

Cypress-Fairbanks Independent School District

Rowe Middle School

2025-2026



Mission Statement

Equip students today to impact tomorrow.

We will ensure all Jaguars learn at the highest level to become problem-solvers, future leaders, and be courageous enough to live with great purpose.

Vision

Rowe Middle School will create a safe, student-centered culture of excellence. Our collective team will model, guide, and support students to make responsible decisions that positively impact their personal and educational journeys.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Rowe Middle School is a campus in Cypress, Texas. Rowe is projected to serve 1,576 students in grades 6, 7, and 8 during the 2025-26 school year, which is an increase from the previous year of 1,504.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Rowe'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 15, 2025, and again on September 17, 2025. The meetings were held in the the Library at Rowe Middle School. We plan to meet again on November 20, 2025, February 19, 2026, and May 7, 2026, to review and revise the CNA as needed.

At the first meeting on May 15, 2025:

The committee began by completing the 2024-25 CIP Summative Evaluation for all areas of the CIP. Next, Ms. Lewis explained our root cause analysis process of identifying problems, drilling down to the root cause, and then developing a strategy for improvement. Representatives from each department shared their focus problem statement, root cause, and strategy for improvement.

Finally we discussed the preliminary Title I budget.

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

- STAAR 2024 data
- DPM data
- Interim Assessment Data

At the second meeting on September 17, 2025, The CPOC used CFISD Board Policy (BQB Legal and BQB Local) to share the purpose and intent of the Campus Performance Objectives Council.

Additionally, we reviewed STAAR 2024 target data using target bar graphs for each content and subpop. We shared and discussed the Rowe Comprehensive Needs Assessment. Next, representatives from each department shared strategies to address our campus performance needs.

Finally, we reviewed and discussed parent engagement and our efforts to improve in this area. Based on data from surveys, a plan was developed and shared with the group.

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 Rowe students are not achieving at high levels with Meets and Masters falling short of the 60% - 30% targets. Through the root cause analysis process, we identified the root cause of this achievement problem to be our failure to consistently plan lessons at the cognitive level of the TEKS.

Our second identified priority problem in the area of **student achievement** is that there was an increase in the number of students who did not meet the approaches minimum standard in math at all grade levels. Through the root cause analysis process, we identified that we are not consistently providing opportunities for think time, practice, and application of concepts.

Our third identified priority problem is also in the area of **student achievement**. Our campus team determined that an additional achievement problem is that Emergent Bilingual students perform below all other students at a rate of 10% or greater in one or more performance levels on all tests. Many students who are labeled as Emergent Bilingual are also Hispanic and Economically disadvantaged, which are other areas that have gaps in some contents. Through the root cause analysis process, we identified that the root cause of this problem is that we are not engaging students at high levels in multiple modalities: speaking, reading, and writing in all content areas.

