

Cypress-Fairbanks Independent School District

Kahla Middle School

2025-2026



Mission Statement

The mission of Kahla Middle School is to develop a community of learners in an ever-changing world using self-discipline, motivation, and excellence.

Vision

Building to be KNIGHTS: Knowledgeable, Noble, Insightful, Global, Honorable, Trustworthy Scholars!

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Kahla Middle School is a campus in Houston, TX. Kahla is projected to serve 1131 students in grades 6th - 8th during the 2025-26 school year, which is an increase from the previous year of (total enrolled in 2024-25).

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Kahla'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 14, 2025, and again on September 10, 2025. The meetings were held in the Large Group Instruction (LGI). We plan to meet again on November 12, 2025, February 4, 2026, and May 13, 2026, to review and revise the CNA as needed.

At the first meeting on May 14, 2025:

The committee gathered to complete the May CIP Strategy Evaluation, with Mr. Carroll starting the meeting by thanking everyone for their support throughout the year. Mrs. Nickerson then allowed the committee to review the progress of each goal in the CIP document. Content instructional specialists presented data-driven and instructional strategies that they focused on to show student growth.

During the discussion, the Goal 1 group highlighted the commonalities among instructional strategies across all four content areas and reviewed benchmark data. The Goal 2 group discussed attendance and discipline, noting that incentives helped achieve an "Accomplished" rating. The Goal 3 group focused on growth and maintenance, while the Goal 4 group discussed parent and community engagement, noting a 10% increase through social media and SchoolMessenger. All groups agreed on the progress made in May.

The committee then moved to the 2024-25 CIP Summative Evaluation. Each group was tasked with evaluating their assigned goals and discussing whether they exceeded, met, made significant progress, made some progress, or made no progress toward the performance objectives. The committee evaluated the following objectives:

- **Goal 1 - Academic Achievement:** Exceeded Performance Objective 1.
- **Goal 2 - Safe & Healthy Learning Environment:** Exceeded Performance Objective 1; made Significant progress on Performance Objectives 2 and 3.
- **Goal 3 - Human Capital:** Exceeded Performance Objective 1; Met Performance Objective 2.

- **Goal 4 - Family & Community Engagement:** Made Significant progress on Performance Objective 1.

Following the evaluation, the committee conducted a 2025-26 Needs Assessment. Mrs. Nickerson facilitated a discussion where the committee reviewed data and identified three strengths and three areas for growth. The identified strengths were clubs and organizations, instructional alignment, and safety drills and protocols. The identified needs for the 2025-26 school year are tracking parent engagement, student attendance, and teacher training on restorative and relational practices.

Based on the needs assessment, the committee began drafting the 2025-26 Campus Improvement Plan. To address the needs, the committee proposed several strategies, including:

- **Parent Engagement:** Create parent resources with information on small groups, interventions, and educational vernacular. They also proposed streamlining a course website for assignments and curriculum and ensuring a 24-hour communication turnaround.
- **Student Attendance:** Streamline student absence communication.
- **Teacher Training:** Provide Friday PD sessions throughout the school year on restorative and relational practices.

Finally, Mrs. Nickerson and Mr. Carroll reviewed the preliminary Title I planning budget, which includes additional funding for para staffing, subs for staff development, student scholarships, and online resources. Ms. Garcia shared May highlights from athletics and fine arts, and the meeting concluded with a reminder for everyone to connect on social media and that feedback is always welcome.

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

- Employee Perception Survey
- Cumulative District Assessment Data
- Parent & Community Feedback

At the second meeting on September 10, 2025, the CPOC:

Topic 1 - Introduction

Mr. Carroll welcomed and thanked everyone for joining and giving their input. He shared our campus values of Culture, Clarity, and Commitment. He also shared how Consistency was a focal point he's added this school year. Mrs. Nickerson introduced the staff. Members stood up around the room as they were announced. Ms. Garcia led the room in an ice breaker called "This -OR- That: Back to School Edition."

Topic 2 - We Are Title I

Mrs. Nickerson reviewed the Title I definition. She shared that more than 75% of our population receives free and reduced lunch, which qualifies us as a Title 1 campus. She reviewed how Title I funds are used here at Kahla. This included additional staff, professional development, online resources, and a list of interventions provided by the campus during our campus QUEST time and after school.

Topic 3 - CPOC & CIP?

We reviewed the purpose of CPOC, the number of times we would meet, as well as those who are a part of the committee. Mrs. Nickerson shared the purpose and importance of the committee's voice and feedback to achieve our campus goals. The CIP was also defined. Mrs. Nickerson shared the purpose, focus, and review process, as well as the approval process by the CFISD School Board.

