

Cypress-Fairbanks Independent School District

Aragon Middle School

2025-2026



Mission Statement

Our mission is to **inspire**, **motivate**, and **support** the growth and achievement of all learners.

PBIS R.O.A.R. Attributes

ROAR - Respectful, Organized, Accountable, Reliable

Motto

Lead the Wildcat Way

Vision

We will prepare our students with a quality education that enables them to live successfully in an ever-changing society through effort, mutual respect and focus on our mission and goals.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Aragon Middle School is a campus in Houston, Texas. Aragon is projected to serve 1450 students in grades sixth through eighth during the 2025-26 school year, which is a increase from the previous year of 1440.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Aragon's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 6, 2025, and again on September 23, 2025. The meetings were held in the library. We plan to meet again on November 19, 2025, February 4, 2026, and May 5, 2026 to review and revise the CNA as needed.

At the first meeting on May 6, 2025 the following data were evaluated from the 2024-25 school year:

CPOC members were given time to review the strategy evaluation. Each goal and strategy were reviewed. Dr. Bradley informed the committee that the departments review their goals at the beginning of the year and adjust as needed.

The committee completed the Summative Evaluation of the 2024-25 CIP. One teacher asked about the nutrition goal and Dr. Bradley clarified that some of them are district provided. Lessons given through physical education classes. Another teacher asked about the behavior management on Strategy 2 at 85%. Dr. Bradley explained that more restorative practices should be taught and implemented with teachers to help reduce classroom removals. A question was asked about the professional development strategy on goal 3. We only completed that at 20%. Dr. Bradley explained that due to low attendance of our PD sessions in the fall, they were dropped off. Admin is committed to bringing those monthly PD's back next year.

The committee conducted the 2025-26 Needs Assessment. Data was reviewed. Strengths included 8th Grade Social Studies special education students, 6th Grade Eco Dis, 6th Grade Reading Meets and Masters increase. Needs included 7th Grade Reading EB students (moving to 8th grade), 7th Grade Math Eco. Dis. (moving to 8th grade), 7th Grade Reading Approaches in all sub-populations.

Aragon committed to the following supports for the following year. Aragon will purchase Summit K12 to support EB students in ESL classes and advisory, Aragon will use Title I monies to provide additional teacher allocations to reduce class size in math and reading and Aragon will commit to campus wide reading and writing strategies across all content areas.

A preliminary Title I budget was shared with the committee. This included three teaching allocations, two temporary workers to support reading and math, extra duty pay for staff (ex: Saturday school and tutorials), Sibme, and Summit K12.

At the second meeting on September 23, 2025, the following items were discussed at CPOC:

Each member introduced themselves to the group. Dr. Bradley gave an overview of the year and how the meetings will take place.

The purpose of CPOC was discussed. Dr. Bradley explained that the CPOC was created to assist the Principal in developing the campus improvement plan and establishing the targets for student achievement. Information from the PPT was reviewed.

2024-2025 Accountability Comparisons were reviewed. Dr. Bradley gave the committee time to look over the data provided. Members were encouraged to have discussions at their tables in regard to what is going well and what needs improvement. One teacher shared that we saw an increase in our SPED growth. Dr. Bradley explained how we have 2 full-time Case Managers on campus to help with all the paperwork and such. We also discussed how we approached our Advisory Time. there was an increase in SPED students this year. A teacher noted the increase in science scores. Mrs. Cantú shared how science classrooms have implemented a recap in each day's lesson. Dr. Bradley shared that we are an A-rated campus.

The campus needs assessment was discussed. EB students- Summit K12 program to support EB students in ESL class and Advisory, 7th grade Math (current 8th graders), 7th grade Reading (current 8th graders).

A Title 1 update was given. Dr. Bradley reviewed the budget of \$345,196.

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 LEP students showing declining scores on the Reading, Math, Science and Social Studies STAAR tests. Through the root cause analysis process, we identified there is a lack of consistent reading and writing strategy across all content areas.

Our second identified priority problem in the area of **student achievement** is all sub-populations showed a decline on the Social Studies STAAR test. Through the root cause analysis process, we identified there is a lack of time spent on building language skills and providing students the opportunity to speak and write evidence of their learning.

