

# **Cypress-Fairbanks Independent School District**

## **Thornton Middle School**

**2025-2026**

**Accountability Rating: C**



# Mission Statement

In everything we do, Patriots will LEAD, contribute, and excel exemplifying the spirit, We Are One!

## Vision

Thornton Middle School exists to prepare, equip, and LEAD students to be 21st Century critical thinkers, problem solvers, visionaries, trend setters, and productive citizens as we prepare them for the next step in their educational journey.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

## SCHOOL PROFILE

Thornton Middle School is a campus in Katy, Texas. Thornton Middle School is projected to serve 1,390 students in 6th, 7th, and 8th grades during the 2025-2026 school year, which is a decrease from the previous year's enrollment of 1,422 in the 2024-2025 school year.

## COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Thornton 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 13, 2025, and again on September 17, 2025. The meetings were held in the Library. We plan to meet again on November 12, 2025, February 18, 2026, and May 6, 2026, to review and revise the CNA as needed.

Meeting notes from our first meeting on May 13, 2025:

The CPOC Committee opened with a welcome activity where members selected a song to reflect their end of year feelings. The suggestions were as follows: "Don't Stop Believing", "I Will Survive", "Final Countdown", and "Happy". After signing in and grabbing snacks, the meeting moved into celebrations. The principal highlighted the following:

- Mrs. Becher's leadership
- Recognition of six teachers who earned the TIA allotment
- Mr. Martinez's promotion to high school
- Strong staffing with minimal turnover
- The school's B campus rating
- Seven days of staff appreciation
- Upcoming 8th-grade awards and dance
- The baseball team's first playoff season.

The principal then reviewed the purpose of CPOC, restated the school's mission and vision, and delivered his address. The Director of Instruction facilitated core

content group activities centered on data review, including interim assessments, EA data, attendance, and dropout reports, as well as progress toward district goals related to student performance, safe schools, human capital, and community relations. Each content area reported on the May formative review of CIP strategies and presented a summative review of 2024-2025 goals, with notable growth in ELA, Math, Science, and Social Studies, though staff morale and professional development hours were identified as areas needing improvement. The committee also conducted a needs assessment for 2025-2026, identifying strengths such as student mastery, effective planning, and instructional growth, alongside needs like small-group instruction, consistent use of data, additional behavioral supports, campus-level professional development, and stronger parental engagement. Work then began on developing the 2025-2026 Campus Improvement Plan, outlining targeted instructional strategies in each content area as well as initiatives to improve safety, staff development, and community involvement. Title I budget considerations were also reviewed, with allocations discussed for staffing, late buses, intervention resources, professional development, and incentives for both students and parent volunteers. The meeting concluded with an invitation for members to return to the committee next school year.

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

- Improvement Planning DataCampus goals, Performance Objectives with a summative review (prior year)
  - Student Achievement Domain
  - Student Achievement Domain
  - Student Progress Domain
  - Closing the Gaps Domain
  - Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
  - Economically disadvantaged
  - Special Populations: Special Education, 504, and Emergent Bilingual.
  - Attendance data
  - Discipline records
  - Staff surveys and/or other feedback
  - Parent surveys and/or other feedback

At the second meeting on **September 17, 2025**, the CPOC: The meeting started at 3:30pm in the library where Mr. Mitchell introduced the new Director of Instruction, Kay Routh. Introductions were made by all in attendance and each member of CPO had a printed copy of the CIP for review. We continued with celebrating the positive we have seen throughout the campus in the last few weeks: Proud of 7th grade football team winning both games, no phones and better attention, students are working hard, important conversations in classrooms, cohesive learning community, 8th grade math test well well today, love the updates on social media, 7th grade math and 7th grade students have grown so much, hallways are smooth.

The purpose of CPOC was discussed and we also explained our monitor status, reviewed previous year's STAAR data, reviewed our campus improvement plan, and solicited feedback and ideas from stake holders. We are doing a better job communicating with our community and parents to keep them informed all the great things we are doing—building trust within the community. All Core teachers took the STAAR assessment to discover the distractors and understand how the information is being given to our students. The more experience we give our students the better they will do when it comes to those assessments. We are offering professional development that encourages teachers when working with our Emergent Bilinguals. We have been able to retain quality teachers which contributes to our successes—not an easy feat at a Title I campus. In walk-throughs and observations we are looking to see are students engaged and an increase in student discourse; AAS have done a great job on their data digs. ELAR is focusing on differential instruction, K level

and ESL; Social Studies is focused on proof of learning, providing instant feedback, and creating targeted instructional groups. Math is focused on getting ahead of the planning cycle; lessons are being modeled during planning before first time instruction; We are focused on at-risk small group instruction across all content.

It was discussed that the return of buses will improve attendance and allow students to attend afterschool tutorials. The sidewalks installed as a result of the parents and community working towards a goal, was an improvement to the Thornton community. Human capital is the main focus for Title I funds as we invest in teachers, high quality professional development and attendance incentives.

The future PCOS dates were noted, and we plan to meet again on November 12, 2025, February 18, 2026, and May 6, 2026, to review and revise the CNA as needed.

## 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 are struggling to achieve the meets and masters levels on STAAR. Through the root cause analysis process, we identified Inconsistent and untargeted professional development to support new teachers.

Our second identified priority problem in the area of **student achievement** is limited student understanding and retention of key concepts. Through the root cause analysis process, we identified insufficient collaborative planning and preparation, leading to weak lesson delivery and poor quality first-time instruction.

Our third identified priority problem is in the area of the inability of students to transfer learning to assessments and real-world situations. Through the root cause analysis process, we identified minimal structured opportunities provided for practice applying concepts and developing critical problem-solving skills.

Our fourth identified priority problem is in the area of the campus serving the most economically disadvantaged/at-risk students experience larger achievement gaps. Through the root cause analysis process, we identified the need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as:

1. Texas History - 7th Grade
2. Texas History - 7th Grade
3. U.S. History - 8th Grade
4. ELAR - 7th Grade
5. ELAR - 8th Grade
6. Science - 6th Grade
7. Testing Coordinator



# Student Achievement

## Student Achievement Strengths

Overall Score Improvement: Our Accountability Report Card overall score increased, reflecting our focused efforts and progress.