Topic 4 - Comprehensive Needs Assessment Review

We started by reviewing the campus ratings. The committee was given the 2025 and 2024 campus ratings to compare. The committee noticed the changes, and we discussed the growth in some of our numbers and the new state requirements for student achievement. Mrs. Nickerson then reviewed the 3 goals agreed upon by the committee during our May 2025 CNA. These included the following:

1. Streamlining Parent Resources
2. Student Absence Communication
3. Friday Professional Development

She asked the committees if there were any objections to moving forward on these. No objections were given. Mrs. Nickerson moved on to remind them that we had not had the opportunity to discuss goals for student achievement due to STARR scores release dates, and that was the purpose of our time together. The committee was split into 4 groups (Math, Reading, Language Arts, Science & Social Studies). Each group took the opportunity to review the 2025 Accountability Rating and STAAR scores for their assigned content area. Groups reviewed data to discuss:

- What does the data say about overall student performance?
- Which students are showing strong growth? Which are struggling?
- What are the trends for different student groups?

Members shared their observations amongst their content area group before sharing with other content areas. Positives and areas of growth were shared. Mrs. Nickerson reviewed the following student achievement problem statements and root causes that the staff came up with during the campus PD week. The committee was asked for feedback to discuss alignment with the areas of growth addressed during the student achievement data review. They shared how they aligned with the growth needed based on the information shared and discussed.

Topic 5 - CIP Strategies

Mrs. Nickerson moved on to remind the committee how all problems can be addressed through so many strategies used in our Kahla Foundation. She reviewed the following with the committee:

- Focus on purposeful **small-group instruction**. Small groups are the most effective way to meet students where they are and provide instruction based on their specific needs. It's crucial to use data to form these groups and plan targeted activities for them
- Implement a cycle of **data analysis**. This involves teachers regularly reviewing student performance, collaborating to identify trends, and planning specific interventions for students who need more support.
- Cultivate a culture of **student ownership**. Encourage students to track their own progress, set goals, and reflect on their learning. This includes consistent follow-up on missing assignments and proactively engaging with students about their grades and progress.

- Ensure every teacher is documenting and implementing **accommodations** correctly to make decisions on **adjustments**. This requires collaboration between general education and special education teachers to make sure accommodations are not just documented but are actually supporting student learning in the classroom.

The committee was asked if there were any objections to moving forward on these. No objections were given.

Topic 6 - Parent & Family Engagement Policy Review

Mrs. Nickerson asked members to locate the handout that had the policy on it. She allowed the room to take a moment to review. After reviewing, the committee was asked for any needed adjustments. One member reminded us of the correct date of the Spelling Bee. Another reminder to us about the Electives Fair and the naming convention for the Parent Empowerment. Mrs. Nickerson made a note and also asked the committee to scan the QR code to submit the feedback they had provided.

Topic 7 - Highlights at the Big K

Ms. Garcia shared the highlights of August and September. These included Open House, football and volleyball games, staff luncheon sponsored by Cabo Bob's, and the return of teacher recognition with PBIS Noble Knight of the Week.

Topic 8 - Upcoming Events

Mrs. Nickerson shared the campus's upcoming events for October & November and asked everyone to connect with us on social media. Mrs. Nickerson & Mr. Carroll encouraged everyone in attendance to leave their feedback on the form.

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 Students performed below 50% in Math and Reading at the Meets and Masters levels . Through the root cause analysis process, we identified that we are not effectively using data to inform planning and instruction to target gaps, address regression, and foster student growth.

Our second identified priority problem in the area of **student achievement** is that Students performed below 45% in Social Studies and Science at the Meets and Masters levels . Through the root cause analysis process, we identified that we are not utilizing differentiation to proactively address learning gaps, prevent regression, and promote students' academic growth.

Our third identified priority problem in the area of **student achievement** is that our SPED and Emergent Bilingual students underperformed by 19% in all subjects

when compared to all students at the Meets and Masters levels. Through the root cause analysis process, we identified that we are not actively adjusting student accommodations to ensure they produce desired results and show academic growth.

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: Our immediate priority is accelerating student performance in Math and Reading, to move student achievement above the 50% threshold for "Meets" and "Masters" levels.</p> <p>Strategy: Teachers will use data-driven instruction to target student growth. We will implement a consistent cycle of data analysis to inform our purposeful small-group instruction and interventions, ensuring we meet students exactly where they are. This will be supported by implementing strong Tier 1 instruction and cultivating student ownership through high-leverage engagement strategies.</p> <p>Strategy's Expected Result/Impact: We anticipate increasing the percentage of students who score at the Meets and Masters levels on the STAAR test.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  <p>Considerable</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Instructional Focus: Our immediate priority is accelerating student performance in Social Studies and Science, to move student achievement above the 45% threshold for "Meets" and "Masters" levels.</p> <p>Strategy: Teachers will use a consistent cycle of data analysis to drive our differentiated instruction. We will use this data to form purposeful small groups and provide targeted learning opportunities to meet the specific needs of our students.</p> <p>Strategy's Expected Result/Impact: We expect to increase the percentage of students scoring at the Meets and Masters levels on the STAAR test.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  <p>Moderate Progress</p> | | | |

