Cypress-Fairbanks Independent School District

Thornton Middle School

2025-2026

Accountability Rating: C

Mission Statement

In everything we do, Patriots will LEAD, contribute, and excel exemplifying the spirit, We Are One!

Vision

Thornton Middle School exists to prepare, equip, and LEAD students to be 21st Century critical thinkers, problem solvers, visionaries, trend setters, and productive citizens as we prepare them for the next step in their educational journey.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Thornton Middle School is a campus in Katy, Texas. Thornton Middle School is projected to serve 1,390 students in 6th, 7th, and 8th grades during the 2025-2026 school year, which is a decrease from the previous year's enrollment of 1,422 in the 2024-2025 school year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Thornton 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 13, 2025 , and again on September 17, 2025. The meetings were held in the Library.   We plan to meet again on November 12, 2025, February 18, 2026, and May 6, 2026, to review and revise the CNA as needed.

Meeting notes from our first meeting on May 13, 2025:
The CPOC Committee opened with a welcome activity where members selected a song to reflect their end of year feelings. The suggestions were as follows: "Don't Stop Believing", "I Will Survive", "Final Countdown", and "Happy". After signing in and grabbing snacks, the meeting moved into celebrations. The principal highlighted the following:

- Mrs. Becher's leadership
- Recognition of six teachers who earned the TIA allotment
- Mr. Martinez's promotion to high school
- Strong staffing with minimal turnover
- The school's B campus rating
- Seven days of staff appreciation
- Upcoming 8th-grade awards and dance
- The baseball team's first playoff season.

The principal then reviewed the purpose of CPOC, restated the school's mission and vision, and delivered his address. The Director of Instruction facilitated core

content group activities centered on data review, including interim assessments, EA data, attendance, and dropout reports, as well as progress toward district goals related to student performance, safe schools, human capital, and community relations. Each content area reported on the May formative review of CIP strategies and presented a summative review of 2024-2025 goals, with notable growth in ELA, Math, Science, and Social Studies, though staff morale and professional development hours were identified as areas needing improvement. The committee also conducted a needs assessment for 2025-2026, identifying strengths such as student mastery, effective planning, and instructional growth, alongside needs like small-group instruction, consistent use of data, additional behavioral supports, campus-level professional development, and stronger parental engagement. Work then began on developing the 2025-2026 Campus Improvement Plan, outlining targeted instructional strategies in each content area as well as initiatives to improve safety, staff development, and community involvement. Title I budget considerations were also reviewed, with allocations discussed for staffing, late buses, intervention resources, professional development, and incentives for both students and parent volunteers. The meeting concluded with an invitation for members to return to the committee next school year.

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

- Improvement Planning DataCampus goals, Performance Objectives with a summative review (prior year)
  - Student Achievement Domain
  - Student Achievement Domain
  - Student Progress Domain
  - Closing the Gaps Domain
  - Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
  - Economically disadvantaged
  - Special Populations: Special Education, 504, and Emergent Bilingual.
  - Attendance data
  - Discipline records
  - Staff surveys and/or other feedback
  - Parent surveys and/or other feedback

At the second meeting on **September 17, 2025** , the CPOC: The meeting started at 3:30pm in the library where Mr. Mitchell introduced the new Director of Instruction, Kay Routh. Introductions were made by all in attendance and each member of CPO had a printed copy of the CIP for review. We continued with celebrating the positive we have seen throughout the campus in the last few weeks: Proud of 7th grade football team winning both games, no phones and better attention, students are working hard, important conversations in classrooms, cohesive learning community, 8th grade math test well well today, love the updates on social media, 7th grade math and 7th grade students have grown so much, hallways are smooth.

