

Cypress-Fairbanks Independent School District

Watkins Middle School

2025-2026

Mission Statement

Equip students today to impact tomorrow.

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Watkins Middle School is a campus in Houston, Texas. Watkins Middle School is projected to serve 1208 students in grades 6-8 during the 2025-26 school year, which is a decrease from the previous year of 1318.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Watkins 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 14, 2025, and again on September 18, 2025. The meetings were held in the Large Group Instruction Room. We plan to meet again on November 13, 2025, February 11, 2026, and May 13, 2026 CPOC dates to review and revise the CNA as needed.

At the first meeting on May 14, 2025:

The Watkins Middle School CPOC meeting was held on Wednesday, May 14, 2025, at 7:00 a.m. in the LGI. The committee began by completing the May CIP strategy evaluation. Strategies were rated on levels of progress: 5%–45% indicated some progress, 50%–95% indicated considerable progress, and 100% signified accomplishment. Under Goal 1, which focused on STAAR/EOC performance, Reading/Language Arts, Math, Science, Social Studies, PBIS, At-Risk students, and State Compensatory Education funds showed considerable progress, while Physical Education and Dropout Prevention were marked as accomplished. For Goal 2, Safe and Supportive Schools, student safety strategies such as campus security measures and emergency safety drills were accomplished. Attendance strategies reflected considerable progress, with rates improving to 93%, and consistent communication efforts helped bring back students who had missed significant portions of the school year. Behavior management strategies—including violence prevention, behavior management, and bullying

prevention—also showed considerable progress, with restorative practices proving effective.

Under Goal 3, Human Capital, teacher and paraprofessional attendance demonstrated considerable progress, trending with the district despite fluctuations in certain days. Teachers also received high-quality professional development through ASCD, on-campus sessions, district programs, and Region IV trainings. Goal 4, Community Relations, showed considerable progress in parent and family engagement.

The committee then completed the 2024–25 CIP summative evaluation, where most goals—including STAAR/EOC performance, safe and supportive schools, human capital, and community relations—were rated as showing significant progress. This included strategies related to academic performance, safety drills, attendance initiatives, behavior management, professional development, and family engagement.

A needs assessment for the 2025–26 school year was then conducted. Data reviewed included previous STAAR data, CIP target goals, DPMs, checkpoints, and CIP evaluations. The committee identified strengths from 2024–25, including ELAR growth and closing the gap for students not meeting standards, improvements in 8th grade history performance, and increased communication with parents. Needs for 2025–26 included continuing to incorporate student discourse strategies across content areas, increasing the masters percentage in ELAR, Math, and Science, and providing ongoing opportunities for community relationships.

The 2025–26 Campus Improvement Plan was then initiated. To address the first need, the instructional leadership team will guide content teams in learning and implementing student discourse strategies consistently. To address the second need, the leadership team will facilitate deeper analysis of TEKS verbs to align instructional strategies with Bloom’s levels of learning. To address the third need, the school will continue monthly communication with parents and plan events based on parent feedback.

Finally, the committee discussed the preliminary planning budget for Title I for the 2025–26 school year. A budget cut of \$70,000 was reported, which would still allow for the hiring of six teachers, with some funds set aside for parent and family engagement. The committee emphasized the importance of prioritizing smaller class sizes, protecting key staff such as the behavior interventionist and testing coordinator, and managing the loss of four allocations.

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

- Academic Data
 - DPM's
 - Unit Tests
- Behavior Management
- Attendance Data

At the second meeting on Thursday, September 18, 2025 at 3:30 pm in the LGI, the CPOC:

(Copy from the meeting minutes what happened during the meeting. These should be in the 2025-26 Title I crate under September CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

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 supporting growth in Emergent Bilingual and Special Education students. Through the root cause analysis process, we identified teachers need additional professional development in these areas to include and implement strategies within their lessons.

Our second identified priority problem in the area of **student achievement** is increasing our meets and masters numbers in 6th through 8th grade Math. Through the root cause analysis process, we identified a need to vertically align teaching strategies in familiar concepts between all three grade levels and increase students' math fluency.

Our third identified priority problem is in the area of attendance and maintaining or exceeding the goal of 95%. Through the root cause analysis process, we identified attendance decreased right before or right after an extended weekend.

Student Achievement

Student Achievement Summary

Areas of Concern

- The Overall Accountability Rating remained a C with the same scaled score of 78.
- Experienced a slight 2 point decrease in Student Achievement resulting from a decrease in STAAR Performance.
- Experience a slight 2 point decrease in School Progress resulting from a 2 point decrease in Relative Performance.