Our third identified priority problem in the area of **student achievement** is several sub-populations showed a decline on the Math STAAR test. Through the root cause analysis process, we identified there is a lack of intentional planning for productive struggle and critical thinking.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2024-25 data.

Aragon's Accountability Rating moved from an 85 to a 90. Aragon showed the largest growth in the Closing the Gap Domain.

Reading STAAR:

6th Grade: The African Am. sub-population showed growth in both Approaches and Masters

7th grade: Seventh grade students grew by 4% in Approaches. The Hispanic sub-population grew by 17% in Meets and 8% in Masters. Eco. Dis showed growth in Approaches, Meets, and Masters

8th grade: Eighth grade staff continues to work with students to increase STAAR scores.

Math STAAR:

6th grade: Sixth grade students grew by 2% in Approaches, 2% in Meets and 1% in Masters. The African Am sub-population grew by 7% in Approaches, 9% in Meets and 3% in Masters.

7th grade: Seventh grade students grew by 4% in Approaches, 5% in Meets and 3% in Masters. Eco. Dis., LEP, At-risk, and SPED showed growth in Approaches, Meets, and Masters.

8th grade: The Hispanic sup-population grew 6% in Meets. LEP grew 9% in Approaches and 9% in Meets.

Science STAAR:

8th grade: African Am. sub-population grew by 6% in Approaches, 13% in Meets and 6% in Masters. SPED grew by 16% in Approaches.

Social Studies STAAR:

8th grade: Eighth grade staff continues to work with students to increase STAAR scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: LEP students showed declining scores on the Reading, Math, Science and Social Studies STAAR tests.

Root Cause: Instructional Focus Root Cause #1: There is lack of a consistent reading and writing strategy across all content areas.

Problem Statement 2: Instructional Focus Problem #2: All sub-populations showed a decline on the Social Studies STAAR test.

Root Cause: Instructional Focus Root Cause #2: There is a lack of time spent on building language skills and providing students the opportunity to speak and write evidence of their learning.

Problem Statement 3: Instructional Focus Problem #3: Several sub-populations showed a decline on the Math STAAR test.

Root Cause: Instructional Focus Root Cause #3: There is a lack of intentional planning for productive struggle and critical thinking.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: class

reduction teachers.

School Culture and Climate

School Culture and Climate Strengths

Student Attendance

Aragon has a high attendance rate; however, we continue to improve on students who take an extended absence from school. For example, students who leave the semester early or are out for more than three days in a row. Aragon received the district attendance award for the 2024-25 school year.

PBIS and Restorative Discipline Data

Aragon continues to promote restorative practices as opposed to removing students from class to provide consequences. Discipline data has decreased due to restorative practices. Assistant Principals will continue to train on restorative practices and promote positive outcomes with students.

Campus Safety

Aragon students and faculty will become comfortable with safety procedures including mental health and active shooter training. Students receive a safety lessons periodically through Advisory. Students will practice and talk through scenarios to better prepare for a crisis. Students will also participate in guidance lessons that promote mental health.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff does not feel like they are being recognized adequately.

Root Cause: There is a lack of adequate recognition being built in to the school culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Aragon welcomes 31 new staff members, which include 15 teachers, 10 para-professionals and 6 administrators/non-teaching professionals. Aragon continues to support and mentor teachers within their first three years of teaching. They will continue to receive training, materials, and support from administration at the campus and district level. Additional staff development offerings for mentors, throughout the year, will enable them to give extra support to our new teachers. Our mentors would like to see additional staff development opportunities for new teachers on classroom management, time management, and handling paperwork.

We will continue to focus on quality recruitment of our Aragon staff while providing a mentoring program for our new teachers and paraprofessionals that offers consistent emotional, social, and professional support throughout the year.

Staff at Aragon prolong their commitment to student academic success and excellence in education. For the 2025-26 school year, this commitment drives the ongoing focus of attitude, academics and attendance.