Closing the Gaps: Domain III – Closing the Gaps component score increased by +11 points, resulting in an overall increase of +5 points and an improved letter grade, moving from a D to a C.

Student Growth Gains: ELAR student growth increased from 8 to 12 points. English Language Proficiency (ELP) improved from 2 to 4 points.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Instructional Focus Problem #1: Students are struggling to achieve the meets and masters levels on STAAR.

**Root Cause:** Instructional Focus Root Cause #1: Inconsistent and untargeted professional development to support new teachers.

**Problem Statement 2:** Instructional Focus Problem #2: Limited student understanding and retention of key concepts.

**Root Cause:** Instructional Focus Root Cause #2: Insufficient collaborative planning and preparation leading to weak lesson delivery and poor quality first time instruction.

**Problem Statement 3:** Instructional Focus Problem #3: Inability of students to transfer learning to assessments and real-world situations.

**Root Cause:** Instructional Focus Root Cause #3: Minimal structured opportunities provided for practice applying concepts and developing critical problem-solving skills.

**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 : (1) testing coordinator and (6) class-size reduction teachers.

# School Culture and Climate

## School Culture and Climate Strengths

The following are the campus' school culture and climate strengths.

Thornton Middle School fosters a safe, collaborative, and supportive environment. Staff feel secure and confident in well communicated safety plans, confirmed by a successful TEA safety inspection. The administrative team values staff input, building trust across campus. Our PBIS initiative, implemented with fidelity, promotes consistent RAP expectations: Respectful, Accountable, and Prepared, strengthening a positive culture for both students and staff.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Our attendance rate is below the district goal and was 94.1% for the 2024-2025 school year.

**Root Cause:** Due to budget constraints and loss of bus transportation, our attendance rate decreased negatively which impacted our economically disadvantaged students.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

Employee Perception Survey: List Strengths

- According to the EPS:
  - 99% of the staff indicated that quality work is expected of them.
  - 94% of the staff stated that there were procedures in place to keep them safe.
  - 93% of the staff stated there was an opportunity to provide input.
  - 89% of the staff indicated there were opportunities to discuss concerns.
  - 87% of staff indicated that collaboration is encouraged and practiced.
- Teacher Retention:
  - 97% of our ELAR teachers have an average teaching experience or retention rate of five or more years.
  - 94% of our Math teachers have an average teaching experience or retention rate of five or more years.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Ongoing Professional Development that is relevant to the needs of specific content areas and student groups.

**Root Cause:** With 84% of teachers indicating that feedback in various forms is essential, targeted professional development on small groups, data analysis, and targeted tutorials are need.

# Family and Community Engagement

## Family and Community Engagement Strengths

Using the Marketing Survey the following strengths were identified:

Increased parent participation at the following:

- Athletic Events
- Fine Art performances
  - Band
  - Choir
  - Orchestra
  - Theater Arts
- Patriot Express
- Open House
- Electives Fair
- Horizon Showcase
- Parent/Counselor 4-year plan meetings

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** The campus is not providing adequate engagement activities that consider the challenges of working families and the diverse language barriers between school and home.

**Root Cause:** Timely, consistent, and inclusive communication across all platforms does not effectively reach our diverse, multilingual population. Parent participation is limited due to barriers such as conflicting work schedules, transportation challenges, and difficulty reaching or connecting with some families.