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			
<p>Strategy 1: Instructional Focus: Through the blended learning format, teachers will strengthen small group instruction for all students to allow for processing with immediate feedback.</p> <p>Strategy: Teachers will apply backwards-design planning, starting with the TEKS analysis to increase intentionality of small group instruction.</p> <p>Strategy's Expected Result/Impact: As a result of having daily lesson goals that are clearly linked to the TEKS, students will show growth and increased achievement levels.</p> <p>Staff Responsible for Monitoring: Campus Appraisers; Campus Content Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Through the blended learning format, teachers will strengthen small group instruction for all students to allow for processing with immediate feedback.</p> <p>Strategy: Teachers will receive training during August PD and throughout the school year on High-Impact Teaching Strategies (HITS). They will incorporate these strategies into daily lessons in order to engage learners.</p> <p>Strategy's Expected Result/Impact: Small group instruction will shift from being highly teacher-focused to more student-driven discourse and processing, thereby increasing cognitive engagement and achievement levels.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Campus Instructional Coaches</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: Through the blended learning format, teachers will strengthen small group instruction for all students to allow for processing with immediate feedback.</p> <p>Strategy: Students will apply the sign post strategy when reading in social studies and language arts. Teachers will continue to reinforce the RACE critical writing strategy each week by having the students demonstrate their knowledge using short constructed responses.</p> <p>Strategy's Expected Result/Impact: Students performance levels will improve in all content areas.</p> <p>Staff Responsible for Monitoring: Director of Instruction; Campus Content Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 5 Details	Reviews			
<p>Strategy 5: Dropout Prevention: Assistant Principals work with the campus Registrar, grade level counselors, and district attendance officer to monitor dropout rates.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Achievement Specialists Grade Level Counselors Registrar</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 6 Details	Reviews			
<p>Strategy 6: Well-Rounded Education: The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:</p> <ol style="list-style-type: none"> Electives courses: 6th grade students are allowed to select one elective course in the area of fine arts. Courses include Theater, Art, Choir, Orchestra, or Band. 7th & 8th grade students may choose 2 elective courses in the areas of fine arts, career and technology, languages other than english, or local electives. Course options include Principles of Business, Marketing, Finance; Principles of Information Technology; Touch Systems Data Entry; Coding and Robotics; Exploring Foods and Fabrics; Principles of Human Services; Principles of Hospitality and Tourism; Applied Engineering; Manufacturing; Architecture; Spanish; French; Orchestra; Band; Choir; Art; Theater Arts; and Yearbook. All students are invited to participate in dress-up / informational weeks including Red Ribbon Week, College Week, and Hispanic Heritage Week. Students have access to the Positive Behavior Incentive Program (PBIS) Rewards system, where they earn "swag" for exhibiting targeted behaviors and are able to purchase items in our Jag Store, as well as the Christmas Market. Students in grades 7 and 8 have the opportunity to participate in UIL-sanctioned activities and competitions including volleyball, cross country, football, basketball, track, band, choir, orchestra, and theater. Rowe offers intervention programs, soccer start and Rowe baseball, to engage students who may be considered at-risk of dropping out. Student groups and organizations available to students after school include the student council, the softball club, the pep squad, the Just Amazing Girls (JAGs), and student-led interest groups such as the reading club and the chess club. <p>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.</p> <p>Staff Responsible for Monitoring: Rowe Student Group Sponsors, Director of Instruction, Academic Achievement Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 7 Details	Reviews			
<p>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</p> <p>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.</p> <p>With Title I support, Rowe will implement the following measures:</p> <ol style="list-style-type: none"> Salaries--The testing coordinator position and 4 class-size reduction teachers in science (1), language arts (2), and math (1) allow for more targeted, small group instruction in order to increase achievement to meet or exceed CIP targets. Substitute Pay--Substitute pay is allocated in the event that one of our class-size reduction teachers is absent, allowing substitutes to be compensated through Title I funds. Extra Duty Pay--Teaching staff who provide interventions outside of operational hours to increase student achievement are compensated through Title I funds. Parent and Family Involvement--snacks, supplies, and teacher compensation for parent events that occur after school hours will be through Title I funds. This supports our goal of increasing parent involvement and participation at Rowe Middle School. Instructional Supplies--In order to improve student engagement and meet our CIP academic targets, we will use Title I funds to purchase instructional supplies that support Blended Learning activities. Subscriptions for Reading Material--In order to provide engaging texts for academic literacy improvement efforts, we will use Title I funds to purchase current reading material. IXL--Title I funds were used to purchase student access to the IXL program for reading and math. This program helps in closing learning gaps and meeting the needs of the diverse learners who require Additional Instructional (AI) hours. <p>Staff Responsible for Monitoring: Principal; Director of Instruction; Academic Achievement Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 8 Details	Reviews			