Employee Perception (Based on 2024-25 School Year)

The following 2025 EPS indicators are at or above 90% (Strongly Agree/Agree): "Opportunities exist for me to think for myself" (98%), "Opportunities for professional growth are available" (92%), "The work I am asked to do directly relates to my job responsibilities" (96%), "Information is available to help me do my job effectively" (96%), "Opportunities are available to provide input" (94%), "Procedures have been implemented to keep me safe at work" (98%), "Quality work is expected of me" (94%), "Collaboration is encouraged and practiced" (90%), "There are opportunities to discuss my concerns with my campus administrators" (92%), "Information related to my job is accessible" (96%), Staff recognition is built into the school culture" (90%), "I am clear about my job responsibilities" (94%), "Quality of work is expected of student" (90%), "Decisions are data driven" (95%)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a lack of ongoing campus professional development and various forms of feedback provided to staff .

Root Cause: With 85% of staff indicating that various forms of feedback is given, more campus professional development and instructional coaching is needed.

Family and Community Engagement

Family and Community Engagement Strengths

We are constantly searching for ways to help all of our parents feel more at ease and more comfortable at the start of each new school year. We are committed to providing more activities aimed at the community, as well as greater involvement from community mentors and support groups who are willing to come to Aragon to provide additional support to our students. We are also working to ensure that our parents, VIPS, business and community members know that we genuinely appreciate their support.

Our goal is to continuously reach out to our community with important information in varying formats. We will use a wide range of specificity and depth in our communications with parents to ensure they are inspired to get involved in our school and to make sure they always feel welcome at Aragon.

Additionally, we aim to utilize various opportunities to receive feedback from our parents, several of which are: Face-to face and virtual visits, CPOC, VIPS, campus website, Home Access Center, School Messenger, E-mails, Surveys, Wildcat Express and Cub Camp.

Our VIPS (volunteers) are a constant presence on our campus, assisting in supporting various activities such as the school store, spirit sales, volunteering in classrooms, fund-raising, picture days, health screenings, dance organization, chaperoning, and teacher celebrations among many other levels of support.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Aragon needs more parent and community activities throughout the year.

Root Cause: The lack of effort put towards planning and providing activities for parents and the community.

