9	90%	63%	8	80%	*	5	50%
Reading	6	Dean	MS3	Eco. Dis.	294	61%	235	80%	41%	150	51%	17%	90	31%
Reading	6	Dean	MS3	EB	180	37%	100	56%	15%	90	50%	*	42	23%
Reading	6	Dean	MS3	At-Risk	258	57%	215	83%	36%	130	50%	15%	80	31%
Reading	6	Dean	MS3	SPED	82	17%	60	73%	*	36	44%	*	20	24%
Reading	7	Dean	MS3	All	353	65%	288	82%	40%	184	52%	17%	115	33%
Reading	7	Dean	MS3	Hispanic	259	68%	209	81%	40%	130	50%	15%	80	31%
Reading	7	Dean	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	7	Dean	MS3	Asian	12	88%	12	100%	82%	10	83%	59%	8	67%
Reading	7	Dean	MS3	African Am.	61	48%	50	82%	25%	32	52%	8%	20	33%
Reading	7	Dean	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Dean	MS3	White	10	69%	8	80%	50%	6	60%	31%	4	40%
Reading	7	Dean	MS3	Two or More	10	*	8	80%	*	5	50%	*	3	30%
Reading	7	Dean	MS3	Eco. Dis.	270	64%	220	81%	38%	135	50%	15%	90	33%
Reading	7	Dean	MS3	EB	184	52%	144	78%	23%	142	77%	5%	54	29%
Reading	7	Dean	MS3	At-Risk	279	60%	225	81%	33%	140	50%	12%	90	32%
Reading	7	Dean	MS3	SPED	64	30%	46	72%	11%	28	44%	*	15	23%
Reading	8	Dean	MS3	All	376	73%	316	84%	48%	199	53%	21%	128	34%
Reading	8	Dean	MS3	Hispanic	275	71%	225	82%	48%	140	51%	19%	85	31%
Reading	8	Dean	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	8	Dean	MS3	Asian	17	95%	17	100%	80%	14	82%	65%	13	76%
Reading	8	Dean	MS3	African Am.	58	68%	48	83%	36%	30	52%	13%	20	34%
Reading	8	Dean	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Dean	MS3	White	18	100%	18	100%	71%	10	56%	*	7	39%
Reading	8	Dean	MS3	Two or More	7	100%	7	100%	*	4	57%	*	3	43%
Reading	8	Dean	MS3	Eco. Dis.	261	71%	215	82%	45%	132	51%	19%	80	31%
Reading	8	Dean	MS3	EB	203	55%	165	81%	24%	104	51%	9%	65	32%
Reading	8	Dean	MS3	At-Risk	280	69%	230	82%	42%	140	50%	16%	90	32%
Reading	8	Dean	MS3	SPED	56	35%	41	73%	*	24	43%	*	13	23%
Math	6	Dean	MS3	All	361	53%	297	82%	14%	183	51%	3%	111	31%
Math	6	Dean	MS3	Hispanic	287	54%	235	82%	13%	144	50%	3%	85	30%
Math	6	Dean	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	6	Dean	MS3	Asian	11	82%	10	91%	64%	6	55%	*	4	36%
Math	6	Dean	MS3	African Am.	42	45%	35	83%	9%	21	50%	*	14	33%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Math	6	Dean	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Dean	MS3	White	11	62%	9	82%	*	7	64%	*	5	45%
Math	6	Dean	MS3	Two or More	10	*	8	80%	*	5	50%	*	3	30%
Math	6	Dean	MS3	Eco. Dis.	294	51%	240	82%	13%	150	51%	3%	90	31%
Math	6	Dean	MS3	EB	180	44%	145	81%	8%	90	50%	*	50	28%
Math	6	Dean	MS3	At-Risk	258	49%	208	81%	10%	130	50%	2%	80	31%
Math	6	Dean	MS3	SPED	82	25%	59	72%	*	35	43%	*	20	24%
Math	7	Dean	MS3	All	353	49%	287	81%	30%	183	52%	8%	111	31%
Math	7	Dean	MS3	Hispanic	259	51%	209	81%	30%	130	50%	8%	77	30%
Math	7	Dean	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	7	Dean	MS3	Asian	12	94%	12	100%	88%	11	92%	41%	8	67%
Math	7	Dean	MS3	African Am.	61	28%	49	80%	13%	31	51%	*	19	31%
Math	7	Dean	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Dean	MS3	White	10	61%	8	80%	33%	5	50%	*	4	40%
Math	7	Dean	MS3	Two or More	10	*	8	80%	*	5	50%	*	3	30%
Math	7	Dean	MS3	Eco. Dis.	270	47%	215	80%	29%	135	50%	7%	85	31%
Math	7	Dean	MS3	EB	184	41%	140	76%	22%	92	50%	6%	50	27%
Math	7	Dean	MS3	At-Risk	279	43%	200	72%	25%	125	45%	6%	90	32%
