

**Cypress-Fairbanks Independent School District**

**Watkins Middle School**

**2023-2024**



# Mission Statement

We come PREPARED to learn

We are ACCOUNTABLE for ourselves

We COOPERATE with all

We spread KINDNESS

We are ALL part of the PACK

## Vision

LEAD - Learn. Empower. Achieve. Dream.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Watkins Middle School is a campus in Houston, Texas. Watkins opened its doors in 1982. Watkins Middle School is projected to serve roughly 1,350 students in grades six through eight during the 2023-2024 school year, which is a decrease from the previous year of 1,450.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Watkins Middle School's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- previous year's STAAR data
- previous year's student attendance data
- previous year's discipline data
- previous year's teacher attendance

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 18, 2023 and again on September 22, 2023 to develop and finalize the CNA. The meetings were held in campus LGI (large group instruction room).

At the first meeting on Friday, May 18, 2023, principal Dr. Abe Lozano reviewed current academic and behavior data with CPOC. After which a discussion was held on success and growths needed for the upcoming school year.

At the second meeting on September 22, 2023. At the meeting the CPOC reviewed recent celebrations, and introduced our goals for the 23-24 school year.

The problem statements and root causes are listed in each section of the needs assessment.

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically lower than district scores on many district exams. Through the root cause analysis process, we identified teacher planning was not executed with fidelity.

Our second identified priority problem is in the area of student achievement, specifically the emergent bilingual students and special education students did not show significant growth on assessments. Through the root cause analysis process, we identified teachers did not include differentiation within their lesson plans to support these learners.

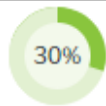
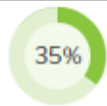

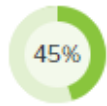


Our third identified priority problem is in the area of attendance, specifically the increase of regularly absent students. Through the root cause analysis process, we identified the campus does not have systems in place to identify and problem solve with the student and his/her family.


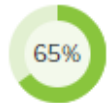
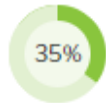



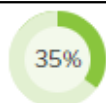
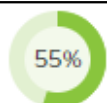
# Goals


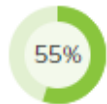






**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 1: Curriculum and Instruction & Accountability:** By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> RLA: Teachers will design lessons that have an appropriate amount of rigor with intentional differentiation based on student needs. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, AAS, CCIS, ELAR teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Math: Teachers will plan for meaningful enrichment lessons to accelerate student motivation and accountability. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, AAS, CCIS, Math teachers	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Science: Teachers will plan lessons with purpose, making sure to differentiate for students receiving Special Education services; specifically, supplemental aids and anchor charts. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, AAS, CCIS, Science teachers	Formative		
	Nov	Feb	May
			


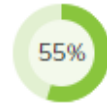








Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Social Studies: Teachers will plan to include Quad D moments within their lesson for advanced students. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, AAS, CCIS, Social Studies teachers	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. <b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> The dropout rate will remain at or below 1%. <b>Staff Responsible for Monitoring:</b> Principal APs Counselors Registrar	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the learning gaps. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Director of Instruction AAS DIHT CCIS Core-Content Teachers	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> 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: monthly Bringing Out the Best Lessons and counseling lessons. The teachers will nominate and the campus will celebrate students meeting the monthly BOTB lessons. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal APs Counselors	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> At-risk: 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. <b>Strategy's Expected Result/Impact:</b> With Title I support, Watkins will implement the following: <ol style="list-style-type: none"> <li>Salaries - Hire teachers to reduce the class sizes in math and reading, with TWO instructional paraprofessionals to provide additional support to assist students in meeting or exceeding targets on the attached CIP target table.</li> <li>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.</li> <li>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.</li> <li>Library Books - We will increase the circulation of books in the library to ensure that all students are able to check out books of their interest and at the appropriate reading level.</li> </ol> <b>Staff Responsible for Monitoring:</b> Principal, Director of Instruction, Academic Achievement Specialists, CCIS	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 2: ESSER III:** Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Before/After School Program: Saturday camps for math and reading that focus on building content specific skills. <b>Strategy's Expected Result/Impact:</b> Our students will show growth in their math and reading scores on district DPM, Benchmarks and the 23-24 STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Before/After School Program: Students will participate in after school tutorials. <b>Strategy's Expected Result/Impact:</b> We will measure student success through passing rates in content related classes as well as content area DPM, Benchmark and state assessments. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Professional Staffing: Class Size Reduction Teacher in Math will be hired to work with 8th grade students who failed 22-23 STAAR. <b>Strategy's Expected Result/Impact:</b> Students will show growth in their DPM, Benchmark and state assessments. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 3:** State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.









Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal Director of Instruction	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 2:** Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy 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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus Safety: When a student forgets his/her badge, a temporary badge will be available in the cafeteria and gym in the morning to provide students a badge to wear for the day. The main entry point for visitors will be the front vestibule, as stated by various signs around the building. Staff will use a QR code when exiting or re-entering the building to provide data immediately to the Principal's secretary. Students will be given electronic rewards through the PBIS Rewards system for displaying appropriate and safe behavior at school. <b>Strategy's Expected Result/Impact:</b> No unwarranted visitors, and all students are recognizable. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Principal Secretary	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 2:** Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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


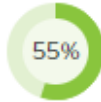






**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal Director of Instruction Assistant Principal Counselor Registrar	Formative		
	Nov	Feb	May
			
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). <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal Director of Instruction Assistant Principal Counselors Registrar	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 3: Restorative Discipline:** The campus will use restorative discipline practices.







**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The assistant principals will work with the Counseling office and the Campus Resource Office to develop lessons to be presented during Advisory. <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Restorative Discipline: Staff will be trained on restorative practices and are 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 any further incidents. We will combine these efforts with our PBIS initiative in continuing to set campus wide expectations for students. <b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies. <b>Staff Responsible for Monitoring:</b> APs Counselors PBIS Committee	Formative		
	Nov	Feb	May
			
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>			

**Goal 3:** Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.


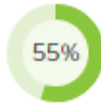




**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

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

**Goal 3: Human Capital:** The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 75% of teachers will receive job targeted professional development based on identified needs.







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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase percentage of teacher retention and meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Principal Director of Instruction	Formative		
	Nov	Feb	May
	 20%	 55%	
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

**Goal 4: Family and Community Engagement:** Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

**Performance Objective 1:** 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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent and Family Engagement: We will increase communication with the community through our campus website, social media, and flyers sent home with students. We will also hold parent meetings and events throughout the year to create opportunities for parents to get involved more. To obtain more volunteers on our campus, we will provide volunteers with more specific information in a timely fashion and provide more choice in their involvement within each event.  <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%. <b>Staff Responsible for Monitoring:</b> Principal Director of Instruction Counselors Principal Secretary	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# 2023-2024 CPOC

Committee Role	Name	Position
Principal	Andrea Lagard	Principal
Administrator	Crystal Elolf	Director of Instruction
Administrator	Porscher Meyoter	Academic Achievement Specialist
Administrator	Taylor Tuthill	Academic Achievement Specialist
Classroom Teacher	Stephanie Gomez	Math Teacher
Classroom Teacher	Michelle Ortiz	Math Teacher
Classroom Teacher	Sara (Michelle) Herrera	ELAR Teacher
Classroom Teacher	Jennifer Beech	Science Teacher
Classroom Teacher	Mackenzie Hoffman	Social Studies Teacher
District-level Professional	Karen Leon	Administrator (LEA)
District-level Professional	Ashley Clayburn	Administrator (LEA)
Parent	Kimberly Samman	Parent
Parent	Hillary Lane	Parent
Community Member #1	Community Member #2	Community Member #1
Business Representative	Adil Berrada	Business Representative
Paraprofessional #1	Donna Valdez	Paraprofessional #1
Non-classroom Professional	Ashley Kelly	ELAR CCIS
Non-classroom Professional	Matthew Luce	Social Studies CCIS
Non-classroom Professional	Katherine Bricarell	ELAR CCIS
Non-classroom Professional	Kezia Sadler	Science CCIS
Classroom Teacher	Darren Harrington	Science Teacher
Classroom Teacher	Erin Wilson	Social Studies Teacher
Classroom Teacher	Krysten Koriath	ELAR Teacher
Classroom Teacher	Oscar Campuzano	Math Teacher
Classroom Teacher	April Jackson	ELAR Teacher
Classroom Teacher	Kevin Cantara	Science Teacher
Classroom Teacher	Katherine (Kathy) Arias	Social Studies Teacher



# Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Reading	6	Watkins	MS 2	All	488	355	73%	76%	3%	214	44%	46%	2%	82	17%	19%	2%
Reading	6	Watkins	MS 2	Hispanic	279	195	70%	73%	3%	112	40%	41%	1%	36	13%	14%	1%
Reading	6	Watkins	MS 2	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Watkins	MS 2	Asian	27	26	96%	97%	1%	18	67%	81%	14%	8	30%	37%	7%
Reading	6	Watkins	MS 2	African Am.	110	77	70%	72%	2%	43	39%	41%	2%	15	14%	15%	1%
Reading	6	Watkins	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Watkins	MS 2	White	51	42	82%	83%	1%	31	61%	66%	5%	18	35%	39%	4%
Reading	6	Watkins	MS 2	Two or More	16	12	75%	76%	1%	8	50%	62%	12%	*	*	*	*
Reading	6	Watkins	MS 2	Eco. Dis.	395	280	71%	73%	2%	158	40%	41%	1%	59	15%	16%	1%
Reading	6	Watkins	MS 2	LEP Current	156	88	56%	57%	1%	40	26%	28%	2%	9	6%	8%	2%
Reading	6	Watkins	MS 2	At-Risk	368	253	69%	71%	2%	132	36%	38%	2%	43	12%	14%	2%
Reading	6	Watkins	MS 2	SPED	62	20	32%	33%	1%	10	16%	17%	1%	6	10%	11%	1%
Reading	7	Watkins	MS 2	All	479	345	72%	74%	2%	211	44%	46%	2%	94	20%	22%	2%
Reading	7	Watkins	MS 2	Hispanic	287	210	73%	75%	2%	135	47%	49%	2%	60	21%	23%	2%
Reading	7	Watkins	MS 2	Am. Indian	6	6	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	7	Watkins	MS 2	Asian	25	22	88%	89%	1%	16	64%	80%	16%	7	28%	40%	12%
Reading	7	Watkins	MS 2	African Am.	110	67	61%	63%	2%	31	28%	32%	4%	12	11%	13%	2%
Reading	7	Watkins	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Watkins	MS 2	White	36	28	78%	79%	1%	20	56%	64%	8%	12	33%	42%	9%
Reading	7	Watkins	MS 2	Two or More	15	12	80%	81%	1%	5	33%	46%	13%	*	*	*	*
Reading	7	Watkins	MS 2	Eco. Dis.	365	256	70%	73%	3%	153	42%	44%	2%	67	18%	21%	3%
Reading	7	Watkins	MS 2	LEP Current	116	62	53%	55%	2%	21	18%	21%	3%	7	6%	9%	3%
Reading	7	Watkins	MS 2	At-Risk	363	247	68%	70%	2%	133	37%	38%	1%	54	15%	18%	3%
Reading	7	Watkins	MS 2	SPED	64	23	36%	37%	1%	5	8%	10%	2%	*	*	*	*
Reading	8	Watkins	MS 2	All	492	387	79%	83%	4%	235	48%	51%	3%	101	21%	24%	3%
Reading	8	Watkins	MS 2	Hispanic	287	225	78%	80%	2%	131	46%	47%	1%	50	17%	19%	2%
Reading	8	Watkins	MS 2	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Watkins	MS 2	Asian	28	26	93%	94%	1%	24	86%	92%	6%	18	64%	71%	7%
Reading	8	Watkins	MS 2	African Am.	118	87	74%	76%	2%	46	39%	41%	2%	14	12%	16%	4%
Reading	8	Watkins	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Watkins	MS 2	White	41	34	83%	86%	3%	27	66%	70%	4%	16	39%	48%	9%
Reading	8	Watkins	MS 2	Two or More	14	12	86%	86%	0%	6	43%	57%	14%	*	*	*	*
