Cypress-Fairbanks Independent School District

Labay Middle School

2025-2026

Mission Statement

Empower learners to achieve more.

Vision

Create a safe and inclusive environment that encourages collaboration and learning opportunities for all students.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Labay Middle School is a campus in Houston, TX. Labay Middle School is projected to serve 1053 students in grades 6-8 during the 2025-26 school year, which is a increase from the previous year of 1001 .

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Labay 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 6, 2025 , and again on September 10, 2025.   The meetings were held in the Labay Middle School Library . We plan to meet again on November 12, 20025, February 11, 2026, and May 6, 2026 to review and revise the CNA as needed.

At the first meeting on May 6, 2025 , the CPOC Meeting began with reviewing the campus mission statement, vision statement, celebrations from the school year, and upcoming events. We reviewed the May CIP Strategy Evaluation and shared significant progress with teacher teams having increased clarity and the use of differentiation. The meeting continued as we discussed the 24-25 CIP Summative Evaluation discussing staff attendance and the importance of staff attendance during STAAR, reviewing each goal and progress from CCISes and APs, discussed our safety audit and drills, and reviewed the campus attendance rate in comparison to district goal. To introduce the CPOC with a needs assessment, we first reviewed the three campus strengths and then we completed a needs assessment as a group with "teacher recognition is part of the culture" as a campus need based on the Employee Perception Survey. The CPOC was split into two teams and each team was given a need to create a needs assessment on. Group #1 discussed "decisions are data driven" and group #2 discussed "high expectations for student work". Both teams worked through the needs assessment and drafted strategies by group through the 5-why process. After sharing

aloud the strategies for their need, CPOC concluded with discussing and completing the 25-26 preliminary planning budget. Main Title I funds will go to hiring additional support through salaries, insurance, and substitute pay; the remainder of the money will be spend on supplies for students and student needs.

The following data were evaluated from the 2024-25 school year:
-staff attendance
-student attendance
-safety audit and drills
-Employee Perception Survey strengths and areas of need
-Title I Funding

At the second meeting on September 10, 2025, the CPOC Meeting began by discussing the dates for our four meetings for the year, what our agenda for the meeting would be, had all CPOC members introduce themselves, reviewed the revisions of the campus mission statement, vision statement, and campus priorities, and we shared celebrations from the first few weeks of school. In CPOC, we went over the campus planning process and the purpose of CPOC was explained to the full committee, including policy that drives the committee formation. We finalised the Comprehensive Needs Assessment which was started in Spring 2025 based on campus needs in the Employee Perception Survey. Administration explained the process for addressing and writing goals/strategies to address. The first focus we reviewed was data-driven decision-making and the committee narrowed down the factors to communication and perception and value. The second focus we reviewed was if quality of work is expected of students and the committee narrowed down the factors to planning/coaching/curricular, communication, and behavior (having high standards). Because communication is on both needs assessments, the administration has agreed to focus on communication with staff through a variety of means. Our third topic was reviewing the suggested CIP strategies and obtain committee feedback and approval. The priority strategy for Labay Middle School is "We will use data from first-time instruction and assessments to strengthen re-teaching and intervention needs in all content areas." Our three key strategies to support our goal include having CCIS/AAS/Appraiser/DI/Principal attending all data meetings to support the teachers' needs and applaud their efforts, using Title I funds to pay teachers to implement targeted, invitation-only after-school and Saturday intervention sessions, and AASes reviewing struggling student overlap. To conclude the third topic, we discussed the importance of Title I funding, how we receive the funding, how the funding can be/is spent (including 4 additional teachers and 2 interventionists), and how the campus is currently collecting income surveys from families. The final topic was a review and discussion of the 2025-2026 Parent and Family Engagement Policy. We reviewed what is it and the staff, student, and parent responsibilities to meet our academic goals. The examples given include the focus on 80/20 instruction, attendance to be at 95% or higher, parent participation, and school communication through a monthly newsletter, social media posts, and

SchoolMessenger emails/texts. To conclude the meeting, the committee was asked if they had questions and the following questions were asked and answered: When will the CIP be shared with parents? There is a delay because of the approval process and it will be shared on the Labay website once it has been approved. Why don't we have everyone in attendance that is on the CIP sign-in? We strive for perfect attendance, but know not everyone can make every meeting. We are continuing to ask community members and local businesses to join our meetings, but have not been successful.

