

Cypress-Fairbanks Independent School District

Campbell Middle School

2025-2026



Mission Statement

Equip students today to impact tomorrow.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Campbell Middle School is a campus in Houston, Texas. Campbell Middle School is projected to serve 1043 students in grades 6th, 7th, and 8th during the 2025-26 school year, which is a slight decrease from the previous year of 1076 enrolled in 2024-25.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Campbell Middle School's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 8, 2025, and again on Sept. 25, 2025. The meetings were held in the library. We plan to meet again on November 13, 2025, February 11, 2026, and May 6, 2026 to review and revise the CNA as needed.

At the first meeting on May 25, 2025):

Mrs. Yurch welcomed all participants and asked for celebrations. Teachers were excited STAAR testing was over. In ELAR- kids are having fun with their PBL's at this point in the year. (podcasts, projects, writings, etc) Other participants said Teacher Appreciation Week is going great! Teachers loved hearing what others said about them. They were touched!

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

- Data reviewed: Preview in house data to determine what we need to focus on next school year. We will look again when we have STAAR data
- Strength #1 from 2024-25: masters across the board are growing- that was also something we wanted to work on last year when we were in this meeting
- Strength #2 from 2024-25: EB population is growing in most subject areas
- Strength #3 from 2024-25: 8th grade math met most targets in meets and masters
- Need #1 for 2025-26: Grow students to approaches in all core 4
- Need #2 for 2025-26: drop in math meeting targets from DPM's to interims

- Need #3 for 2025-26: SPED did not meet targets in ELAR across the campus

At the second meeting on September 25, 2025, the CPOC:

Mrs. Yurch welcomed and asked all participants to introduce themselves with position and role: Yurch, Godbolt, Parent (Ms. Nguyen), Topete, Humphrey, Petry, Posey, Bookman, Hays, Plummer, Jordan, Erskine, Pillers, Montiel, Litzinger, Wood. Mrs. Yurch then asked for celebrations that have occurred and many were shared: Successful Open House, PD Sessions- Wisdom Wednesday, NTIP, ECR planning, Hispanic Heritage month in art, new teachers in 7th grade are coming into their own and doing great work, 6th graders are getting into class on time! They are rewarded with advisory recess if they are on time, ECR workshop went well and teachers are feeling more prepared to help students with writing, Science doing great work with CTG days and pulling small groups, Community involvement- Kona Ice, Raising Canes, 8th Grade history making amazing gains! Ms. Jordan has done great work! Our campus earned 3 distinctions! Cluster Domination! Mr. Yurch then explained the purpose of the CPOC committee. She reviewed outcomes, and explained that a group of people, with varying backgrounds and responsibilities who come together with the goal of achieving our student's success. This committee helps us determine goals and needs, make decisions and track these goals to achieve student success.

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 48% of all math students are performing below grade level with a notably low percentage of students achieving masters. Through the root cause analysis process, we identified teams lacked an effective test-taking and analysis process.

Our second identified priority problem in the area of **student achievement** is Academic Growth in ELAR and Math was at a 60 composite score which is well below the goal of 80. Through the root cause analysis process, we identified Campus lacked the capacity in strategically analyzing student data and then implementing targeted small groups.

Our third identified priority problem is in the area of **attendance**. It did not meet the goal of 95%. Through the root cause analysis process, we identified the monitoring of students has not been accurate or efficient.

Student Achievement

Student Achievement Strengths

Reading Language Arts performance in grades 6 and 7 showed growth, with increased percentages of students achieving at the Meets and Masters levels. Algebra demonstrated significant improvement, with Masters scores rising by 18%. Science scores also improved, reflecting a 5-point gain.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: 48% of all math students are performing below grade level with a notably low percentage of students achieving masters.

Root Cause: Instructional Focus Root Cause #1: Teams lacked an effective test-taking and analysis process.

Problem Statement 2: Instructional Focus Problem #2: Academic Growth in ELAR and Math was at a 60 composite score which is well below the goal of 80.

Root Cause: Instructional Focus Root Cause #2: Campus lacked the capacity in strategically analyzing student data and then implementing targeted small groups.

Problem Statement 3: Instructional Focus Problem #3: Despite overall growth in ELAR and Science, students are still not reaching targets.