Goals

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Aragon will implement a campus wide reading and writing strategy. Strategy: Teachers will consistently implement, with fidelity, vertically aligned, cross-curricular reading-analyzing strategies to support student comprehension of complex texts, along with vertically aligned writing strategies to strengthen students' ability to develop extended written responses with clarity and depth. Strategy's Expected Result/Impact: Increased student scores on DPM's, benchmarks and State Assessments Staff Responsible for Monitoring: Teachers, CCIS, Administration	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Aragon will increase student achievement on the 8th-grade Social Studies STAAR test. Strategy: Social Studies teachers will use retrieval practices to build student language development skills and provide opportunities for students to interact with content, using academic vocabulary, student discourse, and critical writing to demonstrate evidence of their learning. Strategy's Expected Result/Impact: Increased student scores on DPM's, benchmarks and the STAAR test. Staff Responsible for Monitoring: Social Studies Department, Social Studies CCIS, Administration	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Aragon will increase student achievement on Math STAAR tests. Strategy: Math teachers will maximize student growth by providing opportunities for productive struggle and critical thinking through intentionally sequenced first-time instruction and purposeful questioning strategies to guide student discourse and cognitive engagement. Strategy's Expected Result/Impact: Increased student scores on DPM's, benchmarks and STAAR tests. Staff Responsible for Monitoring: Math Department, Math CCIS, Administration	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Dropout Prevention: Students who have a history of failing multiple courses (an indicator of potential drop-out risk), will have their data tracked by the instructional specialists who will also meet with the student and campus staff supporting the student. Strategy's Expected Result/Impact: The dropout rate will be at 0%. Staff Responsible for Monitoring: AAS, Registrar, Counselors, Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Fine Arts Activities, after-school clubs and activities, PBIS student leadership and Student Council, UIL academic competitions, Athletics Strategy's Expected Result/Impact: Students will experience success outside of the classroom. Additionally, the percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs Strategy's Expected Result/Impact: 1. Salaries - Class size reduction teachers in math and reading will assist with meeting our students' specific academic needs. 2. Substitute Pay - When the class size reduction teacher is absent, Title I funds will cover the cost of the substitute. 3. Extra Duty Pay- Staff members will be paid for supporting instructional goals after school and on Saturday. 4. Temporary Worker Pay - Three temporary works will be hired to support math, reading and science instruction and help students earn AI hours. 5. Supplies - Classroom supplies will be purchased to support teachers and instructional goals. 6. Snacks - Student snacks will be purchased for after school targeted tutorials and Saturday school. 7. Parent Involvement - We will increase parent involvement throughout the year with events like Family Academic and Game Nights, Counselor Coffee Talks and a Community Spring Festival. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Students will be given the opportunity to engage in activities outside of the classroom including opportunities to create and join a campus club. Strategy's Expected Result/Impact: Students will engage with staff and feel a connection to the campus. Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 9 Details	Formative Reviews		
Strategy 9: Improving Student Engagement: Teachers will implement cognitive engagement strategies in class to increase student discourse opportunities. Strategy's Expected Result/Impact: Increased student scores on STAAR tests Staff Responsible for Monitoring: Director of Instruction, CCIS's, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Students in all grade levels will receive safety lessons periodically through Advisory. Lessons will include procedures and scenarios to be discussed and practiced as a class with the teacher. Strategy's Expected Result/Impact: Students will know how to react in an emergency situation. Staff Responsible for Monitoring: All campus staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Certificates will be provided to students with perfect attendance each semester. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: All campus staff, Registrar, Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). Administrators will make phone calls and the attendance office will send home warning letters after five full day absences. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Registrar, Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Aragon will continue to provide violence prevention training through counseling and assistant principal grade level meetings. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Assistant Principals, Counselors, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Administrators and teachers will provide more restorative discipline practices including restorative circles in an effort to reduce student discipline data. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students will participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, we will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 No Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase/remain above 95%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Aragon will provide attendance awards for staff with perfect attendance and recognition for those with fewer than two absences a semester. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase. Staff Responsible for Monitoring: Principal, Director of Instruction, Substitute Representative, Appraisers	Formative		
	Nov	Feb	May
	No Progress	Considerable	Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Aragon will provide on-campus professional development each month to all staff in an effort to increase technology understanding, classroom management, instructional strategies and engagement. We will also suggest district provided professional development for more targeted content based instructional professional development of teachers. Strategy's Expected Result/Impact: Teachers will participate in professional developments and use learned strategies in their classroom. The CCIS/Appraiser will conduct walk-throughs to observe implementation. Staff Responsible for Monitoring: Principal, Director of Instruction, Administration, CCIS	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, community family engagement will increase by 10%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Aragon will increase our social media presence by adding more posts about instructional activities inside the classroom. Strategy's Expected Result/Impact: Improved awareness about what is taking place inside the classroom each day. Staff Responsible for Monitoring: CCIS, Administrators , Social Media Champion	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Aragon will increase our social media presence of fine arts and athletic events. Strategy's Expected Result/Impact: Improved awareness of extracurricular activities Staff Responsible for Monitoring: Administrators , Social Media Champion	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Each semester, we will offer a Family Academic and Game Night for families to come together and learn more about how to help their student in core content areas. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Director of Instruction, Academic Achievement Specialist, Director of Instruction Helping Teacher	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Each semester, we will offer Coffee Talks for parents during the day to learn about important topics impacting our school and community. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	John Heefner	Principal
Teacher #1	Kari Jickling	Teacher #1
Teacher #2	Melvin Rausaw	Teacher #2
Teacher #3	David Bayerle	Teacher #3
Teacher #4	Jason Couch	Teacher #4
Teacher #5	Jeananne Curington	Teacher #5
Teacher #6	Angela Eads	Teacher #6
Teacher #7	Caitlan Lacey	Teacher #7
Teacher #8	Victoria Leon	Teacher #8
Other School Leader (Nonteaching Professional) #1	Deborah Ball	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Stacey Gazaw	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Jennifer Cleaves	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Azereth Cantu	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Beth Wallace	Paraprofessional #1
Paraprofessional #2	Graciela Uvalle	Paraprofessional #2
Administrator (LEA) #1	Carla Reid	Administrator (LEA) #1
Administrator (LEA) #2	April Paredes	Administrator (LEA) #2
Parent #1	Amanda Ball	Parent #1
Parent #2	Sarah Howard	Parent #2
Community Member #1	Andrew Wyrick	Community Member #1
Community Member #2	Amy Dunn	Community Member #2
Business Representative #1	Tara Hall	Business Representative #1
Business Representative #2	Sam Masa	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA
Teacher #9	Camille Ramirez	Teacher #9
Teacher #10	Lorri Thompson	Teacher #10