Student Achievement Strengths

Watkins Middle School showed the following Overall Improvement:

- Domain 2B, Relative Performance 80%
 - Domain 3, Closing the Gaps from a 69(D) to a 72(C)
 - ELAR: 1% Approaches, 1% Masters
 - Science: 2% Masters
-
- Algebra I: 99% Approaches, 81% Meets, 51% Masters
 - 6th Grade Language Arts: 76% Approaches, 52% Meets, 23% Masters
 - 7th Grade Language Arts: 23% Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1:

Root Cause: Instructional Focus Root Cause #1:

Problem Statement 2: Instructional Focus Problem #2:

Root Cause: Instructional Focus Root Cause #2:

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

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

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

School Culture and Climate

School Culture and Climate Strengths

PBIS:

- **Clear Expectations and Consistency**

Our PBIS framework has created a shared understanding of what it means to be a Bulldog — **P**erseverance, **R**espect, **I**ntegrity, **D**ependable, and **E**xcellence. Common language and consistent expectations across classrooms, hallways, and shared spaces have strengthened schoolwide consistency and improved student behavior.

- **Positive Reinforcement and Motivation**

Students are regularly recognized and rewarded for meeting expectations through PBIS Rewards where they utilize their points to purchase items from the Bulldogs R-Us Cart, purchase tickets for school incentives, and classroom incentives. This positive reinforcement has shifted the focus from punishment to encouragement, helping students feel valued and motivated to make good choices.

- **Improved Student Behavior and Engagement**

PBIS has led to a noticeable decrease in minor behavioral referrals and an increase in student engagement. Students understand that positive behavior leads to meaningful recognition, fostering a more focused and respectful learning environment.

- **Strong Staff Buy-In and Collaboration**

Teachers and staff actively participate in PBIS initiatives, ensuring a unified approach to behavior management. Regular team meetings and data reviews help identify trends and adjust supports proactively, strengthening collaboration among staff members.

- **Positive School Climate and Culture**

The overall culture at Watkins Middle School has become more positive and inclusive. Students report feeling more connected to school, and staff describe the environment as more supportive and encouraging. PBIS has helped foster a true sense of community, pride, and Bulldog spirit.