| Strategy 3 Details | Reviews | | | |
|---|--|------------|------------|------------------|
| <p>Strategy 3: Instructional Focus: Our SPED and Emergent Bilingual students underperformed by 19% in all subjects when compared to all students at the Meets and Masters levels.</p> <p>Strategy: Teachers will prioritize monitoring and adjusting accommodations to ensure they are actively supporting student learning. This will include ongoing collaboration between general education, ESL support, and special education teachers to ensure the accommodations are effective in the classroom.</p> <p>Strategy's Expected Result/Impact: We expect to increase the percentage of students with accommodations scoring at the Meets and Masters levels on the STAAR test.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Moderate Progress | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Students will engage in lessons on nutrition and fitness and take part in fitness-related events both 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 |
| |  Accomplished | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Dropout Prevention: Our campus registrar and AAS team will work to contact families and/or schools to regulate attendance and regularly ensure codes reflect a student's current status. Counselors will support families with school and/or outside resources as needed.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Considerable | | | |
| Strategy 6 Details | Reviews | | | |
| <p>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: Performing & Visual Arts Programs, Coding & Robotics, Career & Technical Education, Technology Education, and Yearbook.</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> | 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> <ol style="list-style-type: none"> 1. Additional Staffing - The class-size reduction teachers in Math and Social Studies will assist in lowering the student-to-teacher ratio. All additional staff will assist in meeting or exceeding instructional targets. 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. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students 5. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school and on scheduled Saturdays to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs. 6. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays. 7. Online learning platform - Students will utilize online resources such as IXL as additional interventions at school and home to assist in meeting or exceeding instructional targets. <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Considerable | | | |
| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Improving Student Engagement: We will strengthen campus culture by intentionally expanding and leveraging student-led clubs and leadership opportunities, ensuring that every student has an authentic voice in shaping school initiatives and fostering a deeply connected learning environment.</p> <p>Strategy's Expected Result/Impact: An increase in student participation and consistent attendance in non-mandated before- and after-school programs.</p> <p>Staff Responsible for Monitoring: Counselors</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Accomplished | | | |

| Strategy 9 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 9: Improving Student Engagement: We will significantly improve student cognitive engagement by requiring the intentional design and delivery of interactive learning experiences across all content areas.</p> <p>Strategy's Expected Result/Impact: An increase in instructional fidelity, enhanced student ownership, and STAAR growth.</p> <p>Staff Responsible for Monitoring: Teachers, CCIS, AAS, Director of Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Moderate Progress | | | |
| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Evidence-based school improvement strategy: The primary improvement strategy centers on a Coaching Cycle triggered by student achievement scores (STAAR data and District Performance Measures - DPM results). This cycle provides teachers with focused instructional coaching from the CCIS to implement high-impact strategies. These strategies include small-group facilitation, cognitive engagement tactics, and structured student discourse to drive student success and address learning gaps.</p> <p>Campus monitoring plan: Implementation is monitored through Performance Matters Navigation, including dedicated DPM data digs and unit test data chats following each assessment to reflect on student growth and identify student regression. AAS and CCIS create "Baseball Card reports" to pinpoint students who have regressed. Teachers use this data to view specific student populations, specifically dual coded (Continuously Enrolled, EB, and 2 or More Races) ensuring the targeted support is focused and effective.</p> <p>District monitoring plan: Kahla is a CFISD Priority school. District leaders monitor implementation by reviewing the same student achievement data (STAAR and DPM results) used to trigger the campus-level interventions. Monitoring focuses on the frequency and effectiveness of the campus Coaching Cycle and the overall progress of targeted populations toward interim and final performance goals.</p> <p>The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis.</p> <p>Campus reallocation of resources to support the strategy: Campus resources are reallocated primarily as focused time and personnel. CCIS and AAS staff time is specifically reallocated to building Baseball Card reports, providing focused instructional coaching through the Coaching Cycle, and facilitating professional development. Teacher time is reallocated to participate in DPM data digs, unit test data chats, and dedicated time for small group instruction during gap-closing sessions (QUEST time) to ensure targeted support.</p> <p>District reallocation of resources to support the strategy: District resources, specifically District Coaches' time, are reallocated to balance two critical functions: Modeling Lessons for Teachers: Providing direct, job-embedded modeling of high-leverage instructional strategies (e.g., small-group facilitation, structured discourse, HQFTI) to build teacher capacity. Providing Campus Interventions: Delivering direct instructional support during large-scale intervention sessions for targeted student populations to rapidly close identified achievement gaps.</p> <p>Strategy's Expected Result/Impact: Two or more races student performance goals:</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Moderate Progress | | | |