# 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:** Some progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Reviews                                                                                        |                                                                                                       |                                                                                                       |
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| <p><b>Strategy 1:</b> Instructional Focus: Intentional, in-depth planning and preparation to deliver high-quality first-time instruction. Lessons will be designed to engage students in small-group learning, where they will apply lesson objectives and use problem-solving skills to build a deeper understanding of content.</p> <p>Strategy: Consistent and Targeted Professional Development (Provide ongoing professional learning in): Small-group instruction, Fundamental 5 instructional strategies, The Lesson Cycle for effective pacing and delivery, Engaging Emergent Bilingual (EB) learners, Classroom management practices, &amp; Relevant, real-world application of content.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction</p> | Formative                                                                                                |                                                                                                       |                                                                                                       |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Reviews                                                                                        |                                                                                                       |                                                                                                       |
| <p><b>Strategy 2:</b> Instructional Focus: Intentional, in-depth planning and preparation to deliver high-quality first-time instruction. Lessons will be designed to engage students in small-group learning, where they will apply lesson objectives and use problem-solving skills to build a deeper understanding of content.</p> <p>Strategy: Focused Classroom Observations with Clear Look-Fors: (Conduct frequent walkthroughs and observations that specifically monitor): The launch/start of instruction to ensure clarity, engagement, and purpose; Lesson closure to confirm student mastery, reflection, and connection of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals</p>                | Formative                                                                                                |                                                                                                       |                                                                                                       |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Formative Reviews                                                                                        |                                                                                                      |                                                                                                      |
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| <b>Strategy 3:</b> Instructional Focus: Intentional, in-depth planning and preparation to deliver high-quality first-time instruction. Lessons will be designed to engage students in small-group learning, where they will apply lesson objectives and use problem-solving skills to build a deeper understanding of content.<br><br>Strategy: Ongoing Feedback and Coaching: Provide timely, actionable feedback on lesson planning, instructional delivery, and student engagement; Offer individualized coaching and support to help teachers strengthen first-time quality instruction.<br><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table<br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals | Formative                                                                                                |                                                                                                      |                                                                                                      |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Formative Reviews                                                                                        |                                                                                                      |                                                                                                      |
| <b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br><br><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness<br><b>Staff Responsible for Monitoring:</b> Principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Formative                                                                                                |                                                                                                      |                                                                                                      |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Formative Reviews                                                                                        |                                                                                                      |                                                                                                      |
| <b>Strategy 5:</b> Dropout Prevention: The campus will work with families to keep all students actively engaged in the learning process.<br><b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1%.<br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors, Registrar, Academic Achievement Specialist, DI Helping Teacher Behavior Interventionist, CCIS Teachers                                                                                                                                                                                                                                                                                                                                      | Formative                                                                                                |                                                                                                      |                                                                                                      |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews                                                                                   |                                                                                                     |                                                                                                     |
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| <p><b>Strategy 6: Well-Rounded Education:</b> 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:</p> <ul style="list-style-type: none"> <li>- Fine Arts Programs - Band, Choir, Art, Theater, Orchestra</li> <li>- Destination Imagination</li> <li>-Culinary Arts</li> <li>-Industrial Technology and Engineering</li> <li>-Coding and Robotics</li> <li>-Student Council</li> <li>-Baseball</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> These additional activities will encourage female students in STEM, allow students opportunities to experience success outside of the classroom, and to expose students to real world application opportunities. Additionally, our STAAR/EOC will increase performance at the Approaches Level from 64% to 90% , at the Meets Level from 37% to 71%, and at the Masters Level from 14% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors<br/>Academic Achievement Specialist, DI Helping Teacher<br/>Behavior Interventionist, CCIS<br/>Teachers</p> | Formative                                                                                           |                                                                                                     |                                                                                                     |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Formative Reviews                                                                                   |                                                                                                     |                                                                                                     |
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| <p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> 1. Salaries - The class-size reduction teachers in history, math , reading and science and Testing Coordinator will assist with meeting our students' goals in all content areas.</p> <p>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.</p> <p>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.</p> <p>4. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.</p> <p>5. 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.</p> <p>6. 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.</p> <p>7. Extra Duty Pay - Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals as specified in the CIP.</p> <p>8. Parent Involvement - We will increase parent involvement throughout the year with events like Patriot Express, Open House, Curriculum Night, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.</p> <p>9. E-Hall Pass - We will increase student attendance by tracking tardies for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors</p> | Formative                                                                                           |                                                                                                     |                                                                                                     |
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| Strategy 8 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews                                                                                        |                                                                                                     |                                                                                                     |
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| <b>Strategy 8: Improving Student Engagement:</b> Providing students more opportunities to engage outside of instructional time.<br><b>Strategy's Expected Result/Impact:</b> Clubs and Organizations: Offer academic, cultural, interest-based, and service clubs that align with student passions.<br>Leadership Opportunities: Create opportunities where students can take on meaningful roles.<br>Tutoring and Academic Support: Provide after-school tutoring.<br>Arts, Sports, and Enrichment: Encourage participation in theater, music, athletics, or hobby-based groups to support creativity and wellness.<br>Family and Community Events: Involve students in planning and hosting school events, cultural nights, or family engagement activities.<br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialist<br>Behavior Interventionist, CCIS<br>Teachers | Formative                                                                                                |                                                                                                     |                                                                                                     |
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| Strategy 9 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews                                                                                        |                                                                                                     |                                                                                                     |
| <b>Strategy 9: Improving Student Engagement:</b> Increase extracurricular and social and emotional engagement.<br><b>Strategy's Expected Result/Impact:</b> Student engagement increases when learning is active, relevant, and student-centered. Strategies such as incorporating student voice, using interactive technology, and providing choices for demonstrating mastery help learners feel connected and motivated. A positive classroom culture built on relationships, high expectations, and recognition of effort fosters deeper participation and sustained interest.<br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialist<br>Behavior Interventionist, CCIS<br>Teachers                                                                                                                                                                             | Formative                                                                                                |                                                                                                     |                                                                                                     |
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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 and other required safety actions

**Summative Evaluation:** Some progress made toward meeting Objective

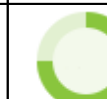
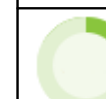
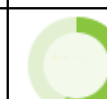
| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Reviews                                                                                     |                                                                                                       |                                                                                                       |
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| <b>Strategy 1:</b> Campus Safety: We will enforce the following layers of safety: <ul style="list-style-type: none"> <li>- Clear backpacks</li> <li>- Student ID badges</li> <li>- Staff ID badges</li> <li>- Reduction of entry/exit points</li> <li>- Reduction and awareness of visitors in the building</li> <li>- Primary and secondary reunification sites</li> <li>- Weekly door checks</li> </ul> <b>Strategy's Expected Result/Impact:</b> 100% of students and staff will know the layers of safety and respond appropriately to safety protocol.<br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialist<br>Behavior Interventionist, CCIS<br>Teachers | Formative                                                                                             |                                                                                                       |                                                                                                       |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Reviews                                                                                     |                                                                                                       |                                                                                                       |
| <b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), and Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.<br><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines with students and staff responding appropriately to safety protocols.<br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals                                                                                                                                                                                                                                     | Formative                                                                                             |                                                                                                       |                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Nov                                                                                                   | Feb                                                                                                   | May                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <br>Considerable | <br>Considerable | <br>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:** Some progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                      | Formative Reviews                                                                                      |                                                                                                            |                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.<br><b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate<br><b>Staff Responsible for Monitoring:</b> Principal                                                                      | Formative                                                                                              |                                                                                                            |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                         | Nov                                                                                                    | Feb                                                                                                        | May                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                         | <br>Considerable    | <br>Considerable        | <br>Considerable      |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                      | Formative Reviews                                                                                      |                                                                                                            |                                                                                                          |
| <b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)<br><b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate<br><b>Staff Responsible for Monitoring:</b> Principal                                                                 | Formative                                                                                              |                                                                                                            |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                         | Nov                                                                                                    | Feb                                                                                                        | May                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                         | <br>Considerable    | <br>Considerable        | <br>Moderate Progress |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                      | Formative Reviews                                                                                      |                                                                                                            |                                                                                                          |
| <b>Strategy 3:</b> Campus-wide tardy process to reduce the number of students arriving to class late and arriving to class absent after 10 minutes.<br><b>Strategy's Expected Result/Impact:</b> Decrease of tardies by 15%<br>Increase in class attendance<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals | Formative                                                                                              |                                                                                                            |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                         | Nov                                                                                                    | Feb                                                                                                        | May                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                         | <br>Some Progress | <br>Moderate Progress | <br>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:** Some progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Formative Reviews                                                                                          |                                                                                                       |                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Strategy 1: Violence Prevention:</b> 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. The campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping.<br><b>Strategy's Expected Result/Impact:</b> Violent Incidents will be 0%.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Behavior Interventionist              | Formative                                                                                                  |                                                                                                       |                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov                                                                                                        | Feb                                                                                                   | May                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <br>Some Progress       | <br>Considerable   | <br>Accomplished   |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Formative Reviews                                                                                          |                                                                                                       |                                                                                                       |
| <b>Strategy 2: Behavior Management:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Positive Behavior reinforcers will be utilized more frequently to reduce incident frequency.<br><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionist                                                                                                                                                                | Formative                                                                                                  |                                                                                                       |                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov                                                                                                        | Feb                                                                                                   | May                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <br>Some Progress      | <br>Considerable  | <br>Accomplished  |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Formative Reviews                                                                                          |                                                                                                       |                                                                                                       |
| <b>Strategy 3: Bullying Prevention:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Bullying Committee | Formative                                                                                                  |                                                                                                       |                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov                                                                                                        | Feb                                                                                                   | May                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <br>Moderate Progress | <br>Considerable | <br>Considerable |

| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews                                                                                              |                                                                                                                |                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Strategy 4:</b> Teachers will participate in CFISD's Classroom Management 101 course.<br><b>Strategy's Expected Result/Impact:</b> By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals                                                                                                       | Formative                                                                                                      |                                                                                                                |                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nov                                                                                                            | Feb                                                                                                            | May                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <div><br/>No Progress</div> | <div><br/>No Progress</div> | <div><br/>No Progress</div> |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 2%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Formative Reviews                                                                                   |                                                                                                     |                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Increased frequency of staff morale events.<br><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.<br>Develop a stronger staff morale committee. Through PBIS (staff incentives) teachers will be rewarded for attendance.<br>Assign Leaders to designated roles in the staff morale area.<br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialist<br>Behavior Interventionist | Formative                                                                                           |                                                                                                     |                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov                                                                                                 | Feb                                                                                                 | May                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <br>Considerable | <br>Considerable | <br>Considerable |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                   |                                                                                                     |                                                                                                     |                                                                                                     |

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

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Reviews                                                                                   |                                                                                                     |                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Strategy 1:</b> High-Quality Professional Development: ESL Study groups, GT certification opportunities, implementing fundamental 5 strategies, and Technology sessions with a campus or district leader are all opportunities available to staff.<br><b>Strategy's Expected Result/Impact:</b> Additional Staff members acquire their GT certification<br>Additional staff members become ESL certified<br>Staff are better equipped to meet the emotional needs of the students<br>Opportunities are provided to staff to grow in their field by attending professional development specific to their content.<br>Additional opportunites for coaching based on WeClimb observations.<br><b>Staff Responsible for Monitoring:</b> Director of Instruction | Formative                                                                                           |                                                                                                     |                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov                                                                                                 | Feb                                                                                                 | May                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <br>Considerable | <br>Considerable | <br>Accomplished |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>                                                                                                                                                                                                                                                                                                                   |                                                                                                     |                                                                                                     |                                                                                                     |

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

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

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

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Reviews                                                                                     |                                                                                                           |                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Strategy 1:</b> Improving Social Media Presence: Develop a consistent posting schedule across platforms - Facebook, Instagram, and Twitter/X to highlight student achievement, positive behavior, teacher excellence, community partnerships.<br><br><b>Strategy's Expected Result/Impact:</b> Parents and families will have timely, accessible updates on academic programs, events, and opportunities. Increased transparency builds trust and fosters stronger relationships with the school community. Consistent messaging and visuals will reinforce school pride and create a recognizable campus brand. Students, parents, and staff will view the school as innovative, welcoming, and student-centered<br><br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors<br>Academic Achievement Specialists, CCIS<br>Teachers | Formative                                                                                             |                                                                                                           |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Nov                                                                                                   | Feb                                                                                                       | May                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <br>Some Progress  | <br>Moderate Progress  | <br>Moderate Progress  |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Reviews                                                                                     |                                                                                                           |                                                                                                           |
| <b>Strategy 2:</b> Improving Social Media Presence: Campus staff will capture moments throughout the year that highlight different subjects, campus activities, professional development, and community events<br><br><b>Strategy's Expected Result/Impact:</b> Families and the community gain greater awareness of instructional strengths across subject areas. Parents and guardians feel more connected to classroom learning and school events, resulting in stronger home-school partnerships. Increased recognition of student achievement and classroom learning motivates students and builds school pride.<br><br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors<br>Academic Achievement Specialists, CCIS<br>Teachers                                                                                                | Formative                                                                                             |                                                                                                           |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Nov                                                                                                   | Feb                                                                                                       | May                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <br>Some Progress | <br>Moderate Progress | <br>Moderate Progress |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Formative Reviews                                                                                   |                                                                                                     |                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Strategy 3:</b> Improving Parent and Community Engagement: Provide consistent, multilingual communication to ensure equitable access and inclusion.<br><b>Strategy's Expected Result/Impact:</b> Parents feel informed, respected, and included in the school community. Increased parent attendance at meetings, workshops, and school events. Economically disadvantaged and bilingual families can fully participate in their child's education without language or communication barriers. When families are consistently informed and engaged, students show improved attendance, higher motivation, and stronger academic achievement.<br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialists, CCIS<br>Teachers | Formative                                                                                           |                                                                                                     |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov                                                                                                 | Feb                                                                                                 | May                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <br>Considerable | <br>Considerable | <br>Moderate Progress |
| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Formative Reviews                                                                                   |                                                                                                     |                                                                                                          |
| <b>Strategy 4:</b> Improving Parent and Community Engagement: Campus Staff will build trust through relationship-centered events and partnerships.<br><b>Strategy's Expected Result/Impact:</b> Parents will feel valued and more comfortable engaging in their child's education, leading to improved student attendance and academic success. Higher parent participation rates, stronger home-school collaboration, and increased student achievement due to reinforced learning supports at home.<br><b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Assistant Principals, Counselors<br>DI Helping Teacher, Academic Achievement Specialists, CCIS<br>Teachers                                                                                                                                           | Formative                                                                                           |                                                                                                     |                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov                                                                                                 | Feb                                                                                                 | May                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <br>Considerable | <br>Considerable | <br>Moderate Progress |
|  No Progress  Accomplished  Continue/Modify  Discontinue                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                     |                                                                                                     |                                                                                                          |