<p>Strategy 8: Student Engagement: Rowe will continue to encourage and support student-led interest groups as well as school-sponsored organizations to engage all students.</p> <p>Strategy's Expected Result/Impact: Students will be more connected to the school and will pursue high levels of academic achievement in order to positively represent their school.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 9 Details	Reviews			
<p>Strategy 9: Improving Student Engagement: Rowe staff will provide opportunities for students to be recognized through social media and morning announcements.</p> <p>Strategy's Expected Result/Impact: The culture of Rowe Middle School will reflect high achievement and positivity.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Campus Safety: We will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus ID and backpack policy and procedures.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to learn daily with materials and supplies located in a clear backpack and ID badges around their neck, visible to all personnel.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Administrators Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Our campus will be prepared for emergency situations.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>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. Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc.).</p> <p>Strategy's Expected Result/Impact: 1. Grade level AP/Counselor partner together to conduct peer mediation in an ongoing manner 2. ALT codes are used to expose students to physical/tangible education pieces such as articles, Q&A, reflection, etc. 3. Behavior Interventionist will work with grade level APs, students, and teachers using a tiered continuum of support for emerging, recurrent, and critical behaviors.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>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. We will conduct parent conferences to prevent and address students' escalated behaviors. Students and teachers will be taught our PBIS expectations, STRONG. A campus rubric with location expectations will be taught during the beginning of the year Jag Camp, monthly S.T.R.O.N.G. lessons, Code of Conduct meetings, and revisited regularly during class.</p> <p>Strategy's Expected Result/Impact: 1. Students have a better understanding of behavior expectations and what they look like in all areas of the school. 2. Behavior incidents will decrease by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Behavior Interventionist</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 be greater than or equal to 90%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: Each grading period staff with perfect attendance will be celebrated at the faculty meetings. These staff members will be recognized for their attendance each grading period.</p> <p>Strategy's Expected Result/Impact: We are expecting better attendance rates due to recognizing perfect attendance.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Various teacher activities and dress-up days are scheduled in order build a positive and enjoyable culture on campus so that staff look forward to being at Rowe MS.</p> <p>Strategy's Expected Result/Impact: Attendance rates will improve for all staff.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: High-Quality Professional Development: Campus-Wide Blended Learning Training was provided in August. Teachers receive individualized feedback on Blended learning lessons each month. Additionally, building-wide trends are communicated with the entire staff, and observation data is used to create Blended Learning level-up look-for each month throughout the year.</p> <p>Strategy's Expected Result/Impact: Students will experience Blended learning lessons that are engaging and rigorous each week throughout the year in all content classes.</p> <p>Staff Responsible for Monitoring: Director of Instruction Principal Instructional Team</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Leaders conduct informal walks throughout the building each week and share findings, trends, and needs. This data is used to develop Wisdom Wednesday PD, which is offered each month during all conference periods.</p> <p>Strategy's Expected Result/Impact: Teachers will improve in areas of their own practice chosen by them.</p> <p>Staff Responsible for Monitoring: Director of Instruction CCIS</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Improving Social Media Presence: Post at least 3 times per week, highlighting student achievement, staff spotlights, and positive campus news. Strategy's Expected Result/Impact: We will increase our following and presence on social media. Staff Responsible for Monitoring: Behavior Interventionists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: Ensure that at least 90% of campus programs and events are featured on social media with photo or video coverage. Strategy's Expected Result/Impact: We will increase our social media following and generate interest in Rowe Middle School. Staff Responsible for Monitoring: Behavior Interventionist</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: Rowe will continue to host parent engagement nights that emphasize family fun while providing helpful information that is relevant to the needs of our parents and community. Strategy's Expected Result/Impact: Parents will become more involved in our school efforts and events and provide increase support for their students. Staff Responsible for Monitoring: Academic Achievement Specialist</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: Rowe will continue to build the VIPS program through providing regular meetings with increased communication and providing more opportunities for parents to partner with our staff.</p> <p>Strategy's Expected Result/Impact: Students will benefit from seeing parents in the school setting; parents will support students in their academic pursuits</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