The purpose of CPOC was discussed and we also explained our monitor status, reviewed previous year's STAAR data, reviewed our campus improvement plan, and solicited feedback and ideas from stake holders. We are doing a better job communicating with our community and parents to keep them informed all the great things we are doing–building trust within the community. All Core teachers took the STAAR assessment to discover the distractors and understand how the information is being given to our students. The more experience we give our students the better they will do when it comes to those assessments. We are offering professional development that encourages teachers when working with our Emergent Bilinguals. We have been able to retain quality teachers which contributes to our successes–not an easy feat at a Title I campus. In walk-throughs and observations we are looking to see are students engaged and an increase in student discourse; AAS have done a great job on their data digs. ELAR is focusing on differential instruction, K level

and ESL; Social Studies is focused on proof of learning, providing instant feelback, and creating targeted instructional groups. Math is focused on getting ahead of the planning cycle; lessons are being modeled during planning before first time instruction; We are focused on at-risk small group instruction across all content.

It was discussed that the return of buses will improve attendance and allow students to attend afterschool tutorials. The sidewalks installed as a result of the parents and community working towards a goal, was an improvement to the Thornton community. Human capital is the main focus for Title I funds as we invest in teachers, high quality professional development and attendance incentives.

The future PCOS dates were noted, and we plan to meet again on November 12, 2025, February 18, 2026, and May 6, 2026, to review and revise the CNA as needed.

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 achievemen** t is that Students are struggling to achieve the meets and masters levels on STAAR.
 Through the root cause analysis process, we identified Inconsistent and untargeted professional development to support new teachers.

Our second identified priority problem in the area of **student achievement** is limited student understanding and retention of key concepts. Through the root cause analysis process, we identified insufficient collaborative planning and preparation, leading to weak lesson delivery and poor quality first-time instruction.

Our third identified priority problem is in the area of the inability of students to transfer learning to assessments and real-world situations. Through the root cause analysis process, we identified minimal structured opportunities provided for practice applying concepts and developing critical problem-solving skills.

Our fourth identified priority problem is in the area of the campus serving the most economically disadvantaged/at-risk students experience larger achievement gaps. Through the root cause analysis process, we identified the need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as:

1. Texas History - 7th Grade
2. Texas History - 7th Grade
3. U.S. Hisotry - 8th Grade
4. ELAR - 7th Grade
5. ELAR - 8th Grade
6. Science - 6th Grade
7. Testing Coordinator

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Instructional Focus: Intentional, in-depth planning and preparation to deliver high-quality first-time instruction. Lessons will be designed to engage students in small-group learning, where they will apply lesson objectives and use problem-solving skills to build a deeper understanding of content. Strategy: Consistent and Targeted Professional Development (Provide ongoing professional learning in): Small-group instruction, Fundamental 5 instructional strategies, The Lesson Cycle for effective pacing and delivery, Engaging Emergent Bilingual (EB) learners, Classroom management practices, & Relevant, real-world application of content. **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Director of Instruction		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Moderate Progress			
Strategy 2 Details		Reviews			
Strategy 2: Instructional Focus: Intentional, in-depth planning and preparation to deliver high-quality first-time instruction. Lessons will be designed to engage students in small-group learning, where they will apply lesson objectives and use problem-solving skills to build a deeper understanding of content. Strategy: Focused Classroom Observations with Clear Look-Fors: (Conduct frequent walkthroughs and observations that specifically monitor): The launch/start of instruction to ensure clarity, engagement, and purpose; Lesson closure to confirm student mastery, reflection, and connection of learning. **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Considerable			

Strategy 3 Details	Reviews			

Strategy 3: Instructional Focus: Intentional, in-depth planning and preparation to deliver high-quality first-time instruction. Lessons will be designed to engage students in small-group learning, where they will apply lesson objectives and use problem-solving skills to build a deeper understanding of content.
 	