# Site Based Decision Making Committee

| Committee Role                       | Name                | Position                        |
|--------------------------------------|---------------------|---------------------------------|
| Assistant Principal Secretary        | Christinia Gonzales | Paraprofessional                |
| Community Member # 3                 | Holly- Dae Burton   | Community Member                |
| Community Member # 2                 | Stephanie Houston   | Community Member                |
| Community Member # 1                 | Donnie Anderson     | Community Member                |
| Business Rep # 1                     | Ross Weidner        | Business Representative         |
| Admin (Lea) #2                       | Glen Kirk           | Academic Achievement Specialist |
| Admin (Lea) #1                       | Victoria Thomas     | Academic Achievement Specialist |
| Other School Leader (non-teaching)   | Archie Terrence     | Assist. Principal 8th Grade     |
| Other School Leader (non-teaching)   | Becky Rodriguez     | Assist. Principal 7th Grade     |
| Other School Leader (non-teaching)   | Erica Wells         | CCIS - Reading                  |
| Other School Leader (non- teaching ) | Sarah Gonzales      | CCIS- ELAR                      |
| Other School Leader (non -teaching)  | Vantereese McCoy    | CCIS - Social Studies           |
| Other School Leader - (non-teaching) | Tujuanna Wilkes     | CCIS-Special Education          |
| Other School Leader- (non-teaching)  | Katrina Skinner     | CCIS - Math                     |
| Other School Leader (non-teaching)   | Jasmine McNair      | CCIS- Science                   |
| District                             | Carol Wheatfall     | Sped Coordinator                |
| Diagnostician                        | Stephanie Smothers  | Diagnostician                   |
| DI for Teacher                       | Jennifer Seams      | DI Helping Teacher              |
| 8th Grade                            | Alicia Ridge        | Counselor - 8th Grade           |
| 7th Grade                            | Sherri Jacob        | Counselor- 7th Grade            |
| 6th Grade                            | Natalie Ospina      | Counselor -6th Grade            |
| Teacher # 12                         | Tien Tran           | Social Studies - 8th Grade      |
| Teacher # 11                         | Maya Greene         | Social Studies - 8th Grade      |
| Teacher # 10                         | Johnny Dilworth     | Social Studies - 6th Garde      |
| Teacher # 9                          | Rashida Haveliwala  | Social Studies - 7th Grade      |
| Teacher # 8                          | Nathaniel Mitchell  | Math # 8th Grade                |
| Teacher # 7                          | Aisha Jones         | Math- 7th Grade                 |

| <b>Committee Role</b> | <b>Name</b>        | <b>Position</b>         |
|-----------------------|--------------------|-------------------------|
| Teacher # 6           | Daniel Foster      | Math - 6th Grade        |
| Teacher # 5           | Pamela Muhammad    | ELAR 8th Grade          |
| Teacher # 4           | Noah Perkins-Deal  | ELAR- -7th Grade        |
| Teacher # 3           | Roderick Woods     | Science- 8th Grade      |
| Teacher # 2           | Gary Jones         | Science -7th Grade      |
| Teacher #1            | Stephanie Douglas  | Science -6th Grade      |
| Curriculum Coach      | Kristina Baker     | District                |
| Admin. (LEA) #2)      | Stacie Davis       | District                |
| DI                    | Kay Routh          | Director of Instruction |
| Admin. (LEA) #1       | Christopher Hecker | District                |
| Principal             | Reginal Mitchell   | Principal               |

# Addendums

| Campus                                      | Thornton |         |         |         |         |
|---------------------------------------------|----------|---------|---------|---------|---------|
| 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                              | 39%      | 42%     | 45%     | 48%     | 51%     |
| Masters Grade Level                         | 16%      | 19%     | 22%     | 25%     | 28%     |