Committee Role	Name	Position
Teacher #11	Andrea Twidwell	Teacher #11
Teacher #12	KaTriska Orville	Teacher #12
Teacher #13	Yolanda Figgs	Teacher #13
Parent #3	Stacey Todaro	Parent #3
Other School Leader (Nonteaching Professional) #5	Melissa Bradley	Other School Leader (Nonteaching Professional) #5
Other School Leader (Nonteaching Professional) #6	Lara Edge	Other School Leader (Nonteaching Professional) #6

Addendums

Campus Aragon

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	85%	87%	89%	91%	93%
Meets or Above	62%	65%	68%	71%	74%
Masters Grade Level	33%	36%	39%	42%	45%

2025-26	Target Check
81%	Did not meet District Strategic Target
59%	Did not meet District Strategic Target
31%	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	Aragon	MS2	All	459	84%	400	87%	63%	308	67%	34%	172	37%
Reading	6	Aragon	MS2	Hispanic	220	82%	188	85%	58%	133	60%	27%	66	30%
Reading	6	Aragon	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	6	Aragon	MS2	Asian	52	95%	50	96%	86%	46	88%	65%	35	67%
Reading	6	Aragon	MS2	African Am.	72	76%	56	78%	54%	41	57%	25%	20	28%
Reading	6	Aragon	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	6	Aragon	MS2	White	90	91%	84	93%	73%	68	76%	46%	44	49%
Reading	6	Aragon	MS2	Two or More	23	83%	20	87%	75%	18	78%	*	5	22%
Reading	6	Aragon	MS2	Eco. Dis.	289	78%	234	81%	52%	159	55%	25%	81	28%
Reading	6	Aragon	MS2	EB	110	56%	65	59%	24%	30	27%	*	10	9%
Reading	6	Aragon	MS2	At-Risk	216	73%	164	76%	46%	106	49%	16%	42	19%
Reading	6	Aragon	MS2	SPED	85	53%	48	56%	20%	20	24%	*	8	9%
Reading	7	Aragon	MS2	All	454	84%	389	86%	63%	301	66%	33%	162	36%
Reading	7	Aragon	MS2	Hispanic	224	79%	184	82%	61%	143	64%	27%	67	30%
Reading	7	Aragon	MS2	Am. Indian	4	*	4	100%	*	4	100%	*	1	25%
Reading	7	Aragon	MS2	Asian	41	96%	40	98%	81%	34	83%	60%	26	63%
Reading	7	Aragon	MS2	African Am.	75	75%	58	77%	47%	38	51%	18%	16	21%
Reading	7	Aragon	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	7	Aragon	MS2	White	96	92%	90	94%	72%	72	75%	45%	46	48%
Reading	7	Aragon	MS2	Two or More	13	90%	12	92%	67%	9	69%	38%	5	38%
Reading	7	Aragon	MS2	Eco. Dis.	261	79%	211	81%	52%	144	55%	25%	73	28%
Reading	7	Aragon	MS2	EB	130	60%	81	62%	38%	53	41%	8%	14	11%
Reading	7	Aragon	MS2	At-Risk	238	73%	179	75%	48%	121	51%	19%	52	22%
Reading	7	Aragon	MS2	SPED	89	48%	45	51%	20%	21	24%	*	8	9%
Reading	8	Aragon	MS2	All	532	85%	463	87%	63%	349	66%	34%	195	37%
Reading	8	Aragon	MS2	Hispanic	218	82%	183	84%	54%	124	57%	25%	61	28%
Reading	8	Aragon	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	8	Aragon	MS2	Asian	49	93%	47	96%	81%	41	84%	65%	33	67%
Reading	8	Aragon	MS2	African Am.	107	81%	89	83%	55%	62	58%	23%	28	26%
Reading	8	Aragon	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	8	Aragon	MS2	White	131	90%	121	92%	76%	103	79%	47%	66	50%
Reading	8	Aragon	MS2	Two or More	26	84%	22	85%	68%	18	69%	24%	7	27%
Reading	8	Aragon	MS2	Eco. Dis.	300	79%	243	81%	50%	159	53%	21%	72	24%
Reading	8	Aragon	MS2	EB	142	68%	87	61%	29%	45	32%	*	10	7%
Reading	8	Aragon	MS2	At-Risk	287	77%	227	79%	45%	138	48%	19%	63	22%
Reading	8	Aragon	MS2	SPED	72	63%	47	65%	18%	15	21%	*	8	11%
Math	6	Aragon	MS2	All	459	78%	366	80%	45%	222	48%	17%	95	21%
Math	6	Aragon	MS2	Hispanic	220	73%	165	75%	37%	88	40%	12%	33	15%
Math	6	Aragon	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	6	Aragon	MS2	Asian	52	93%	49	94%	81%	44	85%	55%	30	58%
Math	6	Aragon	MS2	African Am.	72	70%	52	72%	34%	27	38%	8%	8	11%
Math	6	Aragon	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%