Strategy: Ongoing Feedback and Coaching: Provide timely, actionable feedback on lesson planning, instructional delivery, and student engagement; Offer individualized coaching and support to help teachers strengthen first-time quality instruction.
    Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table
    Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			

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
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 5 Details	Reviews			

Strategy 5: Dropout Prevention: The campus will work with families to keep all students actively engaged in the learning process.
    Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.
    Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals,
Counselors, Registrar, Academic Achievement Specialist, DI Helping Teacher
Behavior Interventionist, CCIS
Teachers
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 6 Details	Reviews			
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: - Fine Arts Programs - Band, Choir, Art, Theater, Orchestra - Destination Imagination -Culinary Arts -Industrial Technology and Engineering -Coding and Robotics -Student Council -Baseball	Formative			Summative
	Nov	**Feb**	**May**	**June**
	Considerable			
Strategy's Expected Result/Impact: These additional activities will encourage female students in STEM, allow students opportunities to experience success outside of the classroom, and to expose students to real world application opportunities. Additionally, our STAAR/EOC will increase perfomance at the Approaches Level from 64% to 90% , at the Meets Level from 37% to 71%, and at the Masters Level from 14% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors Academic Achievement Specialist, DI Helping Teacher Behavior Interventionist, CCIS Teachers				

Strategy 7 Details	Reviews			
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	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Salaries - The 7 class-size reduction teachers in history (3), math , reading (2) and science will assist with meeting our students' goals in all content areas. 2. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. 3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. 4. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. 5. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. 6. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP. 7. Extra Duty Pay - Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals as specified in the CIP. 8. Parent Involvement - We will increase parent involvement throughout the year with events like Patriot Express, Open House, Curriculum Night, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. 9. E-Hall Pass - We will increase student attendance by tracking tardies for all students. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors	Considerable			

Strategy 8 Details		Reviews			
Strategy 8: Improving Student Engagement: Providing students more opportunities to engage outside of instructional time.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Clubs and Organizations: Offer academic, cultural, interest-based, and service clubs that align with student passions. Leadership Opportunities: Create opportunities where students can take on meaningful roles. Tutoring and Academic Support: Provide after-school tutoring. Arts, Sports, and Enrichment: Encourage participation in theater, music, athletics, or hobby-based groups to support creativity and wellness. Family and Community Events: Involve students in planning and hosting school events, cultural nights, or family engagement activities. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors DI Helping Teacher, Academic Achievement Specialist Behavior Interventionist, CCIS Teachers		**Nov**	**Feb**	**May**	**June**
		Some Progress			

Strategy 9 Details		Reviews			
Strategy 9: Improving Student Engagement: Increase extracurricular and social and emotional engagement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement increases when learning is active, relevant, and student-centered. Strategies such as incorporating student voice, using interactive technology, and providing choices for demonstrating mastery help learners feel connected and motivated. A positive classroom culture built on relationships, high expectations, and recognition of effort fosters deeper participation and sustained interest. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors DI Helping Teacher, Academic Achievement Specialist Behavior Interventionist, CCIS Teachers		**Nov**	**Feb**	**May**	**June**
		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 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus Safety: We will enforce the following layers of safety:	**Formative**			**Summative**
- Clear backpacks - Student ID badges	**Nov**	**Feb**	**May**	**June**
- Staff ID badges - Reduction of entry/exit points - Reduction and awareness of visitors in the building - Primary and secondary reunification sites -Weekly door checks **Strategy's Expected Result/Impact:** 100% of students and staff will know the layers of safety and respond appropriately to safety protocol. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors DI Helping Teacher, Academic Achievement Specialist Behavior Interventionist, CCIS Teachers	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), and Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines with students and staff responding appropriately to safety protocols.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	Considerable			

○ 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal	Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal	Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Campus-wide tardy process to reduce the number of students arriving to class late and arriving to class absent after 10 minutes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease of tardies by 15% Increase in class attendance	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals	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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist	Some Progress			

Strategy 2 Details	Reviews			
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. Positive Behavior reinforcers will be utilized more frequently to reduce incident frequency.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist	Some Progress			

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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 Principals, Campus Bullying Committee	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
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 Principals	**Nov**	**Feb**	**May**	**June**
	No 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 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Increased frequency of staff morale events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.	**Nov**	**Feb**	**May**	**June**
Develop a stronger staff morale committee. Through PBIS (staff incentives) teachers will be rewarded for attendance. Assign Leaders to designated roles in the staff morale area. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors DI Helping Teacher, Academic Achievement Specialist Behavior Interventionist	Considerable			