| 2025-26 | Target Check                           |
|---------|----------------------------------------|
| 65%     | Did not meet District Strategic Target |
| 38%     | Did not meet District Strategic Target |
| 17%     | 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   | Thornton | MS3           | All           | 443                     | 70%                      | 324                      | 73%                    | 43%                 | 210                 | 47%               | 21%                      | 105                      | 24%                 |
| Reading | 6   | Thornton | MS3           | Hispanic      | 239                     | 68%                      | 170                      | 71%                    | 42%                 | 108                 | 45%               | 17%                      | 48                       | 20%                 |
| Reading | 6   | Thornton | MS3           | Am. Indian    | 4                       | *                        | 4                        | 100%                   | *                   | 3                   | 75%               | *                        | 2                        | 50%                 |
| Reading | 6   | Thornton | MS3           | Asian         | 22                      | 92%                      | 21                       | 95%                    | 77%                 | 18                  | 82%               | *                        | 5                        | 23%                 |
| Reading | 6   | Thornton | MS3           | African Am.   | 154                     | 68%                      | 109                      | 71%                    | 41%                 | 68                  | 44%               | 24%                      | 42                       | 27%                 |
| Reading | 6   | Thornton | MS3           | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 6   | Thornton | MS3           | White         | 14                      | 80%                      | 12                       | 86%                    | 55%                 | 8                   | 57%               | 35%                      | 5                        | 36%                 |
| Reading | 6   | Thornton | MS3           | Two or More   | 10                      | 75%                      | 8                        | 80%                    | 50%                 | 5                   | 50%               | *                        | 3                        | 30%                 |
| Reading | 6   | Thornton | MS3           | Eco. Dis.     | 345                     | 70%                      | 252                      | 73%                    | 43%                 | 159                 | 46%               | 19%                      | 76                       | 22%                 |
| Reading | 6   | Thornton | MS3           | EB            | 186                     | 50%                      | 99                       | 53%                    | 20%                 | 43                  | 23%               | 7%                       | 19                       | 10%                 |
| Reading | 6   | Thornton | MS3           | At-Risk       | 315                     | 65%                      | 214                      | 68%                    | 36%                 | 123                 | 39%               | 14%                      | 54                       | 17%                 |
| Reading | 6   | Thornton | MS3           | SPED          | 86                      | 31%                      | 29                       | 34%                    | 7%                  | 9                   | 10%               | *                        | 5                        | 6%                  |
| Reading | 7   | Thornton | MS3           | All           | 457                     | 72%                      | 345                      | 75%                    | 44%                 | 215                 | 47%               | 17%                      | 95                       | 21%                 |
| Reading | 7   | Thornton | MS3           | Hispanic      | 254                     | 68%                      | 180                      | 71%                    | 43%                 | 117                 | 46%               | 16%                      | 48                       | 19%                 |
| Reading | 7   | Thornton | MS3           | Am. Indian    | 7                       | *                        | 7                        | 100%                   | *                   | 5                   | 71%               | *                        | 3                        | 43%                 |
| Reading | 7   | Thornton | MS3           | Asian         | 13                      | 94%                      | 13                       | 100%                   | 89%                 | 12                  | 92%               | 61%                      | 8                        | 62%                 |
| Reading | 7   | Thornton | MS3           | African Am.   | 150                     | 74%                      | 116                      | 77%                    | 37%                 | 60                  | 40%               | 14%                      | 26                       | 17%                 |
| Reading | 7   | Thornton | MS3           | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 7   | Thornton | MS3           | White         | 21                      | 87%                      | 19                       | 90%                    | 55%                 | 12                  | 57%               | *                        | 5                        | 24%                 |
| Reading | 7   | Thornton | MS3           | Two or More   | 12                      | 80%                      | 10                       | 83%                    | 70%                 | 9                   | 75%               | *                        | 5                        | 42%                 |
| Reading | 7   | Thornton | MS3           | Eco. Dis.     | 378                     | 70%                      | 276                      | 73%                    | 41%                 | 166                 | 44%               | 15%                      | 68                       | 18%                 |
| Reading | 7   | Thornton | MS3           | EB            | 206                     | 55%                      | 119                      | 58%                    | 25%                 | 58                  | 28%               | 6%                       | 19                       | 9%                  |
| Reading | 7   | Thornton | MS3           | At-Risk       | 354                     | 65%                      | 241                      | 68%                    | 36%                 | 138                 | 39%               | 12%                      | 53                       | 15%                 |
| Reading | 7   | Thornton | MS3           | SPED          | 69                      | 38%                      | 28                       | 41%                    | 12%                 | 10                  | 14%               | *                        | 5                        | 7%                  |
| Reading | 8   | Thornton | MS3           | All           | 459                     | 74%                      | 355                      | 77%                    | 44%                 | 217                 | 47%               | 20%                      | 102                      | 22%                 |
| Reading | 8   | Thornton | MS3           | Hispanic      | 251                     | 74%                      | 193                      | 77%                    | 44%                 | 118                 | 47%               | 19%                      | 55                       | 22%                 |
| Reading | 8   | Thornton | MS3           | Am. Indian    | 1                       | *                        | 1                        | 100%                   | *                   | 1                   | 100%              | *                        | 0                        | 0%                  |
| Reading | 8   | Thornton | MS3           | Asian         | 18                      | 83%                      | 15                       | 83%                    | 78%                 | 15                  | 83%               | 50%                      | 10                       | 56%                 |
| Reading | 8   | Thornton | MS3           | African Am.   | 147                     | 71%                      | 109                      | 74%                    | 40%                 | 63                  | 43%               | 17%                      | 29                       | 20%                 |
| Reading | 8   | Thornton | MS3           | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 8   | Thornton | MS3           | White         | 27                      | 100%                     | 27                       | 100%                   | 54%                 | 15                  | 56%               | *                        | 5                        | 19%                 |
| Reading | 8   | Thornton | MS3           | Two or More   | 15                      | 64%                      | 10                       | 67%                    | *                   | 5                   | 33%               | *                        | 3                        | 20%                 |
| Reading | 8   | Thornton | MS3           | Eco. Dis.     | 362                     | 73%                      | 275                      | 76%                    | 43%                 | 167                 | 46%               | 20%                      | 83                       | 23%                 |
| Reading | 8   | Thornton | MS3           | EB            | 220                     | 63%                      | 145                      | 66%                    | 23%                 | 57                  | 26%               | 5%                       | 18                       | 8%                  |
| Reading | 8   | Thornton | MS3           | At-Risk       | 338                     | 70%                      | 247                      | 73%                    | 39%                 | 142                 | 42%               | 16%                      | 64                       | 19%                 |
| Reading | 8   | Thornton | MS3           | SPED          | 69                      | 46%                      | 34                       | 49%                    | 13%                 | 11                  | 16%               | *                        | 5                        | 7%                  |
| Math    | 6   | Thornton | MS3           | All           | 443                     | 55%                      | 258                      | 58%                    | 23%                 | 119                 | 27%               | 5%                       | 38                       | 9%                  |
| Math    | 6   | Thornton | MS3           | Hispanic      | 239                     | 55%                      | 139                      | 58%                    | 23%                 | 62                  | 26%               | 4%                       | 17                       | 7%                  |
| Math    | 6   | Thornton | MS3           | Am. Indian    | 4                       | 71%                      | 3                        | 75%                    | *                   | 2                   | 50%               | *                        | 1                        | 25%                 |
| Math    | 6   | Thornton | MS3           | Asian         | 22                      | 85%                      | 19                       | 86%                    | 54%                 | 13                  | 59%               | *                        | 5                        | 23%                 |