Reading	8	Watkins	MS 2	Eco. Dis.	365	284	78%	81%	3%	155	42%	44%	2%	66	18%	21%	3%
Reading	8	Watkins	MS 2	LEP Current	100	54	54%	57%	3%	16	16%	18%	2%	7	7%	10%	3%
Reading	8	Watkins	MS 2	At-Risk	360	273	76%	79%	3%	143	40%	42%	2%	49	14%	16%	2%
Reading	8	Watkins	MS 2	SPED	55	25	45%	48%	3%	9	16%	18%	2%	*	*	*	*
Math	6	Watkins	MS 2	All	485	334	69%	73%	4%	134	28%	30%	2%	34	7%	10%	3%
Math	6	Watkins	MS 2	Hispanic	277	180	65%	67%	2%	63	23%	24%	1%	14	5%	8%	3%
Math	6	Watkins	MS 2	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Watkins	MS 2	Asian	27	25	93%	96%	3%	20	74%	85%	11%	9	33%	44%	11%
Math	6	Watkins	MS 2	African Am.	110	76	69%	71%	2%	21	19%	33%	14%	*	*	*	*
Math	6	Watkins	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Watkins	MS 2	White	50	39	78%	80%	2%	24	48%	54%	6%	6	12%	20%	8%
Math	6	Watkins	MS 2	Two or More	16	10	63%	64%	1%	5	31%	50%	19%	*	*	*	*
Math	6	Watkins	MS 2	Eco. Dis.	394	260	66%	69%	3%	96	24%	25%	1%	23	6%	8%	2%
Math	6	Watkins	MS 2	LEP Current	155	87	56%	59%	3%	26	17%	19%	2%	6	4%	6%	2%
Math	6	Watkins	MS 2	At-Risk	367	232	63%	65%	2%	78	21%	23%	2%	18	5%	8%	3%
Math	6	Watkins	MS 2	SPED	63	22	35%	37%	2%	8	13%	16%	3%	*	*	*	*
Math	7	Watkins	MS 2	All	480	247	51%	53%	2%	110	23%	25%	2%	23	5%	7%	2%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	7	Watkins	MS 2	Hispanic	287	153	53%	56%	3%	65	23%	24%	1%	10	3%	5%	2%
Math	7	Watkins	MS 2	Am. Indian	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Watkins	MS 2	Asian	25	19	76%	80%	4%	15	60%	72%	12%	5	20%	24%	4%
Math	7	Watkins	MS 2	African Am.	111	43	39%	42%	3%	11	10%	13%	3%	*	*	*	*
Math	7	Watkins	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Watkins	MS 2	White	36	22	61%	65%	4%	15	42%	59%	17%	*	*	*	*
Math	7	Watkins	MS 2	Two or More	15	7	47%	55%	8%	*	*	*	*	*	*	*	*
Math	7	Watkins	MS 2	Eco. Dis.	366	184	50%	52%	2%	81	22%	23%	1%	12	3%	5%	2%
Math	7	Watkins	MS 2	LEP Current	116	42	36%	39%	3%	17	15%	17%	2%	*	*	*	*
Math	7	Watkins	MS 2	At-Risk	363	164	45%	47%	2%	66	18%	19%	1%	8	2%	4%	2%
Math	7	Watkins	MS 2	SPED	63	10	16%	19%	3%	*	*	*	*	*	*	*	*
Math	8	Watkins	MS 2	All	330	182	55%	60%	5%	63	19%	22%	3%	9	3%	5%	2%
Math	8	Watkins	MS 2	Hispanic	203	114	56%	58%	2%	36	18%	19%	1%	*	*	*	*
Math	8	Watkins	MS 2	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Watkins	MS 2	Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Watkins	MS 2	African Am.	88	52	59%	64%	5%	18	20%	22%	2%	*	*	*	*