Campus Safety

Goals

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Build teacher and instructional team leader's capacity to work with the varied needs of Emergent Bilingual students and Special Education students. Strategy: ESL paraprofessional will provide support in the classroom for small group learning, DIHT will visit plannings to provide relevant strategies to include in lesson plans, CCIS will ensure strategies are included and implemented within lesson plans, attendance to district professional development will be encouraged, Director of Instruction will provide strategies in weekly staff newsletter, and professional development will be provided through the campus. Strategy's Expected Result/Impact: Teachers will become more proficient in using strategies to support EB and Special Education students and scores will increase. Staff Responsible for Monitoring: Principal Director of Instruction Director of Instruction Helping Teacher CCIS Special Education Case Managers Behavior Interventionist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Grow math teacher's capacity in vertically aligning teaching strategies in familiar concepts and increase student's math fluency. Strategy: Math department will meet monthly to review upcoming concepts and teaching strategies and CCIS will ensure alignment when visiting plannings. Strategy's Expected Result/Impact: Students will show confidence in math strategies progressively each year and there will be an increase in Meets and Masters scores. Staff Responsible for Monitoring: Principal Director of Instruction Academic Achievement Specialists CCIS	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal Director of Instruction Campus Athletic Coordinators	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Dropout Prevention: The assistant principals will work with the Registrar, Counseling office, and AAS office to make contact and create an action plan with parents. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Academic Achievement Specialists Registrar	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: UIL sponsored activities such as, Athletics and Fine Arts programs, after school student groups, and Student Council. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Academic Achievement Specialists Counselors	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. Strategy's Expected Result/Impact: 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. With Title I support, Watkins will implement the following: - Salaries - Hire teachers to reduce the class sizes in math and reading, to provide additional support to assist students in meeting or exceeding targets on the attached CIP target table. - Extra Duty Pay - teacher and support staff will be paid to assist with intervention programs outside of the school day, such as Saturday school and/or our accelerated instruction after school program. - Professional Development - Staff registration and conference fees will be paid when attending educational conferences to acquire more professional development to address the specific needs of our lower performing students groups. - Parent Involvement - Engage parents and guardians of at-risk students as active partners in their child's academic growth. Title I funds will be used to provide resources and opportunities that support parental involvement, including academic workshops and family learning nights that help parents understand STAAR/EOC expectations, district benchmarks, and strategies to support learning at home. Purchase home learning resources including supplies, manipulatives, and technology that allow parents to assist their child with targeted academic interventions. - PBIS Rewards - Reinforce both academic engagement and positive behavior, including consistent attendance, active participation in interventions, timely completion of assignments, and demonstration of growth mindset strategies. PBIS incentives will encourage at-risk students to take ownership of their learning and behavior, fostering a school-wide culture of achievement and responsibility which leads to higher performance on STAAR/EOC assessments. - Supplies - Purchase instructional supplies that target the specific academic needs of at-risk students. These supplies may include targeted intervention materials including workbooks, manipulatives, educational technology, learning tools, and resources to produce visual aids, anchor charts, and guided practice materials to enhance teacher-led intervention sessions. to support mastery of content and improving STAAR/EOC performance. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists, CCIS, Behavior Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Implement small group instruction, structured student discourse, increase cognitive engagement by designing lessons to include opportunities for higher-order questioning, problem-solving, and student reflection, with a focus on maintaining cognitive engagement above .4 effect size as identified by Hattie and utilize lesson closures to check for understanding. Strategy's Expected Result/Impact: Meet or exceed growth targets for district and state assessments. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Instructional Team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Students will have access to a variety of enrichment opportunities that promote both academic growth and campus connection. Opportunities such as after-school tutorials, Saturday school, extended day learning, and participation in student groups, leadership activities, and community service projects will support a well-rounded educational experience. These programs aim to strengthen students' sense of belonging, increase motivation, and encourage academic success. Strategy's Expected Result/Impact: Higher levels of academic achievement and progress for students participating in enrichment and extended learning opportunities and Improved student motivation, sense of belonging, and overall school connectedness. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Instruction Team	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 9 Details	Formative Reviews		