| 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   | Thornton | MS3           | African Am.   | 154                     | 51%                      | 83                       | 54%                    | 19%                 | 34                  | 22%               | 4%                       | 11                       | 7%                  |
| Math           | 6   | Thornton | MS3           | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math           | 6   | Thornton | MS3           | White         | 14                      | 60%                      | 9                        | 64%                    | 30%                 | 5                   | 36%               | *                        | 3                        | 21%                 |
| Math           | 6   | Thornton | MS3           | Two or More   | 10                      | 50%                      | 5                        | 50%                    | *                   | 3                   | 30%               | *                        | 1                        | 10%                 |
| Math           | 6   | Thornton | MS3           | Eco. Dis.     | 345                     | 54%                      | 197                      | 57%                    | 22%                 | 86                  | 25%               | 4%                       | 24                       | 7%                  |
| Math           | 6   | Thornton | MS3           | EB            | 186                     | 41%                      | 82                       | 44%                    | 11%                 | 26                  | 14%               | *                        | 5                        | 3%                  |
| Math           | 6   | Thornton | MS3           | At-Risk       | 315                     | 48%                      | 161                      | 51%                    | 17%                 | 63                  | 20%               | 3%                       | 19                       | 6%                  |
| Math           | 6   | Thornton | MS3           | SPED          | 86                      | 19%                      | 19                       | 22%                    | *                   | 8                   | 9%                | *                        | 4                        | 5%                  |
| Math           | 7   | Thornton | MS3           | All           | 457                     | 41%                      | 202                      | 44%                    | 21%                 | 113                 | 25%               | 5%                       | 42                       | 9%                  |
| Math           | 7   | Thornton | MS3           | Hispanic      | 254                     | 40%                      | 109                      | 43%                    | 20%                 | 58                  | 23%               | 4%                       | 18                       | 7%                  |
| Math           | 7   | Thornton | MS3           | Am. Indian    | 7                       | *                        | 7                        | 100%                   | *                   | 5                   | 71%               | *                        | 3                        | 43%                 |
| Math           | 7   | Thornton | MS3           | Asian         | 13                      | 83%                      | 11                       | 85%                    | 67%                 | 9                   | 69%               | 28%                      | 4                        | 31%                 |
| Math           | 7   | Thornton | MS3           | African Am.   | 150                     | 32%                      | 53                       | 35%                    | 16%                 | 29                  | 19%               | 4%                       | 11                       | 7%                  |
| Math           | 7   | Thornton | MS3           | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math           | 7   | Thornton | MS3           | White         | 21                      | 58%                      | 13                       | 62%                    | 26%                 | 6                   | 29%               | *                        | 3                        | 14%                 |
| Math           | 7   | Thornton | MS3           | Two or More   | 12                      | 70%                      | 9                        | 75%                    | 50%                 | 6                   | 50%               | *                        | 3                        | 25%                 |
| Math           | 7   | Thornton | MS3           | Eco. Dis.     | 378                     | 39%                      | 159                      | 42%                    | 18%                 | 79                  | 21%               | 4%                       | 26                       | 7%                  |
| Math           | 7   | Thornton | MS3           | EB            | 206                     | 31%                      | 70                       | 34%                    | 13%                 | 33                  | 16%               | *                        | 5                        | 2%                  |
| Math           | 7   | Thornton | MS3           | At-Risk       | 354                     | 32%                      | 124                      | 35%                    | 15%                 | 64                  | 18%               | 3%                       | 26                       | 7%                  |
| Math           | 7   | Thornton | MS3           | SPED          | 69                      | 15%                      | 12                       | 17%                    | 12%                 | 10                  | 14%               | *                        | 5                        | 7%                  |
| Math           | 8   | Thornton | MS3           | All           | 309                     | 52%                      | 173                      | 56%                    | 22%                 | 78                  | 25%               | 5%                       | 26                       | 8%                  |
| Math           | 8   | Thornton | MS3           | Hispanic      | 176                     | 49%                      | 92                       | 52%                    | 20%                 | 40                  | 23%               | 2%                       | 9                        | 5%                  |
| Math           | 8   | Thornton | MS3           | Am. Indian    | 1                       | *                        | 1                        | 100%                   | *                   | 1                   | 100%              | *                        | 0                        | 0%                  |
| Math           | 8   | Thornton | MS3           | Asian         | 2                       | *                        | 2                        | 100%                   | *                   | 2                   | 100%              | *                        | 1                        | 50%                 |
| Math           | 8   | Thornton | MS3           | African Am.   | 106                     | 55%                      | 61                       | 58%                    | 23%                 | 28                  | 26%               | 8%                       | 12                       | 11%                 |
| Math           | 8   | Thornton | MS3           | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math           | 8   | Thornton | MS3           | White         | 16                      | 78%                      | 13                       | 81%                    | *                   | 5                   | 31%               | *                        | 3                        | 19%                 |
| Math           | 8   | Thornton | MS3           | Two or More   | 8                       | 42%                      | 4                        | 50%                    | *                   | 2                   | 25%               | *                        | 1                        | 13%                 |
| Math           | 8   | Thornton | MS3           | Eco. Dis.     | 259                     | 51%                      | 140                      | 54%                    | 21%                 | 62                  | 24%               | 5%                       | 21                       | 8%                  |
| Math           | 8   | Thornton | MS3           | EB            | 146                     | 44%                      | 69                       | 47%                    | 17%                 | 29                  | 20%               | *                        | 5                        | 3%                  |
| Math           | 8   | Thornton | MS3           | At-Risk       | 244                     | 48%                      | 124                      | 51%                    | 19%                 | 54                  | 22%               | 3%                       | 21                       | 9%                  |
| Math           | 8   | Thornton | MS3           | SPED          | 62                      | 28%                      | 19                       | 31%                    | *                   | 10                  | 16%               | *                        | 5                        | 8%                  |
| Science        | 8   | Thornton | MS3           | All           | 459                     | 64%                      | 309                      | 67%                    | 38%                 | 190                 | 41%               | 8%                       | 54                       | 12%                 |
| Science        | 8   | Thornton | MS3           | Hispanic      | 251                     | 65%                      | 171                      | 68%                    | 38%                 | 103                 | 41%               | 6%                       | 23                       | 9%                  |
| Science        | 8   | Thornton | MS3           | Am. Indian    | 1                       | *                        | 1                        | 100%                   | *                   | 1                   | 100%              | *                        | 0                        | 0%                  |
| Science        | 8   | Thornton | MS3           | Asian         | 18                      | 78%                      | 15                       | 83%                    | 72%                 | 14                  | 78%               | 44%                      | 8                        | 44%                 |
| Science        | 8   | Thornton | MS3           | African Am.   | 147                     | 59%                      | 91                       | 62%                    | 34%                 | 54                  | 37%               | 7%                       | 15                       | 10%                 |
| Science        | 8   | Thornton | MS3           | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Science        | 8   | Thornton | MS3           | White         | 27                      | 77%                      | 22                       | 81%                    | 46%                 | 13                  | 48%               | *                        | 5                        | 19%                 |
| Science        | 8   | Thornton | MS3           | Two or More   | 15                      | 57%                      | 9                        | 60%                    | *                   | 5                   | 33%               | *                        | 3                        | 20%                 |
| Science        | 8   | Thornton | MS3           | Eco. Dis.     | 362                     | 63%                      | 239                      | 66%                    | 36%                 | 141                 | 39%               | 8%                       | 40                       | 11%                 |
| Science        | 8   | Thornton | MS3           | EB            | 220                     | 48%                      | 112                      | 51%                    | 21%                 | 53                  | 24%               | *                        | 5                        | 2%                  |
| Science        | 8   | Thornton | MS3           | At-Risk       | 338                     | 59%                      | 210                      | 62%                    | 32%                 | 118                 | 35%               | 7%                       | 34                       | 10%                 |
| Science        | 8   | Thornton | MS3           | SPED          | 69                      | 36%                      | 27                       | 39%                    | 13%                 | 11                  | 16%               | *                        | 5                        | 7%                  |
| Social Studies | 8   | Thornton | MS3           | All           | 459                     | 45%                      | 236                      | 51%                    | 20%                 | 113                 | 25%               | 9%                       | 55                       | 12%                 |
| Social Studies | 8   | Thornton | MS3           | Hispanic      | 251                     | 42%                      | 113                      | 45%                    | 17%                 | 50                  | 20%               | 6%                       | 23                       | 9%                  |
| Social Studies | 8   | Thornton | MS3           | Am. Indian    | 1                       | *                        | 1                        | 100%                   | *                   | 1                   | 100%              | *                        | 0                        | 0%                  |
| Social Studies | 8   | Thornton | MS3           | Asian         | 18                      | 83%                      | 15                       | 83%                    | 72%                 | 14                  | 78%               | 39%                      | 8                        | 44%                 |
| Social Studies | 8   | Thornton | MS3           | African Am.   | 147                     | 45%                      | 71                       | 48%                    | 18%                 | 31                  | 21%               | 8%                       | 16                       | 11%                 |