CPOC

Committee Role	Name	Position
Principal (there is only one principal)	Stacia Carew	Principal
Teacher #1	Abigail Fenske	Social Studies
Teacher #2	Dawn Kiser	Special Education
Teacher #3	Charlie Banks	Language Arts
Teacher #4	Danielle Smith	Science
Teacher #5	Amber Novotny	Emergent Bilingual
Teacher #6	Gloeckler Gina	Math
Teacher #7	Katherine Arias	Social Studies
Teacher #8	Perez Dinorah	Electives
Other School Leader (Nonteaching Professional) #1	Rhonda Wilmer	CCIS
Other School Leader (Nonteaching Professional) #2	Paul Zevallos	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Johanna Houston	Counselor
Other School Leader (Nonteaching Professional) #4	Jacqueline Lewis	Director of Instruction
Paraprofessional #1	Claudia Campos	DI Secretary
Paraprofessional #2	Rincon Rocio	Finance
Administrator (LEA) #1	Jacquelyn Loyd	District Coordinator
Administrator (LEA) #2	Celia Weaver	District Coach
Parent #1	Luz Salinas	Parent #1
Parent #2	Megan Caceres	Parent #2
Community Member #1	Irma Higuera	Community Member #1
Community Member #2	Vu Hong	Community Member #2
Business Representative #1	Adil Berrada	Equitable Advisors
Business Representative #2	Cole Handin	Black Rock Coffee
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 **Rowe**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	73%	75%	77%	79%	81%
Meets or Above	45%	48%	51%	54%	57%
Masters Grade Level	20%	23%	26%	29%	32%