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: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: ESL Study groups, GT certification opportunities, implementing fundamental 5 strategies, and Technology sessions with a campus or district leader are all opportunities available to staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Additional Staff members acquire their GT certification Additional staff members become ESL certified Staff are better equipped to meet the emotional needs of the students Opportunities are provided to staff to grow in their field by attending professional development specific to their content. Additional opportunites for coaching based on WeClimb observations. **Staff Responsible for Monitoring:** Director of Instruction	**Nov**	**Feb**	**May**	**June**
	Considerable			

⭕ 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Develop a consistent posting schedule across platforms - Facebook, Instagram, and Twitter/X to highlight student achievement, positive behavior, teacher excellence, community partnerships.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Parents and families will have timely, accessible updates on academic programs, events, and opportunities. Increased transparency builds trust and fosters stronger relationships with the school community. Consistent messaging and visuals will reinforce school pride and create a recognizable campus brand. Students, parents, and staff will view the school as innovative, welcoming, and student-centered **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors Academic Achievement Specialists, CCIS Teachers	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Campus staff will capture moments throughtout the year that highlight different subjects, campus activities, professional development, and community events	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Families and the community gain greater awareness of instructional strengths across subject areas. Parents and guardians feel more connected to classroom learning and school events, resulting in stronger home-school partnerships. Increased recognition of student achievement and classroom learning motivates students and builds school pride. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors Academic Achievement Specialists, CCIS Teachers	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Provide consistent, multilingual communication to ensure equitable access and inclusion.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Parents feel informed, respected, and included in the school community. Increased parent attendance at meetings, workshops, and school events. Economically disadvantaged and bilingual families can fully participate in their child's education without language or communication barriers. When families are consistently informed and engaged, students show improved attendance, higher motivation, and stronger academic achievement. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors DI Helping Teacher, Academic Achievement Specialists, CCIS Teachers	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: Campus Staff will build trust through relationship-centered events and partnerships.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Parents will feel valued and more comfortable engaging in their child's education, leading to improved student attendance and academic success. Higher parent participation rates, stronger home-school collaboration, and increased student achievement due to reinforced learning supports at home. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Counselors DI Helping Teacher, Academic Achievement Specialists, CCIS Teachers	Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

CPOC - Meeting Date November 12th, 2025

Committee Role	Name	Position
Campus	Stephanie Smothers	Diagnostician
District	Kristina Baker	Curriculum Coach
Principal	Reginal Mitchell	Principal (there is only one principal)
District	Christopher Hecker	Admin. (Lea) #1
DI	Kay Routh	Director of Instruction
District	Stacie Davis	Admin. (LEA) #2
Teacher #1	Stephanie Douglas	Science - 6th Grade
Teacher #2	Gary Jones	Science - 7th Grade
Teacher# 3	Roderick Woods	Science - 8th Grade
Teacher #4	Kimberely Kerlegan	ELAR - 6th Grade
Teacher #5	Noah Perkins-Deal	ELAR - 7th Grade
Teacher #6	Pamela Muhammad	ELAR - 8th Grade
Teacher #7	Daniel Foster	Math - 6th Grade
Teacher #8	Aisha Jones	Math - 7th Grade
Teacher #9	Nathaniel Mitchell	Math - 8th Grade
Teacher #10	Rashida Haveliwala	Social Studies - 7th Grade
Teacher #11	Johnny Dilworth	Social Studies - 6th Grade
Other School Leader	Natalie Ospina	Counselor - 6th Grade
Other School Leader	Sherri Jacob	Counselor - 7th Grade
Other School Leader	Alicia Ridge	Counselor - 8th Grade
Other School Leader	Jennifer Seams	DI Helping Teacher
Other School Leader (Non Teaching Professional)	Jasmine McNair	CCIS - Science
Other School Leader (Non Teaching Professional)	Katrina Skinner	CCIS - Math
Other School Leader (Non Teaching Professional)	Tujuanna Wilkes	CCIS - Special Education
Other School Leader (NonTeaching Professional)	Sarah Gonzales	CCIS - ELAR
Other School Leader (Nonteaching Professional)	Vantereese McCoy	CCIS - Social Studies
Other School Leader (Nonteaching Professional) #1	Erica Wells	CCIS - Reading