Math	8	Watkins	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Watkins	MS 2	White	23	9	39%	50%	11%	5	22%	30%	8%	*	*	*	*
Math	8	Watkins	MS 2	Two or More	8	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Watkins	MS 2	Eco. Dis.	268	152	57%	59%	2%	54	20%	22%	2%	6	2%	4%	2%
Math	8	Watkins	MS 2	LEP Current	93	48	52%	56%	4%	14	15%	17%	2%	*	*	*	*
Math	8	Watkins	MS 2	At-Risk	269	145	54%	56%	2%	45	17%	18%	1%	5	2%	4%	2%
Math	8	Watkins	MS 2	SPED	53	13	25%	30%	5%	*	*	*	*	*	*	*	*
Science	8	Watkins	MS 2	All	492	327	66%	70%	4%	191	39%	41%	2%	70	14%	17%	3%
Science	8	Watkins	MS 2	Hispanic	288	187	65%	67%	2%	107	37%	39%	2%	27	9%	12%	3%
Science	8	Watkins	MS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Watkins	MS 2	Asian	28	27	96%	100%	4%	23	82%	89%	7%	14	50%	54%	4%
Science	8	Watkins	MS 2	African Am.	118	71	60%	63%	3%	31	26%	29%	3%	12	10%	12%	2%
Science	8	Watkins	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Watkins	MS 2	White	41	29	71%	75%	4%	24	59%	66%	7%	12	29%	36%	7%
Science	8	Watkins	MS 2	Two or More	14	11	79%	86%	7%	6	43%	50%	7%	5	36%	40%	4%
Science	8	Watkins	MS 2	Eco. Dis.	365	236	65%	67%	2%	131	36%	39%	3%	37	10%	12%	2%
Science	8	Watkins	MS 2	LEP Current	100	43	43%	46%	3%	18	18%	20%	2%	*	*	*	*
Science	8	Watkins	MS 2	At-Risk	360	220	61%	63%	2%	107	30%	31%	1%	28	8%	10%	2%
Science	8	Watkins	MS 2	SPED	55	17	31%	34%	3%	7	13%	15%	2%	*	*	*	*
Social Studies	8	Watkins	MS 2	All	490	305	62%	66%	4%	160	33%	36%	3%	72	15%	18%	3%
Social Studies	8	Watkins	MS 2	Hispanic	286	169	59%	60%	1%	85	30%	32%	2%	29	10%	13%	3%
Social Studies	8	Watkins	MS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	MS 2	Asian	28	24	86%	96%	10%	18	64%	71%	7%	13	46%	50%	4%
Social Studies	8	Watkins	MS 2	African Am.	118	74	63%	67%	4%	32	27%	30%	3%	18	15%	18%	3%
Social Studies	8	Watkins	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Watkins	MS 2	White	41	27	66%	79%	13%	20	49%	53%	4%	11	27%	33%	6%
Social Studies	8	Watkins	MS 2	Two or More	14	9	64%	71%	7%	5	36%	50%	14%	*	*	*	*
Social Studies	8	Watkins	MS 2	Eco. Dis.	364	224	62%	64%	2%	106	29%	31%	2%	39	11%	14%	3%
Social Studies	8	Watkins	MS 2	LEP Current	99	36	36%	40%	4%	14	14%	16%	2%	5	5%	8%	3%
Social Studies	8	Watkins	MS 2	At-Risk	359	201	56%	59%	3%	92	26%	28%	2%	36	10%	13%	3%
Social Studies	8	Watkins	MS 2	SPED	55	12	22%	25%	3%	6	11%	13%	2%	*	*	*	*

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

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