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	Aragon	MS2	White	90	88%	81	90%	53%	50	56%	20%	21	23%
Math	6	Aragon	MS2	Two or More	23	73%	17	74%	45%	11	48%	*	3	13%
Math	6	Aragon	MS2	Eco. Dis.	289	72%	214	74%	35%	81	28%	11%	40	14%
Math	6	Aragon	MS2	EB	110	58%	66	60%	10%	14	13%	*	10	9%
Math	6	Aragon	MS2	At-Risk	216	64%	143	66%	24%	58	27%	7%	22	10%
Math	6	Aragon	MS2	SPED	85	47%	41	48%	15%	15	18%	*	8	9%
Math	7	Aragon	MS2	All	454	66%	308	68%	47%	226	50%	18%	95	21%
Math	7	Aragon	MS2	Hispanic	224	61%	141	63%	40%	96	43%	14%	38	17%
Math	7	Aragon	MS2	Am. Indian	4	*	4	100%	*	4	100%	*	1	25%
Math	7	Aragon	MS2	Asian	41	85%	36	88%	77%	33	80%	43%	19	46%
Math	7	Aragon	MS2	African Am.	75	49%	38	51%	27%	23	31%	7%	8	11%
Math	7	Aragon	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Aragon	MS2	White	96	80%	79	82%	63%	63	66%	24%	26	27%
Math	7	Aragon	MS2	Two or More	13	76%	10	77%	52%	7	54%	*	3	23%
Math	7	Aragon	MS2	Eco. Dis.	261	58%	157	60%	39%	109	42%	13%	42	16%
Math	7	Aragon	MS2	EB	130	47%	64	49%	25%	36	28%	8%	14	11%
Math	7	Aragon	MS2	At-Risk	238	49%	121	51%	28%	74	31%	10%	31	13%
Math	7	Aragon	MS2	SPED	89	35%	33	37%	20%	20	22%	*	5	6%
Math	8	Aragon	MS2	All	296	71%	215	73%	39%	123	42%	7%	30	10%
Math	8	Aragon	MS2	Hispanic	133	68%	95	71%	39%	58	44%	6%	12	9%
Math	8	Aragon	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	8	Aragon	MS2	Asian	15	89%	14	93%	*	10	67%	*	2	13%
Math	8	Aragon	MS2	African Am.	78	62%	50	64%	27%	19	24%	*	4	5%
Math	8	Aragon	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	8	Aragon	MS2	White	55	79%	44	80%	52%	30	55%	15%	10	18%
Math	8	Aragon	MS2	Two or More	14	79%	11	79%	36%	5	36%	*	2	14%
Math	8	Aragon	MS2	Eco. Dis.	194	66%	132	68%	35%	73	38%	5%	15	8%
Math	8	Aragon	MS2	EB	84	64%	55	65%	36%	32	38%	*	10	12%
Math	8	Aragon	MS2	At-Risk	201	67%	139	69%	33%	72	36%	5%	16	8%
Math	8	Aragon	MS2	SPED	67	56%	39	58%	20%	15	22%	*	5	7%
Science	8	Aragon	MS2	All	532	87%	474	89%	67%	370	70%	30%	174	33%
Science	8	Aragon	MS2	Hispanic	218	83%	185	85%	57%	131	60%	18%	46	21%
Science	8	Aragon	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	8	Aragon	MS2	Asian	49	100%	49	100%	88%	45	92%	60%	29	59%
Science	8	Aragon	MS2	African Am.	107	85%	93	87%	61%	68	64%	24%	29	27%
Science	8	Aragon	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Science	8	Aragon	MS2	White	131	95%	127	97%	77%	106	81%	45%	62	47%
Science	8	Aragon	MS2	Two or More	26	72%	19	73%	68%	19	73%	28%	8	31%
Science	8	Aragon	MS2	Eco. Dis.	300	81%	249	83%	56%	177	59%	17%	60	20%
Science	8	Aragon	MS2	EB	142	66%	96	68%	40%	61	43%	6%	12	8%
Science	8	Aragon	MS2	At-Risk	287	81%	238	83%	51%	154	54%	14%	48	17%
Science	8	Aragon	MS2	SPED	72	74%	54	75%	34%	26	36%	*	8	11%
Social Studies	8	Aragon	MS2	All	532	67%	368	69%	39%	222	42%	20%	121	23%
Social Studies	8	Aragon	MS2	Hispanic	218	59%	133	61%	27%	65	30%	13%	35	16%
Social Studies	8	Aragon	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Aragon	MS2	Asian	49	86%	43	88%	72%	37	76%	44%	23	47%
Social Studies	8	Aragon	MS2	African Am.	107	65%	71	66%	28%	33	31%	13%	17	16%
Social Studies	8	Aragon	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Social Studies	8	Aragon	MS2	White	131	77%	103	79%	56%	77	59%	29%	42	32%
Social Studies	8	Aragon	MS2	Two or More	26	64%	17	65%	32%	9	35%	*	4	15%
Social Studies	8	Aragon	MS2	Eco. Dis.	300	59%	183	61%	27%	90	30%	11%	42	14%