2025-26	Target Check
91%	Met District Strategic Target
63%	Met District Strategic Target
32%	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	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
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Reading	6	Rowe	MS2	All	455	75%	408	90%	52%	280	62%	25%	153	34%
Reading	6	Rowe	MS2	Hispanic	233	73%	208	89%	52%	146	63%	24%	80	34%
Reading	6	Rowe	MS2	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Reading	6	Rowe	MS2	Asian	20	86%	18	90%	67%	13	65%	33%	9	45%
Reading	6	Rowe	MS2	African Am.	154	71%	136	88%	48%	90	58%	21%	50	32%
Reading	6	Rowe	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Rowe	MS2	White	27	88%	26	96%	58%	17	63%	38%	8	30%
Reading	6	Rowe	MS2	Two or More	19	89%	18	95%	61%	12	63%	28%	5	26%
Reading	6	Rowe	MS2	Eco. Dis.	336	71%	285	85%	48%	192	57%	21%	116	35%
Reading	6	Rowe	MS2	EB	174	52%	120	69%	26%	101	58%	7%	70	40%
Reading	6	Rowe	MS2	At-Risk	305	67%	228	75%	43%	215	70%	17%	136	45%
Reading	6	Rowe	MS2	SPED	85	32%	40	47%	13%	30	35%	9%	14	16%
Reading	7	Rowe	MS2	All	516	69%	466	90%	44%	321	62%	19%	160	31%
Reading	7	Rowe	MS2	Hispanic	271	69%	248	92%	43%	165	61%	17%	80	30%
Reading	7	Rowe	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	7	Rowe	MS2	Asian	25	95%	25	100%	86%	18	72%	50%	12	48%
Reading	7	Rowe	MS2	African Am.	179	64%	153	85%	38%	110	61%	15%	49	27%
Reading	7	Rowe	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	7	Rowe	MS2	White	21	86%	20	95%	71%	14	67%	43%	10	48%
Reading	7	Rowe	MS2	Two or More	18	100%	18	100%	*	12	67%	*	8	44%
Reading	7	Rowe	MS2	Eco. Dis.	380	69%	325	86%	43%	200	53%	15%	100	26%
Reading	7	Rowe	MS2	EB	196	53%	150	77%	25%	80	41%	6%	50	26%
Reading	7	Rowe	MS2	At-Risk	330	61%	295	89%	35%	230	70%	14%	100	30%
Reading	7	Rowe	MS2	SPED	83	32%	60	72%	11%	35	42%	*	10	12%
Reading	8	Rowe	MS2	All	534	82%	482	90%	58%	349	65%	27%	192	36%
Reading	8	Rowe	MS2	Hispanic	281	79%	250	89%	56%	180	64%	26%	90	32%
Reading	8	Rowe	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	8	Rowe	MS2	Asian	24	91%	24	100%	86%	22	92%	59%	15	63%
Reading	8	Rowe	MS2	African Am.	196	84%	176	90%	55%	122	62%	24%	70	36%
Reading	8	Rowe	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	8	Rowe	MS2	White	23	95%	23	100%	70%	18	78%	25%	12	52%
Reading	8	Rowe	MS2	Two or More	8	83%	7	88%	58%	5	63%	*	3	38%
Reading	8	Rowe	MS2	Eco. Dis.	396	80%	370	93%	53%	240	61%	24%	150	38%
Reading	8	Rowe	MS2	EB	219	59%	180	82%	22%	90	41%	6%	50	23%
Reading	8	Rowe	MS2	At-Risk	359	76%	314	87%	45%	265	74%	16%	100	28%
Reading	8	Rowe	MS2	SPED	85	43%	45	53%	9%	25	29%	*	10	12%
Math	6	Rowe	MS2	All	455	68%	408	90%	28%	276	61%	9%	138	30%
Math	6	Rowe	MS2	Hispanic	233	67%	208	89%	25%	140	60%	7%	70	30%
Math	6	Rowe	MS2	Am. Indian	2	*	2	100%	*	2	100%	*	1	50%
Math	6	Rowe	MS2	Asian	20	81%	18	90%	57%	12	60%	29%	8	40%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	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
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Math	6	Rowe	MS2	African Am.	154	67%	136	88%	26%	93	60%	9%	46	30%
Math	6	Rowe	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Rowe	MS2	White	27	75%	26	96%	46%	17	63%	*	8	30%
Math	6	Rowe	MS2	Two or More	19	61%	18	95%	*	12	63%	*	5	26%
Math	6	Rowe	MS2	Eco. Dis.	336	64%	285	85%	24%	192	57%	6%	116	35%
Math	6	Rowe	MS2	EB	174	56%	120	69%	11%	101	58%	*	70	40%
Math	6	Rowe	MS2	At-Risk	305	61%	228	75%	21%	215	70%	6%	136	45%
Math	6	Rowe	MS2	SPED	85	42%	40	47%	9%	35	41%	*	14	16%
Math	7	Rowe	MS2	All	516	53%	466	90%	30%	321	62%	11%	160	31%
Math	7	Rowe	MS2	Hispanic	271	52%	248	92%	28%	165	61%	11%	80	30%
Math	7	Rowe	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	7	Rowe	MS2	Asian	25	95%	25	100%	68%	18	72%	27%	12	48%
Math	7	Rowe	MS2	African Am.	179	45%	153	85%	25%	110	61%	8%	49	27%