Math	7	Dean	MS3	SPED	64	24%	47	73%	11%	30	47%	*	15	23%
Math	8	Dean	MS3	All	283	56%	231	82%	26%	145	51%	4%	89	31%
Math	8	Dean	MS3	Hispanic	209	56%	170	81%	26%	105	50%	4%	63	30%
Math	8	Dean	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	8	Dean	MS3	Asian	4	100%	4	100%	83%	4	100%	*	3	75%
Math	8	Dean	MS3	African Am.	51	49%	41	80%	14%	26	51%	*	17	33%
Math	8	Dean	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Dean	MS3	White	12	*	10	83%	*	6	50%	*	4	33%
Math	8	Dean	MS3	Two or More	6	*	5	83%	*	3	50%	*	2	33%
Math	8	Dean	MS3	Eco. Dis.	196	56%	160	82%	25%	98	50%	4%	60	31%
Math	8	Dean	MS3	EB	146	48%	112	77%	20%	70	48%	5%	42	29%
Math	8	Dean	MS3	At-Risk	224	53%	180	80%	23%	112	50%	4%	67	30%
Math	8	Dean	MS3	SPED	54	26%	40	74%	*	23	43%	*	13	24%
Science	8	Dean	MS3	All	376	68%	308	82%	34%	194	52%	9%	117	31%
Science	8	Dean	MS3	Hispanic	275	68%	220	80%	33%	137	50%	9%	85	31%
Science	8	Dean	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	8	Dean	MS3	Asian	17	100%	17	100%	80%	14	82%	30%	6	35%
Science	8	Dean	MS3	African Am.	58	56%	48	83%	15%	29	50%	*	18	31%
Science	8	Dean	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Dean	MS3	White	18	71%	15	83%	*	9	50%	*	6	33%
Science	8	Dean	MS3	Two or More	7	100%	7	100%	*	4	57%	*	2	29%
Science	8	Dean	MS3	Eco. Dis.	261	67%	210	80%	32%	131	50%	8%	78	30%
Science	8	Dean	MS3	EB	203	53%	150	74%	20%	95	47%	*	48	24%
Science	8	Dean	MS3	At-Risk	280	65%	225	80%	28%	140	50%	7%	88	31%
Science	8	Dean	MS3	SPED	56	26%	41	73%	*	24	43%	*	14	25%
Social Studies	8	Dean	MS3	All	376	45%	305	81%	21%	190	51%	9%	117	31%
Social Studies	8	Dean	MS3	Hispanic	275	45%	220	80%	20%	137	50%	6%	85	31%
Social Studies	8	Dean	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Social Studies	8	Dean	MS3	Asian	17	85%	15	88%	50%	9	53%	35%	6	35%
Social Studies	8	Dean	MS3	African Am.	58	25%	48	83%	16%	30	52%	*	18	31%
Social Studies	8	Dean	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Dean	MS3	White	18	*	15	83%	*	9	50%	*	6	33%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Social Studies	8	Dean	MS3	Two or More	7	*	6	86%	*	4	57%	*	2	29%
Social Studies	8	Dean	MS3	Eco. Dis.	261	43%	212	81%	19%	131	50%	6%	78	30%
Social Studies	8	Dean	MS3	EB	203	31%	147	72%	9%	95	47%	3%	48	24%
Social Studies	8	Dean	MS3	At-Risk	280	42%	225	80%	18%	140	50%	7%	88	31%
Social Studies	8	Dean	MS3	SPED	56	21%	41	73%	*	24	43%	*	14	25%
Algebra I	MS	Dean	MS3	All	93	100%	93	100%	95%	93	100%	69%	84	90%
Algebra I	MS	Dean	MS3	Hispanic	66	100%	66	100%	94%	66	100%	62%	60	91%
Algebra I	MS	Dean	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Dean	MS3	Asian	13	100%	13	100%	100%	13	100%	86%	12	92%
Algebra I	MS	Dean	MS3	African Am.	7	100%	7	100%	100%	7	100%	100%	6	86%
Algebra I	MS	Dean	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Dean	MS3	White	6	*	6	100%	*	6	100%	*	5	83%
Algebra I	MS	Dean	MS3	Two or More	1	*	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Dean	MS3	Eco. Dis.	65	100%	65	100%	96%	65	100%	66%	60	92%
Algebra I	MS	Dean	MS3	EB	57	100%	57	100%	80%	57	100%	53%	52	91%
Algebra I	MS	Dean	MS3	At-Risk	56	100%	56	100%	93%	56	100%	65%	51	91%
Algebra I	MS	Dean	MS3	SPED	2	*	2	100%	*	2	100%	*	1	50%

Content Area
Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.