Root Cause: Instructional Focus Root Cause #3: There is a lack of consistent content vocabulary usage vertically across grade levels.

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 Size Reduction Teachers

School Culture and Climate

School Culture and Climate Strengths

After reviewing last year's data for discipline and classroom management, there were several strengths that stood out. There was common language across the campus that increased consistency. The "No Cell Phone" policy was well received by teachers and enforced together so students had a clear message. Removing the cell phones allowed students to focus more on instruction and they were engaged at a higher level. There were also multiple school-wide incentives implemented by PBIS to encourage positive student behavior and school pride.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance is below 95%.

Root Cause: Monitoring of students has not been accurate or efficient.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Analysis of the 24-25 Employee Perception Survey revealed several areas of strength. Two areas staff felt strongly about at 100% were opportunities exist for me to think for myself and quality of work is expected of me. The survey showed a 12 point growth from 85% to 97% in the area of safety. Another area we focused on was offering staff feedback to improve their performance, which rose from 81% to 90%. The last 2 areas where over 90% of staff members agreed was on information available to help them do their job effectively and information related to m job is accessible.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In our EPS survey, the percentage of staff members who felt they had opportunities for professional growth fell.

Root Cause: Teachers were not given as many opportunities to present or observe with their peers.

Family and Community Engagement

Family and Community Engagement Strengths

Over the 24-25 school year there were more opportunities for parents to participate on campus and actively participate in the school. A VIPs program was reinstated. Parents participated in teacher appreciation events, student PBIS reward activities, and multiple parent educational events.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: VIPs program dwindled in numbers after the first two months.

Root Cause: The parent that took on the chairman role did not follow through and no one acted on her behalf.

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

Next Year's Recommendation: Refine the analysis process to make more meaningful for students. Add test day expectations for all classrooms.

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Implement a campus wide test-taking and analysis process. Strategy: Appraisers will conduct classroom walks on test days and on test analysis days to monitor that the test-taking process is being fulfilled, and students are tracking their test data and setting proper goals for each test. Strategy's Expected Result/Impact: Campus will meet expected targets. Staff Responsible for Monitoring: All appraisers and curriculum coaches.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Increase Academic growth in ELAR and Math from a composite score of 60 to an 80 through targeted small group instruction. Strategy: Through professional development sessions, build capacity in teachers to pull and analyze their own data for targeted small groups. Appraisers will attend weekly plannings, data digs, and conduct classroom walks to monitor the use of effective small groups. Strategy's Expected Result/Impact: Campus will meet expected targets. Staff Responsible for Monitoring: Appraisers and instructional team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Vertically align content vocabulary across grade levels. Strategy: Using resources from district, TEA and Lead4ward, appraisers will check lesson plans for academic vocabulary specific to the unit of study. Strategy's Expected Result/Impact: Campus will meet or exceed targets. Staff Responsible for Monitoring: Appraisers and instructional team.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
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: Campus will review excessive absence reports weekly. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education: student council, step club, Dierker's Champs baseball, soccer and teacher sponsored clubs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: TitleI: 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: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. 1. Salaries - The 5 class-size reduction teachers in history (3), math , reading (2) and science will assist with meeting our students' goals in all content areas. 2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development 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. 3. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. 4. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. 5. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP. 6. Extra Duty Pay - Staff members will be paid for having 4 or more students in tutorials after school that supports our instructional goals as specified in the CIP. 7. Parent Involvement - We will increase parent involvement throughout the year with events like Gator Express, Open House, Curriculum Night, Counselor Conversations, Literacy Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. 8. Sibme AI - Appraisers will use to show alignment with CF-Tess and teachers eligible for TIA. 9. Supplies - Classroom supplies such as composition books and folders for all students to track data to support our instructional goals as specified in the CIP. Staff Responsible for Monitoring: Principal, DI	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Monthly PBIS Rewards Events Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, DI, AAS	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 9 Details	Formative Reviews		
Strategy 9: Improving Student Engagement: Student Council school-wide events Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, DI, AAS	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 10 Details	Formative Reviews		
Strategy 10: Evidence-based school improvement strategy: Students identified as underperforming in the continuously enrolled group and two lowest performing sub-pops will be required to attend targeted tutorials and pulled in targeted interventions weekly. Campus monitoring plan: The instructional team will analyze the targeted group's test data after each test to monitor performance. Individual data conferences are scheduled with teachers as needed. District monitoring plan: Campbell is a district priority campus for assistance and monitoring. 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. Campus reallocation of resources to support the strategy: none needed District reallocation of resources to support the strategy: none needed Strategy's Expected Result/Impact: Continuously enrolled student performance: Continuously Enrolled 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. Staff Responsible for Monitoring: Principal	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 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 are expected to be 100% compliant in wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. We will also ensure campus is safe by keeping doors locked and successfully completing weekly exterior door checks. Teachers will continue to enforce the 10/10 Rule and closely monitor restrooms and hallways. Strategy's Expected Result/Impact: Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. Staff Responsible for Monitoring: Principal, APs, all staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, 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: Principal, APs	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Add a weekly check during meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. The attendance committee will provide incentives for students who increase attendance. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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: Significant progress made toward meeting 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. Campus will continue to use Bringing Out the Best lessons through advisory. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Teaching Behavior: Teachers will introduce, teach, practice, and implement with students the Positive Behavior Interventions and Supports (PBIS) SNAP school-wide behavior expectations and strategies, during the first week of school. Teachers will introduce, teach, practice, and implement with students during the second week of school the school-wide six Well Managed Schools (WMS) Social Skills: Following Instructions, Asking Permission, Staying on Task, Listening, Accepting Criticism or a Consequence, Accepting "No" for an Answer. Teachers will continue to re-teach, maintain, and practice with students the WMS Social Skills and PBIS/Gator SNAP school-wide expectations throughout the school year to keep a safe and conducive learning environment inside and outside the classrooms. Implement monthly Bringing Out the Best lessons. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. OSS and ISS will be reduced by 20% when compared to previous school year. Staff Responsible for Monitoring: Principal, Assistant Principal, Project Safety Coordinator, Counselors, BI	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Moderate 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	 Moderate Progress	 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 by 5%.

- Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Alert teachers monthly of the amount of days they have missed.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Acknowledge and reward staff members each month to promote staff attendance and decrease absenteeism. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, DI	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Some Progress
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, teachers will receive job targeted professional development based on individual needs. Teachers will receive monthly training on Basic Elements of Effective Teaching Strategies, training for small group instruction, and incorporating highly effective first time instructional strategies.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Set coaching goals for each month.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Provide multiple choices of professional development to meet teachers' individual needs such as Wisdom Wednesdays, coaching/feedback and use of Sibme Videos. Teachers will be given opportunities to observe each other's classrooms and lead professional development. Strategy's Expected Result/Impact: Teachers will grow in areas they choose and will have a higher job satisfaction. Staff Responsible for Monitoring: Principal,DI, CCIS	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to survey parents, and monitor communication.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Having a consistent social media presence. Posting at least 1-2 times per week. Also interacting with comments at least every 2-3 days in order to stay on top of feedback and relevant questions. Strategy's Expected Result/Impact: Higher Parent Participation at events Staff Responsible for Monitoring: Principal/DI	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Showcasing Gator Greatness. At least one post a week can and should be dedicated to student work, performances, games, etc. Also providing a supervised or guided opportunity (mementos app) for parents and community members to submit their own photos to be posted of the great things our gators do inside and out of the classroom. Strategy's Expected Result/Impact: Higher Parent Participation at events. Staff Responsible for Monitoring: Principal/DI	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Post consistently on different Social Media platforms. Strategy's Expected Result/Impact: Higher Parent participation at events Staff Responsible for Monitoring: Principal/DI	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Monthly newsletter highlighting upcoming events Strategy's Expected Result/Impact: Higher Parent participation at events. Staff Responsible for Monitoring: Principal/ DI	Formative		
	Nov	Feb	May
	 No Progress	 No Progress	 No Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Other School Leader	Trenise Burke-Brown	Assistant Principal
Other School Leader	Jaya Slack	Assistant Principal
Other School Leader	Angelia Yurch	Director of Instruction
Other School Leader	Ashley Petry	Academic Achievement Specialist
Principal	Rashad Godbolt	Principal (there is only one principal)
Teacher #1	Autumn Gipson	Social Studies Teacher
Teacher #2	Jasmine Bookman	Math Teacher
Teacher #3	George Stewart	PE Teacher/Electives
Teacher #4	Kimberly Jordan	Social Studies Teacher
Teacher #5	Megan Montiel	Electives Teacher
Teacher #6	Stephanie Pillers	Science Teacher
Teacher #7	Emma Erskine	Math Teacher
Teacher #8	Kelsey Posey	Math Teacher
Other School Leader (Nonteaching Professional) #1	Breyanna Bell	Science CCIS
Other School Leader (Nonteaching Professional) #2	Shelita Humprey	ELAR CCIS
Other School Leader (Nonteaching Professional) #3	Topete Farrah	ELAR CCIS
Other School Leader (Nonteaching Professional) #4	Catherine Litzinger	DIHT
Paraprofessional #1	Angalena Hays	Classroom Paraprofessional
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	John Bolland	Social Studies District Coach
Administrator (LEA) #2	Hayley Plummer	Science District Coach
Parent #1	Julissa Garcia	Parent #1
Parent #2	Helen Nguyen	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Nick Santiago	Vivid Customs
Business Representative #2	Business Representative 2	Business Representative #2