Strategy 9: Evidence-based school improvement strategy: Watkins teachers will implement the use of IXL Math and Reading during TIP time, small group, and after school tutorials. The Math department will incorporate a specific check for understanding activity in their lesson plans once a week. The CCIS will work to model ways to pivot the learning from the data received from the check for understanding activity. Watkins will increase parent invitations for daytime and evening activities to provide access to technology to show parents the various resources available for their student while away from campus, such as IXL Math. Watkins will provide incentives to students who extend their learning beyond the classroom. Campus monitoring plan: The Math department will meet monthly with the CCIS, DI and Principal to review campus data, and discuss how to vertically align academic vocabulary and strategies for upcoming units. The instructional leadership team will track the use and progress of Summit K-12, IXL Math, and IXL Reading for Emergent Bilingual students and Continuously Enrolled students. Students identified as Continuously Enrolled will be added to our data dig recording documentation, so all staff can track their progress. Other areas Watkins will track is discipline and attendance and determine a responsive plan for students who miss instructional time. Data will be shared with: Math teams - after each unit test and DPM Math department - monthly Leadership team - weekly Watkins staff - monthly District monitoring plan: Watkins is a CFISD Priority school. The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis. Campus reallocation of resources to support the strategy: Watkins has purchased IXL Math and Reading as an additional intervention tool. We plan to extend the use of our ESL paraprofessional to include visits in math classrooms to assist students and provide feedback to teachers on the activities used in class. The paraprofessional will log her time with students identified as Emergent Bilingual. We have purchased Hall Pass to track students' movements throughout the day, then respond to students who are missing first-time instruction. District reallocation of resources to support the strategy: none needed Strategy's Expected Result/Impact: EB/EL current and monitored student performance goals: Math Meets or Higher: 36% Math Growth: 62% Student Success: 37 raw score Note: If a target is missed, the campus will show growth toward meeting the next interim target. Continuously enrolled student performance goals: Math Meets or Higher: 49% Math Growth: 67% Student Success: 48 raw score Note: If a target is missed, the campus will show growth toward meeting the next interim target. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: When a student forgets his/her badge, a temporary badge will be available in the cafeteria in the morning to provide students a badge to wear for the day. Any staff member or substitute who does not have his/her badge for the day will receive a temporary badge at the receptionist desk. The main entry point for visitors will be the front vestibule, as stated by various signs around the building. Staff and students will be taught appropriate responses to allowing individuals in the school or the room. Interior door sweeps will be made by leadership throughout the day; any concerns will be addressed immediately. Cameras will be active at the Principal Secretary and Assistant Principal Secretary's desk to report any questionable activity. Students will be given electronic rewards through the PBIS Rewards system for displaying appropriate and safe behavior at school. Students will be taught to report unsafe behavior directly to an adult or by using the TIP line. Strategy's Expected Result/Impact: No unauthorized visitors and all students are recognizable. Staff Responsible for Monitoring: Principal Assistant Principals Principal Secretary Assistant Principal Secretary	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Counselor Academic Achievement Specialists Registrar	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Counselors Registrar	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in 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 through our PBIS committee. Campus professional development will occur monthly to provide strategies to maintaining a safe and positive learning environment. Strategy's Expected Result/Impact: Violent incidents will continue to be 0%. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Behavior Interventionist PBIS Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and encouraged to use those strategies to help students contribute to the positive classroom/school environment. The assistant principals will work with the Counseling office to support students in responding to adult re-direction by providing mediation and small group activities. The team will also focus on proactive mediation/restorative conferences between students to prevent incidents. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal Assistant Principal Counselors Behavior Interventionist PBIS Committee	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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		
Strategy 1: Teacher/Paraprofessional Attendance: A campus incentive-based system has been implemented to promote staff attendance and decrease absenteeism. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal Principal Secretary Substitute Clerk	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Staff will receive professional development from educational entities such as the International Center for Leadership in Education, TASSP, ASCD, Region IV, etc. Strategy's Expected Result/Impact: Increase percentage of teacher retention and meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Increase academic visibility by encouraging each of the four curriculum coaches to create and post one weekly highlight showcasing student learning and achievements within their content areas. Strategy's Expected Result/Impact: Increase the school's academic visibility and showcase classroom successes to the community. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Behavior Specialist Instructional Team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Launch a monthly recognition initiative where teachers participate in a friendly competition by tagging the school's social media accounts in posts highlighting classroom successes. Selected posts will be reshared by the school. Strategy's Expected Result/Impact: Strengthening staff and community engagement with the school's online presence. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will utilize multiple platforms, including the established monthly "Bulldog Connection" newsletters, to ensure information reaches all families where they are. Strategy's Expected Result/Impact: Increase in parent and community engagement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will actively deploy the translator headsets at all official school meetings and events. This will ensure that language is no longer a barrier to participation, fostering a truly inclusive environment for parents of all linguistic backgrounds. Strategy's Expected Result/Impact: Increase parent participation in our multilingual and ESL parent population. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Addendums