RLA Meets or Higher: 56%
Math Meets or Higher: 56%
RLA Growth: 68%
Student Success: 55 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

EB current and monitored student performance goals:
Math Meets or Higher: 36%
RLA Growth: 57%
Math Growth: 62%
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

Continuously Enrolled student performance goals:
Math Meets or Higher: 49%
Math Growth: 67%
Student Success: 48 raw score
Note: If a target is missed, the campus will show growth toward meeting the next interim target.

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 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, exterior door checks, and other required safety actions.

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: Campus Safety: Bringing Out The Best lessons will be implemented weekly through advisory classes. These lessons will include various reminders of good citizenship as well as safety guidelines related to positive student behaviors. We will continue to reinforce the use of clear backpacks, and students wearing Identification badges at all times while on campus. Additionally, all interior doors will remain shut and locked throughout the day, and weekly exterior door checks will be conducted by an assistant principal.</p> <p>Strategy's Expected Result/Impact: All students and staff will comply with campus safety protocols.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Principal</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: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Each member of the administrative team and those who support them will have access to radios to ensure all leaders have sufficient communication.</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, Academic Achievement Specialists, Assistant Principals</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, Academic Achievement Specialists, Assistant Principals</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 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. All students will receive training on how to submit anonymous tips through tipline. Lessons will also be provided by the counseling office related to bullying prevention and ways to effectively deal with emotions such as stress, fear, anger, and depression. We will also continue to encourage students to "see something, say something" by reporting suspicious or disturbing behaviors to staff members or through our campus tipline.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals, Teachers</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Accomplished | | | |
| 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. Kahla's restorative practices will be outlined in the Kahla Relational Strategy Board, and those strategies discussed with staff through on-campus PD opportunities to assist staff in effectively addressing misbehavior and ways to reduce the harm that those behaviors cause.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Leadership, and Campus Administration</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:</p> <ol style="list-style-type: none"> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. <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 |
| |  Considerable | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 402 663 451">  No Progress </div> <div data-bbox="764 402 982 451">  Accomplished </div> <div data-bbox="1083 402 1335 451">  Continue/Modify </div> <div data-bbox="1436 402 1629 451">  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 increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: The campus will highlight staff that has perfect attendance for each month and provide additional staff incentives.</p> <p>Strategy's Expected Result/Impact: Increased staff attendance by 1%</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, and Sub Representative paraprofessional.</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  <p>Moderate Progress</p> | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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, and Lesson Plans

| Strategy 1 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: High-Quality Professional Development: Teachers will receive site-based PD sessions that will focus on topics tied to supporting instructional practices, technology, SEL, classroom management, and restorative practices. Campus experts will have the opportunity to lead sessions each semester.</p> <p>Strategy's Expected Result/Impact: Teachers will implement and use PD sessions to enhance their Personal Professional Goals.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Considerable | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will receive continuous coaching and support from our campus Instructional Leaders through the use of weCLIMB walks.</p> <p>Strategy's Expected Result/Impact: Teachers will seek opportunities to enhance their personal and professional goals.</p> <p>Staff Responsible for Monitoring: Principal, DI, AP, AAS, CCIS</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 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 and Activity sign-in sheets/records

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Improving Social Media Presence: Implement a mandatory, coordinated campus content schedule to ensure consistent, high-quality posts that celebrate student and staff achievements and drive family engagement across all platforms.</p> <p>Strategy's Expected Result/Impact: We anticipate increasing our overall digital visibility by achieving 100% adherence to the new campus content schedule (demonstrating consistency) while simultaneously driving a 20% increase in average weekly user engagement metrics (likes, comments, and shares) across all platforms.</p> <p>Staff Responsible for Monitoring: Director of Instruction and DIHT</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Considerable | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Improving Social Media Presence: Implement interactive content strategies (e.g., live quizzes, polls, and Q&A sessions) across all platforms</p> <p>Strategy's Expected Result/Impact: We anticipate significantly increasing two-way communication and the transparency of our academic programs by achieving a 25% increase in audience interaction metrics (e.g., comments, poll responses, and shares) that provide real-time windows into classroom learning and campus culture.</p> <p>Staff Responsible for Monitoring: Director of Instruction and DIHT</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Accomplished | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Improving Parent and Community Engagement: We will strengthen the home-to-school connection by hosting targeted, high-impact parent engagement events--including Academic Knight, the Parent Empowerment Symposium, and the Elective Fair--specifically designed to inform families about our academic programs and technology. All essential meeting times and information, with Spanish translation provided, will be delivered consistently across our unified communication channels (Schoology, School Messenger, and social media).</p> <p>Strategy's Expected Result/Impact: We anticipate a 20% increase in unique parent/guardian attendance at all major targeted events and improved parental knowledge by 15%, as captured on post-event feedback surveys.</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS, Counselors, Teachers</p> | Formative | | | Summative |
| | Nov | Feb | May | June |
| |  Considerable | | | |