Committee Role	Name	Position
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

Campbell

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	18%	21%	24%	27%	30%

2025-26	Target Check
81%	Met District Strategic Target
52%	Met District Strategic Target
33%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026 #	%	#	%	%	#	%	%	#	%
Reading	6	Campbell	MS3	All	314	67%	252	80%	44%	157	50%	18%	98	31%
Reading	6	Campbell	MS3	Hispanic	173	63%	138	80%	37%	78	45%	14%	50	29%
Reading	6	Campbell	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	6	Campbell	MS3	Asian	19	89%	17	89%	75%	15	79%	43%	9	47%
Reading	6	Campbell	MS3	African Am.	85	61%	65	76%	35%	37	44%	10%	26	31%
Reading	6	Campbell	MS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Reading	6	Campbell	MS3	White	23	93%	22	96%	74%	18	78%	37%	9	39%
Reading	6	Campbell	MS3	Two or More	13	64%	9	69%	64%	9	69%	*	4	31%
Reading	6	Campbell	MS3	Eco. Dis.	237	66%	164	69%	41%	104	44%	16%	45	19%
Reading	6	Campbell	MS3	EB	104	41%	46	44%	17%	21	20%	7%	10	10%
Reading	6	Campbell	MS3	At-Risk	197	60%	124	63%	34%	73	37%	11%	28	14%
Reading	6	Campbell	MS3	SPED	45	31%	15	33%	16%	9	20%	*	5	11%
Reading	7	Campbell	MS3	All	308	65%	246	80%	39%	155	50%	16%	93	30%
Reading	7	Campbell	MS3	Hispanic	151	66%	121	80%	38%	72	48%	16%	45	30%
Reading	7	Campbell	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	7	Campbell	MS3	Asian	29	89%	27	93%	82%	25	86%	39%	12	41%
Reading	7	Campbell	MS3	African Am.	93	59%	74	80%	30%	42	45%	10%	26	28%
Reading	7	Campbell	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Campbell	MS3	White	24	78%	19	79%	48%	12	50%	22%	7	29%
Reading	7	Campbell	MS3	Two or More	11	44%	5	45%	31%	4	36%	*	3	27%
Reading	7	Campbell	MS3	Eco. Dis.	236	64%	158	67%	37%	94	40%	13%	38	16%
Reading	7	Campbell	MS3	EB	106	51%	57	54%	19%	23	22%	*	11	10%
Reading	7	Campbell	MS3	At-Risk	201	57%	121	60%	29%	64	32%	9%	24	12%
Reading	7	Campbell	MS3	SPED	46	27%	14	30%	12%	7	15%	*	5	11%
Reading	8	Campbell	MS3	All	364	75%	294	81%	50%	183	50%	23%	109	30%
Reading	8	Campbell	MS3	Hispanic	173	74%	137	79%	49%	81	47%	19%	43	25%
Reading	8	Campbell	MS3	Am. Indian	4	*	0	0%	*	0	0%	*	0	0%
Reading	8	Campbell	MS3	Asian	30	97%	30	100%	79%	25	83%	70%	22	73%
Reading	8	Campbell	MS3	African Am.	118	64%	91	77%	40%	53	45%	15%	31	26%
Reading	8	Campbell	MS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Reading	8	Campbell	MS3	White	21	100%	21	100%	70%	15	71%	*	8	38%
Reading	8	Campbell	MS3	Two or More	17	80%	14	82%	50%	9	53%	*	5	29%
Reading	8	Campbell	MS3	Eco. Dis.	257	73%	195	76%	48%	131	51%	21%	62	24%
Reading	8	Campbell	MS3	EB	139	62%	90	65%	31%	47	34%	11%	19	14%
Reading	8	Campbell	MS3	At-Risk	254	68%	180	71%	40%	109	43%	15%	46	18%
Reading	8	Campbell	MS3	SPED	56	35%	21	38%	12%	8	14%	*	6	11%
Math	6	Campbell	MS3	All	314	59%	251	80%	23%	162	52%	7%	96	31%
Math	6	Campbell	MS3	Hispanic	173	55%	138	80%	15%	87	50%	3%	48	28%
Math	6	Campbell	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	6	Campbell	MS3	Asian	19	83%	16	84%	66%	13	68%	38%	8	42%
Math	6	Campbell	MS3	African Am.	85	53%	68	80%	11%	41	48%	*	24	28%