Campus	Watkins				
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	43%	46%	49%	52%	55%
Masters Grade Level	19%	22%	25%	28%	31%

2025-26	Target Check
66%	Did not meet District Strategic Target
40%	Did not meet District Strategic Target
18%	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	Watkins	MS2	All	384	76%	303	79%	52%	211	55%	23%	95	25%
Reading	6	Watkins	MS2	Hispanic	222	73%	170	77%	48%	113	51%	17%	44	20%
Reading	6	Watkins	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	6	Watkins	MS2	Asian	29	83%	25	86%	76%	23	79%	52%	16	55%
Reading	6	Watkins	MS2	African Am.	91	74%	71	78%	49%	47	52%	16%	17	19%
Reading	6	Watkins	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Watkins	MS2	White	32	86%	28	88%	62%	21	66%	41%	14	44%
Reading	6	Watkins	MS2	Two or More	9	82%	8	89%	64%	6	67%	45%	4	44%
Reading	6	Watkins	MS2	Eco. Dis.	283	73%	215	76%	50%	150	53%	18%	59	21%
Reading	6	Watkins	MS2	EB	139	54%	79	57%	26%	40	29%	6%	13	9%
Reading	6	Watkins	MS2	At-Risk	258	70%	188	73%	44%	121	47%	15%	46	18%
Reading	6	Watkins	MS2	SPED	61	34%	23	38%	15%	11	18%	*	5	8%
Reading	7	Watkins	MS2	All	369	67%	262	71%	45%	179	49%	23%	95	26%
Reading	7	Watkins	MS2	Hispanic	206	65%	140	68%	42%	93	45%	20%	47	23%
Reading	7	Watkins	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	7	Watkins	MS2	Asian	30	87%	27	90%	81%	25	83%	42%	14	47%
Reading	7	Watkins	MS2	African Am.	88	66%	61	69%	40%	38	43%	19%	19	22%
Reading	7	Watkins	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Watkins	MS2	White	29	66%	20	69%	51%	16	55%	37%	12	41%
Reading	7	Watkins	MS2	Two or More	16	86%	14	88%	*	7	44%	*	3	19%
Reading	7	Watkins	MS2	Eco. Dis.	259	66%	179	69%	42%	117	45%	20%	60	23%
Reading	7	Watkins	MS2	EB	151	48%	77	51%	22%	38	25%	6%	14	9%
Reading	7	Watkins	MS2	At-Risk	264	60%	166	63%	37%	106	40%	16%	50	19%
Reading	7	Watkins	MS2	SPED	56	25%	16	29%	*	8	14%	*	4	7%
Reading	8	Watkins	MS2	All	424	73%	327	77%	46%	210	50%	19%	94	22%
Reading	8	Watkins	MS2	Hispanic	236	69%	170	72%	42%	106	45%	15%	42	18%
Reading	8	Watkins	MS2	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
Reading	8	Watkins	MS2	Asian	32	96%	32	100%	80%	27	84%	48%	16	50%
Reading	8	Watkins	MS2	African Am.	110	74%	85	77%	41%	48	44%	17%	22	20%
Reading	8	Watkins	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Watkins	MS2	White	38	85%	33	87%	64%	25	66%	31%	13	34%
Reading	8	Watkins	MS2	Two or More	6	75%	5	83%	50%	3	50%	*	1	17%
Reading	8	Watkins	MS2	Eco. Dis.	302	70%	220	73%	41%	133	44%	15%	54	18%
Reading	8	Watkins	MS2	EB	195	54%	111	57%	25%	55	28%	4%	14	7%
Reading	8	Watkins	MS2	At-Risk	303	68%	215	71%	38%	124	41%	14%	52	17%
Reading	8	Watkins	MS2	SPED	58	30%	19	33%	10%	8	14%	*	4	7%
Math	6	Watkins	MS2	All	384	62%	249	65%	28%	120	31%	9%	47	12%
Math	6	Watkins	MS2	Hispanic	222	57%	133	60%	22%	56	25%	8%	24	11%
Math	6	Watkins	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	6	Watkins	MS2	Asian	29	83%	25	86%	72%	22	76%	24%	8	28%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
Math	6	Watkins	MS2	African Am.	91	60%	57	63%	24%	25	27%	6%	8	9%
Math	6	Watkins	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Watkins	MS2	White	32	76%	25	78%	34%	12	38%	*	5	16%
Math	6	Watkins	MS2	Two or More	9	82%	8	89%	45%	4	44%	*	2	22%
Math	6	Watkins	MS2	Eco. Dis.	283	58%	173	61%	25%	79	28%	8%	31	11%
Math	6	Watkins	MS2	EB	139	49%	72	52%	13%	22	16%	*	10	7%
Math	6	Watkins	MS2	At-Risk	258	54%	147	57%	21%	62	24%	6%	23	9%
Math	6	Watkins	MS2	SPED	61	42%	27	44%	13%	10	16%	*	5	8%
Math	7	Watkins	MS2	All	369	51%	204	55%	29%	122	33%	6%	36	10%
Math	7	Watkins	MS2	Hispanic	206	50%	109	53%	24%	56	27%	4%	14	7%
Math	7	Watkins	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	7	Watkins	MS2	Asian	30	75%	23	77%	69%	22	73%	28%	9	30%
Math	7	Watkins	MS2	African Am.	88	47%	44	50%	24%	24	27%	*	5	6%
Math	7	Watkins	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Watkins	MS2	White	29	53%	16	55%	44%	14	48%	*	5	17%
Math	7	Watkins	MS2	Two or More	16	*	12	75%	*	6	38%	*	3	19%
Math	7	Watkins	MS2	Eco. Dis.	259	49%	135	52%	26%	75	29%	5%	21	8%
Math	7	Watkins	MS2	EB	151	36%	59	39%	12%	23	15%	*	5	3%
Math	7	Watkins	MS2	At-Risk	264	44%	124	47%	22%	66	25%	4%	18	7%
Math	7	Watkins	MS2	SPED	56	17%	11	20%	*	5	9%	*	2	4%
Math	8	Watkins	MS2	All	280	50%	155	55%	21%	73	26%	2%	34	12%
Math	8	Watkins	MS2	Hispanic	158	46%	77	49%	18%	33	21%	*	15	9%
Math	8	Watkins	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	8	Watkins	MS2	Asian	9	*	9	100%	*	7	78%	*	3	33%
Math	8	Watkins	MS2	African Am.	84	56%	50	60%	23%	22	26%	*	10	12%
Math	8	Watkins	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Watkins	MS2	White	27	61%	17	63%	35%	10	37%	*	5	19%
Math	8	Watkins	MS2	Two or More	2	*	2	100%	*	1	50%	*	1	50%
Math	8	Watkins	MS2	Eco. Dis.	207	49%	108	52%	20%	48	23%	*	22	11%
Math	8	Watkins	MS2	EB	122	40%	52	43%	13%	20	16%	*	10	8%
Math	8	Watkins	MS2	At-Risk	211	45%	101	48%	16%	40	19%	*	20	9%
Math	8	Watkins	MS2	SPED	55	20%	13	24%	10%	7	13%	*	3	5%
Science	8	Watkins	MS2	All	424	59%	267	63%	28%	137	32%	10%	56	13%
Science	8	Watkins	MS2	Hispanic	236	56%	139	59%	23%	61	26%	6%	21	9%
Science	8	Watkins	MS2	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
Science	8	Watkins	MS2	Asian	32	92%	30	94%	76%	25	78%	44%	15	47%
Science	8	Watkins	MS2	African Am.	110	54%	63	57%	22%	28	25%	6%	10	9%
Science	8	Watkins	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Watkins	MS2	White	38	76%	30	79%	50%	20	53%	21%	9	24%
Science	8	Watkins	MS2	Two or More	6	50%	3	50%	*	2	33%	*	1	17%
Science	8	Watkins	MS2	Eco. Dis.	302	55%	175	58%	24%	82	27%	7%	30	10%
Science	8	Watkins	MS2	EB	195	43%	90	46%	12%	29	15%	*	15	8%
Science	8	Watkins	MS2	At-Risk	303	52%	167	55%	20%	70	23%	6%	27	9%
Science	8	Watkins	MS2	SPED	58	27%	17	29%	9%	7	12%	*	3	5%
Social Studies	8	Watkins	MS2	All	424	45%	207	49%	20%	100	24%	8%	51	12%
Social Studies	8	Watkins	MS2	Hispanic	236	40%	101	43%	15%	42	18%	5%	19	8%
Social Studies	8	Watkins	MS2	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
Social Studies	8	Watkins	MS2	Asian	32	88%	29	91%	56%	19	59%	32%	11	34%
Social Studies	8	Watkins	MS2	African Am.	110	39%	46	42%	16%	21	19%	6%	10	9%