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 the lack of foundational knowledge for 8th grade students in Science. Through the root cause analysis process, we identified the need for exemplar lessons created in 6th and 7th grade science for interventions and the need for common district assessment modeled after STAAR for 6th and 7th grade science to provide a baseline for our 8th grade teachers to use.

Our second identified priority problem in the area of **student achievement** is the number of students who earn Meets on the 8th grade Social Studies STAAR. Through the root cause analysis process, we identified
the need for an additional interventionist to provide small group time to work with our students who have tested as "approaches" on common district assessments. This time would allow students to advance to "meets" on the STAAR by having small group conversations and individualized time to find where the student needs to improve and help him/her grow.

Our third identified priority problem is in the area of attendance decreasing following the first marking period because students who do not attend ALC still count against our campus attendance. Through the root cause analysis process, we identified that transportation has not been reinstated to ALC and our families cannot take and pick up their students during ALC hours, so their students do not attend school for the assigned time.

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			
Strategy 1: Instructional Focus: Expecting quality work from all students.	**Formative**			**Summative**
Strategy: Setting high standards for all students, communicating expectations to students and families, spend more quality time creating high-quality instruction through planning, coaching, and curricular.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Expecting quality work from all students will allow the expectation for higher scores on STAAR. Working with the students who are on the cusp of reaching Meets allows opportunity for students in Approaches to show growth. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS, teachers	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: Making data-driven decisions for all students.	**Formative**			**Summative**
Strategy: Create a more collaborative approach to be intentional and frequent in sharing they why and how decision are being made and the decision making process. Aligning a strategic data dig process to vertically align, reach cross-curricular, and share data more holistically.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Making data-driven decisions for all students will result in more focused planning and differentiation while teaching. By continuing to share data, the value of the data will increase because we can begin to focus teaching the how and not the why. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS, teachers	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: 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 Physical Education Teachers	Formative			Summative
	Nov	Feb	May	June
	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Dropout Prevention: The AAS team will identify students within the first grading period who exhibit frequent absences/tardies, frequent behavior issues, and/or students who are failing math and/or reading in order to begin early interventions to prevent future possibility of dropping out of school. **Strategy's Expected Result/Impact:** These students, with a focus on 6th graders, will be targeted for our mentoring program. The dropout rate will remain at or below 1%. **Staff Responsible for Monitoring:** Teachers, CCIS, Director of Instruction, AASs	Formative			Summative
	Nov	Feb	May	June
	Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: 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: **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:** Teachers, Counselors, AASs, DI	Formative			Summative
	Nov	Feb	May	June
	Moderate Progress			

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring (i.e., Emergent Bilingual and Special Education) will be provided with additional academic support based on their specific academic needs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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. 1. Salaries: The 4 additional teachers in content-area classes will lower class sizes and will assist in meeting instructional goals. 2. Professional Development: The Leadership Team will continue to work with Pete Hall on the shift for teaching and leading with goals in mind, a changed culture mindset. 3. Substitute Pay: When the class size reduction teacher is absent, Title I funds will cover the cost of the substitute teacher. 4. PBIS app and supplies: Students will earn incentives through the PBIS app and use their points in the PBIS store. An emphasis on positive behavior supports will help our campus meet behavioral goals. 5. Extra Duty Pay: Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals. 6. Parent Involvement: We will increase parent involvement throughout the year with events like Eagle Express, Open House, Elective's Night, Multi-Cultural Night, etc. Staff members will communicate information regarding these events and other opportunities to support our goal of increased parent involvement. 7. Educator's Handbook: Staff will input referrals and keep track of student discipline through the online platform. 8. Wayground: Teachers will use the online system to assess students in a variety of ways. 9. Classroom Supplies: Beginning of the year backpacks and school supplies support students and needs for classrooms. **Staff Responsible for Monitoring:** Principal Director of Instruction AASs STAAR-Tested Content Teachers DI Helping Teacher CCISs	Considerable			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Providing the opportunity for more clubs based on student request.	**Formative**			**Summative**
Strategy's Expected Result/Impact: With students requesting more clubs on campus, students will feel more connected to the campus and want to come to school to participate. **Staff Responsible for Monitoring:** Principal, AASes, Club Sponsors	**Nov**	**Feb**	**May**	**June**
	Some Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: Students will continue to find organizations they are connected to through a variety of topics including fine arts, athletics, Student Council, Science Olympiad, Language and Cultures Nights, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn about different cultures and find ways to support their peers through a variety of clubs on campus **Staff Responsible for Monitoring:** Principal, AAS, Club Sponsors	**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