| Strategy 4 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 4: Improving Parent and Community Engagement: We will strengthen and significantly grow parent and community engagement by intentionally expanding the capacity and reach of the existing VIPS (Volunteers In Public Schools) program.</p> <p>Strategy's Expected Result/Impact: We will achieve a 25% increase in the number of actively engaged registered VIPS volunteers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</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> | | | | |

CPOC

| Committee Role | Name | Position |
|---|------------------------|---|
| Principal | Joshua Carroll | Principal (there is only one principal) |
| Teacher #1 | Mercy Okrah | French |
| Teacher #2 | Christian Bykowski | Choir |
| Teacher #3 | Kimberly Chapman | PE/Athletics |
| Teacher #4 | Cynthia Biney | Read 180 |
| Teacher #5 | Robert Barnes | Math |
| Teacher #6 | Devin Steen | Science |
| Teacher #7 | Christopher Richardson | Social Studies |
| Teacher #8 | Unika Monroe | Reading Language Arts |
| Other School Leader (Nonteaching Professional) #1 | Denishia Nickerson | Director of Instruction |
| Other School Leader (Nonteaching Professional) #2 | Thaida Garcia | DI Helping Teacher |
| Other School Leader (Nonteaching Professional) #3 | Courtney Foerster | Math CCIS |
| Other School Leader (Nonteaching Professional) #4 | Sheerah Flores | RLA CCIS |
| Paraprofessional #1 | Daniela Solis | DI Administrative Assistant |
| Paraprofessional #2 | Dolores Frayler | Principal Administrative Assistant |
| Administrator (LEA) #1 | Stacy Love | Administrator (LEA) #1 |
| Administrator (LEA) #2 | Jennifer Fraiser | Administrator (LEA) #2 |
| Parent #1 | Alexis Trotty | Parent #1 |
| Parent #2 | Shanita Williams | Parent #2 |
| Business Representative #1 | Carlos Villegas | Business Representative #1 |
| Business Representative #2 | Derek Lewis | Business Representative #2 |
| Community Member #1 | Jesse Russell | Community Member #1 |
| Community Member #2 | Stephanie Starkey | Community Member #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 Kahla

| 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 | 41% | 44% | 47% | 50% | 53% |
| Masters Grade Level | 17% | 20% | 23% | 26% | 29% |