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	Watkins	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Watkins	MS2	White	38	66%	26	68%	37%	15	39%	24%	10	26%
Social Studies	8	Watkins	MS2	Two or More	6	42%	3	50%	*	2	33%	*	1	17%
Social Studies	8	Watkins	MS2	Eco. Dis.	302	40%	130	43%	16%	57	19%	5%	24	8%
Social Studies	8	Watkins	MS2	EB	195	25%	55	28%	9%	23	12%	*	10	5%
Social Studies	8	Watkins	MS2	At-Risk	303	37%	121	40%	14%	52	17%	5%	24	8%
Social Studies	8	Watkins	MS2	SPED	58	23%	15	26%	*	7	12%	*	3	5%
Algebra I	MS	Watkins	MS2	All	144	99%	144	100%	81%	122	85%	51%	76	53%
Algebra I	MS	Watkins	MS2	Hispanic	78	100%	78	100%	82%	66	85%	44%	37	47%
Algebra I	MS	Watkins	MS2	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
Algebra I	MS	Watkins	MS2	Asian	23	100%	23	100%	95%	23	100%	86%	20	87%
Algebra I	MS	Watkins	MS2	African Am.	26	95%	26	100%	77%	21	81%	36%	10	38%
Algebra I	MS	Watkins	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Watkins	MS2	White	11	100%	11	100%	74%	8	73%	58%	7	64%
Algebra I	MS	Watkins	MS2	Two or More	4	100%	4	100%	*	3	75%	*	2	50%
Algebra I	MS	Watkins	MS2	Eco. Dis.	95	99%	95	100%	83%	82	86%	48%	48	51%
Algebra I	MS	Watkins	MS2	EB	73	100%	73	100%	80%	61	84%	40%	31	42%
Algebra I	MS	Watkins	MS2	At-Risk	92	99%	92	100%	82%	78	85%	46%	45	49%
Algebra I	MS	Watkins	MS2	SPED	3	*	3	100%	*	2	67%	*	1	33%

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.