Strategy 1 Details	Reviews			
Strategy 1: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol (Lockout, Lockdown, Evacuate, Shelter) and practice drills using SRP terminology and associated procedures. **Strategy's Expected Result/Impact:** Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. Teachers will keep their classroom doors locked and closed while teaching; locked and propped during passing periods. **Staff Responsible for Monitoring:** All Staff	**Formative**			**Summative**
	Nov	Feb	May	June
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, 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:** Campus Safety Coordinator, Leadership Team, All Staff	**Formative**			**Summative**
	Nov	Feb	May	June
	Accomplished			

○ 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			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 95% overall attendance rate will allow students to receive quality first-time instruction which will minimize the need for AI or other intervention strategies the following school year. **Staff Responsible for Monitoring:** Principal Director of Instruction All Teachers AASs APs Attendance Secretary/Registrar Counselors	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**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: While seeking a 95% overall attendance rate, attendance will become a campus-wide priority. The principal updates a bulletin board with weekly attendance information, the AASes created an incentive program for attendance, assistant principals are offering incentives, AASes are meeting with students when their attendance drops to 95% and then again at 90%, the campus marquee promotes attendance, and Labay social media promotes attendance. **Staff Responsible for Monitoring:** Principal Director of Instruction AASs APs Attendance Secretary/Registrar Counselors	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 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			
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. Labay Staff will continue to use PBIS as an incentive for positive behaviors, and key staff members will be trained in de-escalating situations with students and using each situation as a teachable moment. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Assistant Principals, Campus Police Officer, All Staff				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
				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. Students will be proactively taught desired behaviors via Project Safety Advisory Lessons and Bringing Out the Best (character education) lessons. In addition, PBIS will be used to reinforce positive behaviors. Students will attend Code of Conduct presentations in fall and spring. Classroom teachers will use the buddy system to change the student environment in response to minor classroom misbehavior. Mediation and restorative circles will be used to circumvent teacher-student and student-student conflicts. Students are encouraged to comply with the simple requests of any adult and are being taught basic skills in this regard related to reacclimating students to school. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, All Staff				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
				Moderate 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 Principal(s), 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 Principal(s)		**Nov**	**Feb**	**May**	**June**
		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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be encouraged to reach out to campus administration if they need extra support in the classroom or if they need assistance through the district wellness program utilizing Mental Health services. Staff recognition will be built into the culture of the school to encourage staff and show appreciation.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. **Staff Responsible for Monitoring:** Administrative team, PBIS Committee, Substitute Office Personnel	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

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: We will continue to provide high quality professional development for all staff - such as Labay developed professional development, Labay Leadership Academy, trainings available from Student Services, Digital Learning Conference, Witsby, Lunch and Learns, and Flippen Group trainings (Leadership Blueprint and Capturing Kids' Hearts).	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The Leadership Academy is designed to expose future leaders to many options available and grow their skills as future leaders. Trainings from Student Services will assist staff in creating equitable and restorative classroom environments for students. Labay developed professional development will be targeted and relevant to the staffs needs that employ the use of Hattie's Best Practices. Digital Learning Conference will assist teachers in staying abreast of current technology trends and uses for their classrooms. **Staff Responsible for Monitoring:** CCISs, APs, DI, principal	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			
Strategy 1: Improving Social Media Presence: We will add administrators to the social media accounts so that more people have access to contribute to the Labay main pages.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: With more administrators having access to the campus social media accounts, the expectation is that more posts will happen. **Staff Responsible for Monitoring:** Principal, Director of Instruction, APs	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: We will challenge all departments, clubs, and organizations to setup and actively post on their own Labay-connected pages and actively tag the Labay main page to increase followers and presence online.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: By having more departments, clubs, and organizations with access to posting on social media, the Labay community will have more access to knowledge of what is going on at Labay through the lens of multiple coaches and teachers. **Staff Responsible for Monitoring:** Principal, Director of Instruction, and teachers and coach accessing social media	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Because parents/guardians are unaware of engagement activities, and students have a resistance to parent involvement, and parents are unsure of direct benefit to their child, the administration is creating a monthly, campus newsletter.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: When the newsletter is emailed out the first week of each month, parents/guardians will be aware of events, celebrations, and news from the campus so they can choose their involvement. The newsletter will be translated into Spanish. **Staff Responsible for Monitoring:** Principal, Director of Instruction, APs	Considerable			