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Ford Carroll	Assistant Principal - 6th Grade
Other School Leader (Nonteaching Professional) #2	Becky Rodriguez	Assistant Principal - 7th Grade
Other School Leader (Nonteaching Professional) #3	Archie Terrence	Assistant Principal - 8th Grade
Paraprofessional #1	Christina Gonzales	Assistant Principal Secretary
Administrator (LEA) #1	Victoria Thomas	Academic Achievement Specialist
Administrator (LEA) #2	Glenn Kirk	Academic Achievement Specialist
Parent #1	Jackie White	Parent #1
Parent #2	Parent 2	Parent #2
Business Representative #1	Ross Weidner	Business Representative #1
Business Representative #2	Mason Holt	Business Representative #2
Community Member #1	Dannie Anderson	Community Member #1
Community Member #2	Stephanie Houston	Community Member #2
Community Member #3	Holly-Dae Burton	Community Member #3
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   Thornton

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	16%	19%	22%	25%	28%

2025-26	Target Check
65%	Did not meet District Strategic Target
38%	Did not meet District Strategic Target
17%	Did not meet 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	Thornton	MS3	All	443	70%	324	73%	43%	210	47%	21%	105	24%
Reading	6	Thornton	MS3	Hispanic	239	68%	170	71%	42%	108	45%	17%	48	20%
Reading	6	Thornton	MS3	Am. Indian	4	*	4	100%	*	3	75%	*	2	50%
Reading	6	Thornton	MS3	Asian	22	92%	21	95%	77%	18	82%	*	5	23%
Reading	6	Thornton	MS3	African Am.	154	68%	109	71%	41%	68	44%	24%	42	27%
Reading	6	Thornton	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Thornton	MS3	White	14	80%	12	86%	55%	8	57%	35%	5	36%
Reading	6	Thornton	MS3	Two or More	10	75%	8	80%	50%	5	50%	*	3	30%
Reading	6	Thornton	MS3	Eco. Dis.	345	70%	252	73%	43%	159	46%	19%	76	22%
Reading	6	Thornton	MS3	EB	186	50%	99	53%	20%	43	23%	7%	19	10%
Reading	6	Thornton	MS3	At-Risk	315	65%	214	68%	36%	123	39%	14%	54	17%
Reading	6	Thornton	MS3	SPED	86	31%	29	34%	7%	9	10%	*	5	6%
Reading	7	Thornton	MS3	All	457	72%	345	75%	44%	215	47%	17%	95	21%
Reading	7	Thornton	MS3	Hispanic	254	68%	180	71%	43%	117	46%	16%	48	19%
Reading	7	Thornton	MS3	Am. Indian	7	*	7	100%	*	5	71%	*	3	43%
Reading	7	Thornton	MS3	Asian	13	94%	13	100%	89%	12	92%	61%	8	62%
Reading	7	Thornton	MS3	African Am.	150	74%	116	77%	37%	60	40%	14%	26	17%
Reading	7	Thornton	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Thornton	MS3	White	21	87%	19	90%	55%	12	57%	*	5	24%
Reading	7	Thornton	MS3	Two or More	12	80%	10	83%	70%	9	75%	*	5	42%
Reading	7	Thornton	MS3	Eco. Dis.	378	70%	276	73%	41%	166	44%	15%	68	18%
Reading	7	Thornton	MS3	EB	206	55%	119	58%	25%	58	28%	6%	19	9%
Reading	7	Thornton	MS3	At-Risk	354	65%	241	68%	36%	138	39%	12%	53	15%
Reading	7	Thornton	MS3	SPED	69	38%	28	41%	12%	10	14%	*	5	7%
Reading	8	Thornton	MS3	All	459	74%	355	77%	44%	217	47%	20%	102	22%
Reading	8	Thornton	MS3	Hispanic	251	74%	193	77%	44%	118	47%	19%	55	22%
Reading	8	Thornton	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	8	Thornton	MS3	Asian	18	83%	15	83%	78%	15	83%	50%	10	56%
Reading	8	Thornton	MS3	African Am.	147	71%	109	74%	40%	63	43%	17%	29	20%
Reading	8	Thornton	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Thornton	MS3	White	27	100%	27	100%	54%	15	56%	*	5	19%
Reading	8	Thornton	MS3	Two or More	15	64%	10	67%	*	5	33%	*	3	20%
Reading	8	Thornton	MS3	Eco. Dis.	362	73%	275	76%	43%	167	46%	20%	83	23%
Reading	8	Thornton	MS3	EB	220	63%	145	66%	23%	57	26%	5%	18	8%
Reading	8	Thornton	MS3	At-Risk	338	70%	247	73%	39%	142	42%	16%	64	19%
Reading	8	Thornton	MS3	SPED	69	46%	34	49%	13%	11	16%	*	5	7%
Math	6	Thornton	MS3	All	443	55%	258	58%	23%	119	27%	5%	38	9%
Math	6	Thornton	MS3	Hispanic	239	55%	139	58%	23%	62	26%	4%	17	7%
Math	6	Thornton	MS3	Am. Indian	4	71%	3	75%	*	2	50%	*	1	25%
Math	6	Thornton	MS3	Asian	22	85%	19	86%	54%	13	59%	*	5	23%