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	Campbell	MS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Math	6	Campbell	MS3	White	23	85%	20	87%	63%	15	65%	*	12	52%
Math	6	Campbell	MS3	Two or More	13	60%	8	62%	*	6	46%	*	4	31%
Math	6	Campbell	MS3	Eco. Dis.	237	57%	142	60%	18%	50	21%	5%	19	8%
Math	6	Campbell	MS3	EB	104	39%	44	42%	14%	18	17%	*	10	10%
Math	6	Campbell	MS3	At-Risk	197	51%	106	54%	16%	37	19%	6%	18	9%
Math	6	Campbell	MS3	SPED	45	41%	20	44%	*	20	44%	*	5	11%
Math	7	Campbell	MS3	All	307	54%	247	80%	30%	153	50%	8%	93	30%
Math	7	Campbell	MS3	Hispanic	151	56%	124	82%	31%	72	48%	7%	48	32%
Math	7	Campbell	MS3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	7	Campbell	MS3	Asian	28	89%	26	93%	82%	24	86%	29%	9	32%
Math	7	Campbell	MS3	African Am.	93	39%	74	80%	20%	42	45%	*	26	28%
Math	7	Campbell	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Campbell	MS3	White	24	65%	17	71%	35%	9	38%	22%	6	25%
Math	7	Campbell	MS3	Two or More	11	56%	6	55%	*	6	55%	*	4	36%
Math	7	Campbell	MS3	Eco. Dis.	235	51%	127	54%	27%	59	25%	6%	21	9%
Math	7	Campbell	MS3	EB	105	41%	46	44%	17%	21	20%	*	11	10%
Math	7	Campbell	MS3	At-Risk	200	44%	94	47%	22%	50	25%	4%	14	7%
Math	7	Campbell	MS3	SPED	46	31%	16	35%	10%	6	13%	*	5	11%
Math	8	Campbell	MS3	All	260	44%	209	80%	21%	129	50%	3%	78	30%
Math	8	Campbell	MS3	Hispanic	124	45%	102	82%	20%	62	50%	4%	37	30%
Math	8	Campbell	MS3	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Math	8	Campbell	MS3	Asian	10	*	8	80%	*	5	50%	*	3	30%
Math	8	Campbell	MS3	African Am.	95	36%	76	80%	16%	48	51%	*	29	31%
Math	8	Campbell	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Campbell	MS3	White	16	86%	14	88%	43%	7	44%	*	5	31%
Math	8	Campbell	MS3	Two or More	14	56%	8	57%	*	7	50%	*	4	29%
Math	8	Campbell	MS3	Eco. Dis.	186	43%	86	46%	20%	43	23%	3%	11	6%
Math	8	Campbell	MS3	EB	93	33%	33	35%	13%	15	16%	*	9	10%
Math	8	Campbell	MS3	At-Risk	198	38%	81	41%	15%	36	18%	*	20	10%
Math	8	Campbell	MS3	SPED	53	19%	12	23%	*	11	21%	*	5	9%
Science	8	Campbell	MS3	All	364	63%	297	82%	44%	185	51%	17%	112	31%
Science	8	Campbell	MS3	Hispanic	173	63%	138	80%	41%	81	47%	14%	48	28%
Science	8	Campbell	MS3	Am. Indian	4	*	4	100%	*	3	75%	*	2	50%
Science	8	Campbell	MS3	Asian	30	94%	29	97%	84%	26	87%	63%	20	67%
Science	8	Campbell	MS3	African Am.	118	51%	91	77%	33%	53	45%	6%	30	25%
Science	8	Campbell	MS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Science	8	Campbell	MS3	White	21	90%	20	95%	60%	13	62%	30%	7	33%
Science	8	Campbell	MS3	Two or More	17	*	14	82%	*	9	53%	*	5	29%
Science	8	Campbell	MS3	Eco. Dis.	257	61%	164	64%	40%	111	43%	15%	46	18%
Science	8	Campbell	MS3	EB	139	46%	68	49%	24%	38	27%	8%	15	11%
Science	8	Campbell	MS3	At-Risk	254	54%	145	57%	32%	89	35%	10%	33	13%
Science	8	Campbell	MS3	SPED	56	26%	16	29%	*	20	36%	*	6	11%
Social Studies	8	Campbell	MS3	All	364	48%	296	81%	20%	185	51%	11%	111	30%
Social Studies	8	Campbell	MS3	Hispanic	173	46%	142	82%	15%	87	50%	7%	48	28%
Social Studies	8	Campbell	MS3	Am. Indian	4	*	4	100%	*	3	75%	*	2	50%
Social Studies	8	Campbell	MS3	Asian	30	84%	26	87%	69%	22	73%	53%	17	57%
Social Studies	8	Campbell	MS3	African Am.	118	36%	97	82%	15%	58	49%	*	33	28%
Social Studies	8	Campbell	MS3	Pac. Islander	1	*	1	100%	*	0	0%	*	0	0%
Social Studies	8	Campbell	MS3	White	21	70%	16	76%	25%	6	29%	*	6	29%