| 2025-26 | Target Check |
|---------|--|
| 70% | Did not meet District Strategic Target |
| 41% | Did not meet District Strategic Target |
| 19% | 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 | 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 | Kahla | MS3 | All | 337 | 68% | 241 | 72% | 41% | 147 | 44% | 18% | 67 | 20% |
| Reading | 6 | Kahla | MS3 | Hispanic | 209 | 64% | 145 | 69% | 35% | 83 | 40% | 13% | 33 | 16% |
| Reading | 6 | Kahla | MS3 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 6 | Kahla | MS3 | Asian | 15 | 79% | 12 | 80% | 71% | 11 | 73% | 46% | 7 | 47% |
| Reading | 6 | Kahla | MS3 | African Am. | 77 | 69% | 55 | 71% | 43% | 35 | 45% | 20% | 18 | 23% |
| Reading | 6 | Kahla | MS3 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 6 | Kahla | MS3 | White | 21 | 78% | 17 | 81% | 61% | 13 | 62% | 26% | 6 | 29% |
| Reading | 6 | Kahla | MS3 | Two or More | 15 | 76% | 12 | 80% | 29% | 5 | 33% | * | 3 | 20% |
| Reading | 6 | Kahla | MS3 | Eco. Dis. | 248 | 66% | 171 | 69% | 36% | 97 | 39% | 16% | 47 | 19% |
| Reading | 6 | Kahla | MS3 | EB | 144 | 47% | 72 | 50% | 12% | 22 | 15% | 7% | 14 | 10% |
| Reading | 6 | Kahla | MS3 | At-Risk | 240 | 61% | 154 | 64% | 32% | 84 | 35% | 11% | 34 | 14% |
| Reading | 6 | Kahla | MS3 | SPED | 57 | 32% | 20 | 35% | 14% | 10 | 18% | * | 5 | 9% |
| Reading | 7 | Kahla | MS3 | All | 372 | 64% | 260 | 70% | 38% | 162 | 44% | 18% | 79 | 21% |
| Reading | 7 | Kahla | MS3 | Hispanic | 219 | 63% | 150 | 68% | 35% | 89 | 41% | 17% | 44 | 20% |
| Reading | 7 | Kahla | MS3 | Am. Indian | 3 | * | 3 | 100% | * | 2 | 67% | * | 1 | 33% |
| Reading | 7 | Kahla | MS3 | Asian | 21 | 74% | 16 | 76% | 63% | 14 | 67% | 48% | 11 | 52% |
| Reading | 7 | Kahla | MS3 | African Am. | 94 | 62% | 61 | 65% | 35% | 40 | 43% | 12% | 14 | 15% |
| Reading | 7 | Kahla | MS3 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 7 | Kahla | MS3 | White | 21 | 74% | 18 | 86% | 53% | 12 | 57% | 26% | 6 | 29% |
| Reading | 7 | Kahla | MS3 | Two or More | 14 | 75% | 12 | 86% | * | 5 | 36% | * | 3 | 21% |
| Reading | 7 | Kahla | MS3 | Eco. Dis. | 281 | 63% | 185 | 66% | 37% | 112 | 40% | 18% | 59 | 21% |
| Reading | 7 | Kahla | MS3 | EB | 177 | 44% | 83 | 47% | 13% | 28 | 16% | * | 10 | 6% |
| Reading | 7 | Kahla | MS3 | At-Risk | 273 | 57% | 164 | 60% | 29% | 87 | 32% | 12% | 41 | 15% |
| Reading | 7 | Kahla | MS3 | SPED | 63 | 21% | 15 | 24% | * | 7 | 11% | * | 3 | 5% |
| Reading | 8 | Kahla | MS3 | All | 378 | 79% | 313 | 83% | 53% | 218 | 58% | 24% | 106 | 28% |
| Reading | 8 | Kahla | MS3 | Hispanic | 225 | 80% | 187 | 83% | 53% | 126 | 56% | 23% | 59 | 26% |
| Reading | 8 | Kahla | MS3 | Am. Indian | 3 | * | 3 | 100% | * | 2 | 67% | * | 1 | 33% |
| Reading | 8 | Kahla | MS3 | Asian | 25 | 100% | 25 | 100% | 95% | 25 | 100% | 60% | 16 | 64% |
| Reading | 8 | Kahla | MS3 | African Am. | 97 | 74% | 75 | 77% | 49% | 50 | 52% | 20% | 22 | 23% |
| Reading | 8 | Kahla | MS3 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Reading | 8 | Kahla | MS3 | White | 19 | 74% | 15 | 79% | 53% | 11 | 58% | 26% | 6 | 32% |
| Reading | 8 | Kahla | MS3 | Two or More | 9 | 82% | 8 | 89% | * | 4 | 44% | * | 2 | 22% |
| Reading | 8 | Kahla | MS3 | Eco. Dis. | 262 | 79% | 215 | 82% | 52% | 144 | 55% | 24% | 71 | 27% |
| Reading | 8 | Kahla | MS3 | EB | 172 | 66% | 119 | 69% | 29% | 55 | 32% | * | 5 | 3% |
| Reading | 8 | Kahla | MS3 | At-Risk | 276 | 74% | 213 | 77% | 45% | 132 | 48% | 18% | 58 | 21% |
| Reading | 8 | Kahla | MS3 | SPED | 47 | 46% | 23 | 49% | 15% | 8 | 17% | * | 3 | 6% |
| Math | 6 | Kahla | MS3 | All | 337 | 57% | 235 | 70% | 22% | 100 | 30% | 8% | 38 | 11% |
| Math | 6 | Kahla | MS3 | Hispanic | 209 | 55% | 150 | 72% | 17% | 46 | 22% | 5% | 17 | 8% |
| Math | 6 | Kahla | MS3 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 6 | Kahla | MS3 | Asian | 15 | 83% | 13 | 87% | 71% | 11 | 73% | 42% | 7 | 47% |