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	Thornton	MS3	African Am.	154	51%	83	54%	19%	34	22%	4%	11	7%
Math	6	Thornton	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Thornton	MS3	White	14	60%	9	64%	30%	5	36%	*	3	21%
Math	6	Thornton	MS3	Two or More	10	50%	5	50%	*	3	30%	*	1	10%
Math	6	Thornton	MS3	Eco. Dis.	345	54%	197	57%	22%	86	25%	4%	24	7%
Math	6	Thornton	MS3	EB	186	41%	82	44%	11%	26	14%	*	5	3%
Math	6	Thornton	MS3	At-Risk	315	48%	161	51%	17%	63	20%	3%	19	6%
Math	6	Thornton	MS3	SPED	86	19%	19	22%	*	8	9%	*	4	5%
Math	7	Thornton	MS3	All	457	41%	202	44%	21%	113	25%	5%	42	9%
Math	7	Thornton	MS3	Hispanic	254	40%	109	43%	20%	58	23%	4%	18	7%
Math	7	Thornton	MS3	Am. Indian	7	*	7	100%	*	5	71%	*	3	43%
Math	7	Thornton	MS3	Asian	13	83%	11	85%	67%	9	69%	28%	4	31%
Math	7	Thornton	MS3	African Am.	150	32%	53	35%	16%	29	19%	4%	11	7%
Math	7	Thornton	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Thornton	MS3	White	21	58%	13	62%	26%	6	29%	*	3	14%
Math	7	Thornton	MS3	Two or More	12	70%	9	75%	50%	6	50%	*	3	25%
Math	7	Thornton	MS3	Eco. Dis.	378	39%	159	42%	18%	79	21%	4%	26	7%
Math	7	Thornton	MS3	EB	206	31%	70	34%	13%	33	16%	*	5	2%
Math	7	Thornton	MS3	At-Risk	354	32%	124	35%	15%	64	18%	3%	26	7%
Math	7	Thornton	MS3	SPED	69	15%	12	17%	12%	10	14%	*	5	7%
Math	8	Thornton	MS3	All	309	52%	173	56%	22%	78	25%	5%	26	8%
Math	8	Thornton	MS3	Hispanic	176	49%	92	52%	20%	40	23%	2%	9	5%
Math	8	Thornton	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	8	Thornton	MS3	Asian	2	*	2	100%	*	2	100%	*	1	50%
Math	8	Thornton	MS3	African Am.	106	55%	61	58%	23%	28	26%	8%	12	11%
Math	8	Thornton	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Thornton	MS3	White	16	78%	13	81%	*	5	31%	*	3	19%
Math	8	Thornton	MS3	Two or More	8	42%	4	50%	*	2	25%	*	1	13%
Math	8	Thornton	MS3	Eco. Dis.	259	51%	140	54%	21%	62	24%	5%	21	8%
Math	8	Thornton	MS3	EB	146	44%	69	47%	17%	29	20%	*	5	3%
Math	8	Thornton	MS3	At-Risk	244	48%	124	51%	19%	54	22%	3%	21	9%
Math	8	Thornton	MS3	SPED	62	28%	19	31%	*	10	16%	*	5	8%
Science	8	Thornton	MS3	All	459	64%	309	67%	38%	190	41%	8%	54	12%
Science	8	Thornton	MS3	Hispanic	251	65%	171	68%	38%	103	41%	6%	23	9%
Science	8	Thornton	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	8	Thornton	MS3	Asian	18	78%	15	83%	72%	14	78%	44%	8	44%
Science	8	Thornton	MS3	African Am.	147	59%	91	62%	34%	54	37%	7%	15	10%
Science	8	Thornton	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Thornton	MS3	White	27	77%	22	81%	46%	13	48%	*	5	19%
Science	8	Thornton	MS3	Two or More	15	57%	9	60%	*	5	33%	*	3	20%
Science	8	Thornton	MS3	Eco. Dis.	362	63%	239	66%	36%	141	39%	8%	40	11%
Science	8	Thornton	MS3	EB	220	48%	112	51%	21%	53	24%	*	5	2%
Science	8	Thornton	MS3	At-Risk	338	59%	210	62%	32%	118	35%	7%	34	10%
Science	8	Thornton	MS3	SPED	69	36%	27	39%	13%	11	16%	*	5	7%
Social Studies	8	Thornton	MS3	All	459	45%	236	51%	20%	113	25%	9%	55	12%
Social Studies	8	Thornton	MS3	Hispanic	251	42%	113	45%	17%	50	20%	6%	23	9%
Social Studies	8	Thornton	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Social Studies	8	Thornton	MS3	Asian	18	83%	15	83%	72%	14	78%	39%	8	44%
Social Studies	8	Thornton	MS3	African Am.	147	45%	71	48%	18%	31	21%	8%	16	11%