Math	7	Rowe	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	7	Rowe	MS2	White	21	79%	20	95%	63%	14	67%	*	10	48%
Math	7	Rowe	MS2	Two or More	18	86%	18	100%	*	12	67%	*	8	44%
Math	7	Rowe	MS2	Eco. Dis.	380	51%	325	86%	29%	200	53%	11%	100	26%
Math	7	Rowe	MS2	EB	196	41%	150	77%	18%	80	41%	5%	50	26%
Math	7	Rowe	MS2	At-Risk	330	43%	295	89%	23%	230	70%	8%	100	30%
Math	7	Rowe	MS2	SPED	83	21%	40	48%	12%	35	42%	*	10	12%
Math	8	Rowe	MS2	All	363	59%	326	90%	28%	189	52%	3%	37	10%
Math	8	Rowe	MS2	Hispanic	194	58%	178	92%	27%	100	52%	*	20	10%
Math	8	Rowe	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	8	Rowe	MS2	Asian	7	89%	7	100%	67%	4	57%	*	2	29%
Math	8	Rowe	MS2	African Am.	148	57%	128	86%	26%	78	53%	*	12	8%
Math	8	Rowe	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	8	Rowe	MS2	White	10	77%	9	90%	*	4	40%	*	2	20%
Math	8	Rowe	MS2	Two or More	3	60%	3	100%	*	2	67%	*	1	33%
Math	8	Rowe	MS2	Eco. Dis.	281	54%	255	91%	24%	120	43%	2%	32	11%
Math	8	Rowe	MS2	EB	140	46%	105	75%	13%	65	46%	*	22	16%
Math	8	Rowe	MS2	At-Risk	266	52%	216	81%	18%	180	68%	*	32	12%
Math	8	Rowe	MS2	SPED	82	26%	48	59%	*	28	34%	*	8	10%
Science	8	Rowe	MS2	All	534	77%	482	90%	52%	349	65%	15%	182	34%
Science	8	Rowe	MS2	Hispanic	281	76%	250	89%	52%	180	64%	14%	84	30%
Science	8	Rowe	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	8	Rowe	MS2	Asian	24	91%	24	100%	82%	22	92%	50%	14	58%
Science	8	Rowe	MS2	African Am.	196	74%	176	90%	45%	122	62%	10%	70	36%
Science	8	Rowe	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Science	8	Rowe	MS2	White	23	89%	23	100%	68%	18	78%	26%	9	39%
Science	8	Rowe	MS2	Two or More	8	83%	7	88%	50%	5	63%	*	3	38%
Science	8	Rowe	MS2	Eco. Dis.	396	72%	370	93%	48%	240	61%	14%	120	30%
Science	8	Rowe	MS2	EB	219	56%	180	82%	29%	90	41%	*	50	23%
Science	8	Rowe	MS2	At-Risk	359	70%	314	87%	42%	265	74%	8%	100	28%
Science	8	Rowe	MS2	SPED	85	26%	45	53%	11%	25	29%	*	10	12%
Social Studies	8	Rowe	MS2	All	534	52%	482	90%	22%	349	65%	11%	162	30%
Social Studies	8	Rowe	MS2	Hispanic	281	50%	250	89%	20%	180	64%	8%	82	29%
Social Studies	8	Rowe	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Rowe	MS2	Asian	24	73%	24	100%	55%	22	92%	41%	10	42%
Social Studies	8	Rowe	MS2	African Am.	196	53%	176	90%	21%	122	62%	10%	58	30%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	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
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Social Studies	8	Rowe	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Social Studies	8	Rowe	MS2	White	23	58%	23	100%	32%	18	78%	26%	8	35%
Social Studies	8	Rowe	MS2	Two or More	8	50%	7	88%	*	5	63%	*	2	25%
Social Studies	8	Rowe	MS2	Eco. Dis.	396	48%	370	93%	20%	240	61%	9%	150	38%
Social Studies	8	Rowe	MS2	EB	219	25%	180	82%	7%	90	41%	*	50	23%
Social Studies	8	Rowe	MS2	At-Risk	359	43%	314	87%	15%	265	74%	7%	100	28%
Social Studies	8	Rowe	MS2	SPED	85	13%	45	53%	*	25	29%	*	10	12%
Algebra I	MS	Rowe	MS2	All	171	95%	171	100%	76%	155	91%	42%	134	78%
Algebra I	MS	Rowe	MS2	Hispanic	87	94%	87	100%	74%	80	92%	39%	72	83%
Algebra I	MS	Rowe	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Rowe	MS2	Asian	17	100%	17	100%	92%	17	100%	67%	12	71%
Algebra I	MS	Rowe	MS2	African Am.	48	97%	48	100%	77%	40	83%	36%	37	77%
Algebra I	MS	Rowe	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Rowe	MS2	White	13	88%	13	100%	88%	13	100%	63%	9	69%
Algebra I	MS	Rowe	MS2	Two or More	5	*	5	100%	*	4	80%	*	3	60%
Algebra I	MS	Rowe	MS2	Eco. Dis.	115	95%	115	100%	75%	105	91%	38%	90	78%
Algebra I	MS	Rowe	MS2	EB	79	100%	79	100%	58%	72	91%	*	66	84%
Algebra I	MS	Rowe	MS2	At-Risk	93	93%	93	100%	67%	82	88%	31%	78	84%
Algebra I	MS	Rowe	MS2	SPED	3	*	3	100%	*	3	100%	*	2	67%

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.