| 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 | Kahla | MS3 | African Am. | 77 | 52% | 57 | 74% | 16% | 25 | 32% | 5% | 6 | 8% |
| Math | 6 | Kahla | MS3 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 6 | Kahla | MS3 | White | 21 | 70% | 18 | 86% | 43% | 10 | 48% | * | 5 | 24% |
| Math | 6 | Kahla | MS3 | Two or More | 15 | 71% | 12 | 80% | * | 8 | 53% | * | 3 | 20% |
| Math | 6 | Kahla | MS3 | Eco. Dis. | 248 | 53% | 139 | 56% | 19% | 55 | 22% | 8% | 27 | 11% |
| Math | 6 | Kahla | MS3 | EB | 144 | 41% | 63 | 44% | 10% | 19 | 13% | * | 5 | 3% |
| Math | 6 | Kahla | MS3 | At-Risk | 240 | 50% | 127 | 53% | 16% | 46 | 19% | 5% | 19 | 8% |
| Math | 6 | Kahla | MS3 | SPED | 57 | 24% | 15 | 26% | * | 7 | 12% | * | 3 | 5% |
| Math | 7 | Kahla | MS3 | All | 372 | 47% | 240 | 65% | 24% | 110 | 30% | 6% | 37 | 10% |
| Math | 7 | Kahla | MS3 | Hispanic | 219 | 50% | 148 | 68% | 22% | 58 | 26% | 3% | 13 | 6% |
| Math | 7 | Kahla | MS3 | Am. Indian | 3 | * | 3 | 100% | * | 2 | 67% | * | 1 | 33% |
| Math | 7 | Kahla | MS3 | Asian | 21 | 68% | 15 | 71% | 60% | 13 | 62% | 40% | 9 | 43% |
| Math | 7 | Kahla | MS3 | African Am. | 94 | 35% | 50 | 53% | 15% | 17 | 18% | * | 5 | 5% |
| Math | 7 | Kahla | MS3 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 7 | Kahla | MS3 | White | 21 | 63% | 14 | 67% | 53% | 12 | 57% | 26% | 6 | 29% |
| Math | 7 | Kahla | MS3 | Two or More | 14 | * | 10 | 71% | * | 8 | 57% | * | 3 | 21% |
| Math | 7 | Kahla | MS3 | Eco. Dis. | 281 | 45% | 135 | 48% | 22% | 70 | 25% | 5% | 22 | 8% |
| Math | 7 | Kahla | MS3 | EB | 177 | 38% | 73 | 41% | 15% | 32 | 18% | * | 5 | 3% |
| Math | 7 | Kahla | MS3 | At-Risk | 273 | 41% | 120 | 44% | 18% | 57 | 21% | 3% | 16 | 6% |
| Math | 7 | Kahla | MS3 | SPED | 63 | 17% | 13 | 21% | * | 6 | 10% | * | 3 | 5% |
| Math | 8 | Kahla | MS3 | All | 266 | 53% | 160 | 60% | 19% | 80 | 30% | 2% | 18 | 7% |
| Math | 8 | Kahla | MS3 | Hispanic | 159 | 57% | 93 | 58% | 19% | 40 | 25% | * | 5 | 3% |
| Math | 8 | Kahla | MS3 | Am. Indian | 3 | * | 3 | 100% | * | 2 | 67% | * | 1 | 33% |
| Math | 8 | Kahla | MS3 | Asian | 9 | * | 7 | 78% | * | 5 | 56% | * | 3 | 33% |
| Math | 8 | Kahla | MS3 | African Am. | 77 | 45% | 46 | 60% | 18% | 25 | 32% | * | 5 | 6% |
| Math | 8 | Kahla | MS3 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Math | 8 | Kahla | MS3 | White | 12 | 58% | 7 | 58% | * | 5 | 42% | * | 3 | 25% |
| Math | 8 | Kahla | MS3 | Two or More | 6 | 50% | 4 | 67% | * | 3 | 50% | * | 1 | 17% |
| Math | 8 | Kahla | MS3 | Eco. Dis. | 193 | 53% | 108 | 56% | 19% | 42 | 22% | * | 5 | 3% |
| Math | 8 | Kahla | MS3 | EB | 118 | 46% | 58 | 49% | 13% | 19 | 16% | * | 5 | 4% |
| Math | 8 | Kahla | MS3 | At-Risk | 210 | 50% | 111 | 53% | 15% | 38 | 18% | * | 5 | 2% |
| Math | 8 | Kahla | MS3 | SPED | 47 | 25% | 13 | 28% | * | 6 | 13% | * | 3 | 6% |
| Science | 8 | Kahla | MS3 | All | 378 | 70% | 276 | 73% | 37% | 165 | 44% | 8% | 47 | 12% |
| Science | 8 | Kahla | MS3 | Hispanic | 225 | 70% | 164 | 73% | 37% | 93 | 41% | 8% | 25 | 11% |
| Science | 8 | Kahla | MS3 | Am. Indian | 3 | * | 3 | 100% | * | 2 | 67% | * | 1 | 33% |
| Science | 8 | Kahla | MS3 | Asian | 25 | 90% | 23 | 92% | 75% | 20 | 80% | 30% | 8 | 32% |
| Science | 8 | Kahla | MS3 | African Am. | 97 | 63% | 64 | 66% | 30% | 35 | 36% | * | 5 | 5% |
| Science | 8 | Kahla | MS3 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Science | 8 | Kahla | MS3 | White | 19 | 78% | 15 | 79% | 50% | 10 | 53% | * | 5 | 26% |
| Science | 8 | Kahla | MS3 | Two or More | 9 | 80% | 7 | 78% | * | 5 | 56% | * | 3 | 33% |
| Science | 8 | Kahla | MS3 | Eco. Dis. | 262 | 67% | 183 | 70% | 36% | 102 | 39% | 8% | 29 | 11% |
| Science | 8 | Kahla | MS3 | EB | 172 | 58% | 105 | 61% | 19% | 38 | 22% | * | 5 | 3% |
| Science | 8 | Kahla | MS3 | At-Risk | 276 | 64% | 185 | 67% | 31% | 94 | 34% | 6% | 25 | 9% |
| Science | 8 | Kahla | MS3 | SPED | 47 | 30% | 16 | 34% | 11% | 7 | 15% | * | 3 | 6% |
| Social Studies | 8 | Kahla | MS3 | All | 378 | 52% | 225 | 60% | 22% | 115 | 30% | 13% | 66 | 17% |
| Social Studies | 8 | Kahla | MS3 | Hispanic | 225 | 51% | 130 | 58% | 17% | 55 | 24% | 11% | 32 | 14% |
| Social Studies | 8 | Kahla | MS3 | Am. Indian | 3 | * | 3 | 100% | * | 2 | 67% | * | 1 | 33% |
| Social Studies | 8 | Kahla | MS3 | Asian | 25 | 85% | 22 | 88% | 60% | 16 | 64% | 35% | 10 | 40% |
| Social Studies | 8 | Kahla | MS3 | African Am. | 97 | 47% | 52 | 54% | 24% | 30 | 31% | 12% | 15 | 15% |