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Improving Parent and Community Engagement: We will increase bilingual communication and identify Spanish-speaking staff members during events.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Some parents feel isolated when they attend events because they do not speak English and we are hoping Spanish-speaking families feel more supported with easier access to Spanish-speaking staff. **Staff Responsible for Monitoring:** Principal, Director of Instruction, AAS	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

CPOC

Committee Role	Name	Position
Principal	Krystal Love-Hoyer	Principal (there is only one principal)
Teacher #1	Amani Jannah-Celestine	Teacher #1
Teacher #2	Jessica Kinsey	Teacher #2
Teacher #3	Kelsey McCorkle	Teacher #3
Teacher #4	Jodel Sommer	Teacher #4
Teacher #5	Cecelia Taylu	Teacher #5
Teacher #6	Ellen Doolittle	Teacher #6
Teacher #7	Jessica Rooks	Teacher #7
Other School Leader (Nonteaching Professional) #1	Jill English	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) 2	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) 3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) 4	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Pat Sitler	Paraprofessional #1
Paraprofessional #2	Candy Diosdado	Paraprofessional #2
Administrator (LEA) #1	Stefanie Yates	Administrator (LEA) #1
Administrator (LEA) #2	Melissa Sisson	Administrator (LEA) #2
Parent #1	Tyrah Lydia	Parent #1
Parent #2	Kristie Pearson	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Business Representative 1	Business Representative #1
Business Representative #2	Business Representative 2	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   **Labay**

Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	77%	79%	81%	83%	85%
Meets or Above	51%	54%	57%	60%	63%
Masters Grade Level	25%	28%	31%	34%	37%

2025-26	Target Check
76%	Did not meet District Strategic Target
51%	Did not meet District Strategic Target
25%	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	Labay	MS2	All	367	75%	290	79%	51%	206	56%	22%	102	28%
Reading	6	Labay	MS2	Hispanic	204	73%	157	77%	48%	104	51%	22%	51	25%
Reading	6	Labay	MS2	Am. Indian	3	*	3	100%	*	3	100%	*	2	67%
Reading	6	Labay	MS2	Asian	29	84%	25	86%	72%	22	76%	44%	14	48%
Reading	6	Labay	MS2	African Am.	71	72%	53	75%	44%	33	46%	14%	12	17%
Reading	6	Labay	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Labay	MS2	White	45	82%	38	84%	67%	32	71%	27%	14	31%
Reading	6	Labay	MS2	Two or More	15	88%	14	93%	75%	12	80%	*	9	60%
Reading	6	Labay	MS2	Eco. Dis.	245	70%	179	73%	47%	123	50%	20%	56	23%
Reading	6	Labay	MS2	EB	138	46%	68	49%	16%	26	19%	*	20	14%
Reading	6	Labay	MS2	At-Risk	240	66%	166	69%	40%	103	43%	15%	43	18%
Reading	6	Labay	MS2	SPED	75	40%	32	43%	23%	20	27%	11%	11	15%
Reading	7	Labay	MS2	All	344	79%	283	82%	54%	198	58%	24%	98	28%
Reading	7	Labay	MS2	Hispanic	191	76%	151	79%	49%	99	52%	19%	42	22%
Reading	7	Labay	MS2	Am. Indian	4	*	4	100%	*	4	100%	*	3	75%
Reading	7	Labay	MS2	Asian	23	91%	22	96%	86%	20	87%	50%	12	52%
Reading	7	Labay	MS2	African Am.	76	78%	62	82%	46%	37	49%	15%	14	18%
Reading	7	Labay	MS2	Pac. Islander	2	*	2	100%	*	2	100%	*	1	50%
Reading	7	Labay	MS2	White	39	85%	34	87%	73%	29	74%	50%	21	54%
Reading	7	Labay	MS2	Two or More	9	86%	8	89%	*	7	78%	*	5	56%
Reading	7	Labay	MS2	Eco. Dis.	221	77%	175	79%	47%	110	50%	19%	49	22%
Reading	7	Labay	MS2	EB	126	63%	83	66%	31%	126	100%	6%	13	10%
Reading	7	Labay	MS2	At-Risk	218	72%	164	75%	45%	105	48%	14%	37	17%
Reading	7	Labay	MS2	SPED	48	41%	21	44%	14%	8	17%	*	2	4%
Reading	8	Labay	MS2	All	341	84%	293	86%	59%	211	62%	32%	119	35%
Reading	8	Labay	MS2	Hispanic	191	81%	160	84%	54%	110	58%	24%	53	28%
Reading	8	Labay	MS2	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Reading	8	Labay	MS2	Asian	22	96%	21	95%	84%	19	86%	64%	15	68%
Reading	8	Labay	MS2	African Am.	78	76%	62	79%	48%	40	51%	29%	25	32%
Reading	8	Labay	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Labay	MS2	White	41	98%	41	100%	83%	35	85%	48%	22	54%
Reading	8	Labay	MS2	Two or More	7	91%	7	100%	*	5	71%	*	3	43%
Reading	8	Labay	MS2	Eco. Dis.	224	80%	186	83%	49%	116	52%	22%	56	25%
Reading	8	Labay	MS2	EB	139	66%	96	69%	32%	49	35%	16%	26	19%
Reading	8	Labay	MS2	At-Risk	230	78%	186	81%	49%	120	52%	22%	58	25%
Reading	8	Labay	MS2	SPED	49	46%	24	49%	27%	15	31%	13%	8	16%
Math	6	Labay	MS2	All	367	71%	274	75%	32%	140	38%	11%	59	16%
Math	6	Labay	MS2	Hispanic	204	68%	145	71%	29%	65	32%	8%	22	11%
Math	6	Labay	MS2	Am. Indian	3	*	3	100%	*	2	67%	*	1	33%
Math	6	Labay	MS2	Asian	29	96%	28	97%	71%	21	72%	38%	12	41%