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
					#	%	#	%	%	#	%	%	#	%
Social Studies	8	Aragon	MS2	EB	142	40%	59	42%	12%	21	15%	*	5	4%
Social Studies	8	Aragon	MS2	At-Risk	287	54%	160	56%	20%	66	23%	6%	25	9%
Social Studies	8	Aragon	MS2	SPED	72	33%	25	35%	11%	10	14%	*	4	6%
Algebra I	MS	Aragon	MS2	All	236	99%	236	100%	94%	227	96%	78%	189	80%
Algebra I	MS	Aragon	MS2	Hispanic	85	97%	85	100%	92%	81	95%	75%	66	78%
Algebra I	MS	Aragon	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Aragon	MS2	Asian	34	100%	34	100%	100%	34	100%	91%	32	94%
Algebra I	MS	Aragon	MS2	African Am.	29	100%	29	100%	93%	27	93%	75%	22	76%
Algebra I	MS	Aragon	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Aragon	MS2	White	76	100%	76	100%	95%	74	97%	76%	60	79%
Algebra I	MS	Aragon	MS2	Two or More	12	100%	12	100%	91%	11	92%	73%	9	75%
Algebra I	MS	Aragon	MS2	Eco. Dis.	106	99%	106	100%	88%	96	91%	68%	75	71%
Algebra I	MS	Aragon	MS2	EB	58	100%	58	100%	78%	47	81%	67%	40	69%
Algebra I	MS	Aragon	MS2	At-Risk	86	97%	86	100%	87%	77	90%	63%	57	66%
Algebra I	MS	Aragon	MS2	SPED	5	*	5	100%	*	3	60%	*	1	20%

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.