| 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 | Kahla | MS3 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Social Studies | 8 | Kahla | MS3 | White | 19 | 53% | 11 | 58% | 32% | 7 | 37% | * | 5 | 26% |
| Social Studies | 8 | Kahla | MS3 | Two or More | 9 | * | 7 | 78% | * | 5 | 56% | * | 3 | 33% |
| Social Studies | 8 | Kahla | MS3 | Eco. Dis. | 262 | 51% | 141 | 54% | 21% | 63 | 24% | 12% | 39 | 15% |
| Social Studies | 8 | Kahla | MS3 | EB | 172 | 31% | 58 | 34% | 7% | 17 | 10% | * | 5 | 3% |
| Social Studies | 8 | Kahla | MS3 | At-Risk | 276 | 45% | 132 | 48% | 16% | 52 | 19% | 8% | 30 | 11% |
| Social Studies | 8 | Kahla | MS3 | SPED | 47 | 27% | 14 | 30% | * | 7 | 15% | * | 3 | 6% |
| Algebra I | MS | Kahla | MS3 | All | 112 | 100% | 112 | 100% | 98% | 110 | 98% | 85% | 97 | 87% |
| Algebra I | MS | Kahla | MS3 | Hispanic | 66 | 100% | 66 | 100% | 98% | 66 | 100% | 85% | 58 | 88% |
| Algebra I | MS | Kahla | MS3 | Am. Indian | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Algebra I | MS | Kahla | MS3 | Asian | 16 | 100% | 16 | 100% | 100% | 16 | 100% | 100% | 16 | 100% |
| Algebra I | MS | Kahla | MS3 | African Am. | 20 | 100% | 20 | 100% | 100% | 20 | 100% | 83% | 17 | 85% |
| Algebra I | MS | Kahla | MS3 | Pac. Islander | 0 | * | 0 | * | * | 0 | * | * | 0 | * |
| Algebra I | MS | Kahla | MS3 | White | 7 | 100% | 7 | 100% | 83% | 6 | 86% | * | 5 | 71% |
| Algebra I | MS | Kahla | MS3 | Two or More | 3 | * | 3 | 100% | * | 2 | 67% | * | 1 | 33% |
| Algebra I | MS | Kahla | MS3 | Eco. Dis. | 69 | 100% | 69 | 100% | 100% | 69 | 100% | 88% | 63 | 91% |
| Algebra I | MS | Kahla | MS3 | EB | 54 | 100% | 54 | 100% | 100% | 54 | 100% | 100% | 54 | 100% |
| Algebra I | MS | Kahla | MS3 | At-Risk | 66 | 100% | 66 | 100% | 98% | 66 | 100% | 79% | 54 | 82% |
| Algebra I | MS | Kahla | MS3 | SPED | 0 | * | 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.