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	Campbell	MS3	Two or More	17	56%	10	59%	*	9	53%	*	5	29%
Social Studies	8	Campbell	MS3	Eco. Dis.	257	45%	123	48%	19%	57	22%	9%	31	12%
Social Studies	8	Campbell	MS3	EB	139	29%	44	32%	10%	18	13%	6%	13	9%
Social Studies	8	Campbell	MS3	At-Risk	254	37%	102	40%	13%	41	16%	8%	28	11%
Social Studies	8	Campbell	MS3	SPED	56	17%	11	20%	*	14	25%	*	6	11%
Algebra I	MS	Campbell	MS3	All	105	100%	105	100%	91%	105	100%	67%	95	90%
Algebra I	MS	Campbell	MS3	Hispanic	49	100%	49	100%	88%	49	100%	60%	42	86%
Algebra I	MS	Campbell	MS3	Am. Indian	3	*	3	100%	*	3	100%	*	1	33%
Algebra I	MS	Campbell	MS3	Asian	21	100%	21	100%	96%	21	100%	85%	21	100%
Algebra I	MS	Campbell	MS3	African Am.	23	100%	23	100%	88%	23	100%	65%	22	96%
Algebra I	MS	Campbell	MS3	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Campbell	MS3	White	5	100%	5	100%	100%	5	100%	*	5	100%
Algebra I	MS	Campbell	MS3	Two or More	3	*	3	100%	*	3	100%	*	3	100%
Algebra I	MS	Campbell	MS3	Eco. Dis.	72	100%	72	100%	92%	72	100%	66%	60	83%
Algebra I	MS	Campbell	MS3	EB	46	100%	46	100%	86%	46	100%	64%	33	72%
Algebra I	MS	Campbell	MS3	At-Risk	57	100%	57	100%	88%	57	100%	65%	50	88%
Algebra I	MS	Campbell	MS3	SPED	3	*	3	100%	*	3	100%	*	2	67%

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.