| 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   | Thornton | MS3           | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Social Studies | 8   | Thornton | MS3           | White         | 27                      | 75%                      | 21                       | 78%                    | *                   | 10                  | 37%               | *                        | 5                        | 19%                 |
| Social Studies | 8   | Thornton | MS3           | Two or More   | 15                      | *                        | 15                       | 100%                   | *                   | 7                   | 47%               | *                        | 3                        | 20%                 |
| Social Studies | 8   | Thornton | MS3           | Eco. Dis.     | 362                     | 44%                      | 170                      | 47%                    | 19%                 | 80                  | 22%               | 9%                       | 43                       | 12%                 |
| Social Studies | 8   | Thornton | MS3           | EB            | 220                     | 26%                      | 64                       | 29%                    | 10%                 | 29                  | 13%               | *                        | 5                        | 2%                  |
| Social Studies | 8   | Thornton | MS3           | At-Risk       | 338                     | 40%                      | 145                      | 43%                    | 16%                 | 64                  | 19%               | 7%                       | 34                       | 10%                 |
| Social Studies | 8   | Thornton | MS3           | SPED          | 69                      | 26%                      | 20                       | 29%                    | 11%                 | 10                  | 14%               | *                        | 5                        | 7%                  |
| Algebra I      | MS  | Thornton | MS3           | All           | 150                     | 99%                      | 150                      | 100%                   | 87%                 | 135                 | 90%               | 55%                      | 89                       | 59%                 |
| Algebra I      | MS  | Thornton | MS3           | Hispanic      | 75                      | 99%                      | 75                       | 100%                   | 84%                 | 65                  | 87%               | 47%                      | 38                       | 51%                 |
| Algebra I      | MS  | Thornton | MS3           | Am. Indian    | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Algebra I      | MS  | Thornton | MS3           | Asian         | 16                      | 100%                     | 16                       | 100%                   | 100%                | 16                  | 100%              | 75%                      | 12                       | 75%                 |
| Algebra I      | MS  | Thornton | MS3           | African Am.   | 41                      | 100%                     | 41                       | 100%                   | 89%                 | 38                  | 93%               | 59%                      | 25                       | 61%                 |
| Algebra I      | MS  | Thornton | MS3           | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Algebra I      | MS  | Thornton | MS3           | White         | 11                      | *                        | 11                       | 100%                   | *                   | 10                  | 91%               | *                        | 9                        | 82%                 |
| Algebra I      | MS  | Thornton | MS3           | Two or More   | 7                       | *                        | 7                        | 100%                   | *                   | 6                   | 86%               | *                        | 5                        | 71%                 |
| Algebra I      | MS  | Thornton | MS3           | Eco. Dis.     | 103                     | 100%                     | 103                      | 100%                   | 86%                 | 92                  | 89%               | 57%                      | 62                       | 60%                 |
| Algebra I      | MS  | Thornton | MS3           | EB            | 74                      | 100%                     | 74                       | 100%                   | 69%                 | 53                  | 72%               | 46%                      | 36                       | 49%                 |
| Algebra I      | MS  | Thornton | MS3           | At-Risk       | 94                      | 99%                      | 94                       | 100%                   | 85%                 | 83                  | 88%               | 53%                      | 53                       | 56%                 |
| Algebra I      | MS  | Thornton | MS3           | SPED          | 7                       | *                        | 7                        | 100%                   | *                   | 6                   | 86%               | *                        | 5                        | 71%                 |

## **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.