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	Thornton	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Thornton	MS3	White	27	75%	21	78%	*	10	37%	*	5	19%
Social Studies	8	Thornton	MS3	Two or More	15	*	15	100%	*	7	47%	*	3	20%
Social Studies	8	Thornton	MS3	Eco. Dis.	362	44%	170	47%	19%	80	22%	9%	43	12%
Social Studies	8	Thornton	MS3	EB	220	26%	64	29%	10%	29	13%	*	5	2%
Social Studies	8	Thornton	MS3	At-Risk	338	40%	145	43%	16%	64	19%	7%	34	10%
Social Studies	8	Thornton	MS3	SPED	69	26%	20	29%	11%	10	14%	*	5	7%
Algebra I	MS	Thornton	MS3	All	150	99%	150	100%	87%	135	90%	55%	89	59%
Algebra I	MS	Thornton	MS3	Hispanic	75	99%	75	100%	84%	65	87%	47%	38	51%
Algebra I	MS	Thornton	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Thornton	MS3	Asian	16	100%	16	100%	100%	16	100%	75%	12	75%
Algebra I	MS	Thornton	MS3	African Am.	41	100%	41	100%	89%	38	93%	59%	25	61%
Algebra I	MS	Thornton	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Thornton	MS3	White	11	*	11	100%	*	10	91%	*	9	82%
Algebra I	MS	Thornton	MS3	Two or More	7	*	7	100%	*	6	86%	*	5	71%
Algebra I	MS	Thornton	MS3	Eco. Dis.	103	100%	103	100%	86%	92	89%	57%	62	60%
Algebra I	MS	Thornton	MS3	EB	74	100%	74	100%	69%	53	72%	46%	36	49%
Algebra I	MS	Thornton	MS3	At-Risk	94	99%	94	100%	85%	83	88%	53%	53	56%
Algebra I	MS	Thornton	MS3	SPED	7	*	7	100%	*	6	86%	*	5	71%

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.