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	Labay	MS2	African Am.	71	54%	40	56%	18%	15	21%	7%	7	10%
Math	6	Labay	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Labay	MS2	White	45	93%	43	96%	51%	24	53%	13%	7	16%
Math	6	Labay	MS2	Two or More	15	100%	15	100%	*	13	87%	*	10	67%
Math	6	Labay	MS2	Eco. Dis.	245	68%	174	71%	28%	76	31%	9%	29	12%
Math	6	Labay	MS2	EB	138	55%	80	58%	14%	23	17%	*	15	11%
Math	6	Labay	MS2	At-Risk	240	63%	158	66%	21%	58	24%	9%	29	12%
Math	6	Labay	MS2	SPED	75	51%	40	53%	13%	12	16%	*	6	8%
Math	7	Labay	MS2	All	342	67%	243	71%	45%	167	49%	16%	65	19%
Math	7	Labay	MS2	Hispanic	191	62%	125	65%	37%	76	40%	9%	23	12%
Math	7	Labay	MS2	Am. Indian	4	*	4	100%	*	3	75%	*	1	25%
Math	7	Labay	MS2	Asian	21	96%	21	100%	91%	20	95%	65%	14	67%
Math	7	Labay	MS2	African Am.	76	67%	54	71%	44%	36	47%	8%	8	11%
Math	7	Labay	MS2	Pac. Islander	2	*	2	100%	*	2	100%	*	1	50%
Math	7	Labay	MS2	White	39	72%	29	74%	56%	23	59%	33%	14	36%
Math	7	Labay	MS2	Two or More	9	86%	8	89%	71%	7	78%	*	4	44%
Math	7	Labay	MS2	Eco. Dis.	220	63%	145	66%	40%	95	43%	13%	35	16%
Math	7	Labay	MS2	EB	124	55%	72	58%	28%	38	31%	6%	11	9%
Math	7	Labay	MS2	At-Risk	216	58%	132	61%	35%	82	38%	10%	28	13%
Math	7	Labay	MS2	SPED	48	35%	18	38%	12%	7	15%	*	4	8%
Math	8	Labay	MS2	All	244	63%	162	66%	33%	89	36%	5%	32	13%
Math	8	Labay	MS2	Hispanic	150	63%	99	66%	32%	53	35%	6%	14	9%
Math	8	Labay	MS2	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Math	8	Labay	MS2	Asian	7	100%	7	100%	63%	5	71%	*	2	29%
Math	8	Labay	MS2	African Am.	57	57%	35	61%	25%	16	28%	*	8	14%
Math	8	Labay	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Labay	MS2	White	24	60%	15	63%	36%	9	38%	*	5	21%
Math	8	Labay	MS2	Two or More	4	78%	4	100%	*	4	100%	*	2	50%
Math	8	Labay	MS2	Eco. Dis.	170	59%	105	62%	27%	51	30%	4%	12	7%
Math	8	Labay	MS2	EB	102	55%	59	58%	23%	27	26%	*	14	14%
Math	8	Labay	MS2	At-Risk	187	56%	110	59%	26%	54	29%	3%	11	6%
Math	8	Labay	MS2	SPED	49	30%	16	33%	*	13	27%	*	6	12%
Science	8	Labay	MS2	All	341	77%	275	81%	52%	188	55%	20%	78	23%
Science	8	Labay	MS2	Hispanic	191	75%	149	78%	47%	97	51%	14%	33	17%
Science	8	Labay	MS2	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Science	8	Labay	MS2	Asian	22	96%	22	100%	84%	19	86%	52%	12	55%
Science	8	Labay	MS2	African Am.	78	72%	59	76%	41%	35	45%	13%	13	17%
Science	8	Labay	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Labay	MS2	White	41	90%	38	93%	72%	31	76%	37%	17	41%
Science	8	Labay	MS2	Two or More	7	64%	5	71%	55%	4	57%	*	2	29%
Science	8	Labay	MS2	Eco. Dis.	224	72%	168	75%	43%	103	46%	11%	31	14%
Science	8	Labay	MS2	EB	139	53%	78	56%	26%	40	29%	6%	13	9%
Science	8	Labay	MS2	At-Risk	230	70%	168	73%	39%	97	42%	11%	32	14%
Science	8	Labay	MS2	SPED	49	52%	27	55%	27%	15	31%	*	5	10%
Social Studies	8	Labay	MS2	All	341	55%	197	60%	29%	126	37%	18%	72	21%
Social Studies	8	Labay	MS2	Hispanic	191	48%	97	51%	23%	54	26%	15%	35	18%
Social Studies	8	Labay	MS2	Am. Indian	2	*	1	50%	*	1	30%	*	1	20%
Social Studies	8	Labay	MS2	Asian	22	88%	20	90%	64%	18	68%	40%	10	44%
Social Studies	8	Labay	MS2	African Am.	78	53%	44	57%	24%	23	26%	13%	12	16%

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	Labay	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Labay	MS2	White	41	72%	31	75%	45%	26	56%	28%	12	30%
Social Studies	8	Labay	MS2	Two or More	7	55%	4	60%	*	4	50%	*	2	30%
Social Studies	8	Labay	MS2	Eco. Dis.	224	46%	112	50%	19%	54	24%	10%	36	16%
Social Studies	8	Labay	MS2	EB	139	31%	49	35%	12%	21	15%	6%	14	10%
Social Studies	8	Labay	MS2	At-Risk	230	44%	110	48%	19%	48	21%	10%	28	12%
Social Studies	8	Labay	MS2	SPED	49	27%	15	30%	13%	7	15%	*	25	5%
Algebra I	MS	Labay	MS2	All	99	100%	99	100%	88%	90	91%	62%	64	65%
Algebra I	MS	Labay	MS2	Hispanic	41	100%	41	100%	84%	36	88%	49%	21	51%
Algebra I	MS	Labay	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Labay	MS2	Asian	17	100%	17	100%	100%	17	100%	76%	15	88%
Algebra I	MS	Labay	MS2	African Am.	21	100%	21	100%	83%	18	86%	58%	13	62%
Algebra I	MS	Labay	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Labay	MS2	White	17	100%	17	100%	91%	16	94%	74%	13	76%
Algebra I	MS	Labay	MS2	Two or More	3	*	3	100%	*	3	100%	*	2	67%
Algebra I	MS	Labay	MS2	Eco. Dis.	55	100%	55	100%	82%	47	85%	53%	31	56%
Algebra I	MS	Labay	MS2	EB	37	100%	37	100%	91%	35	95%	45%	18	49%
Algebra I	MS	Labay	MS2	At-Risk	45	100%	45	100%	84%	39	87%	59%	28	62%
Algebra I	MS	Labay	MS2	SPED	0	100%	0	*	*	0	*	*	0	*

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.