

Cypress-Fairbanks Independent School District

Bane Elementary School

2025-2026

Accountability Rating: B

Distinction Designation
Academic Achievement in Science



Mission Statement

At Bane, we are committed to providing purposeful, high quality instruction to ensure our students achieve social and academic success.

Vision

100% of the students at Bane will be successful.

Student Achievement

Student Achievement Summary

For the year 24-25 bane was able to move from a "F" rating to a "B" in TEA state accountability system.

Student Achievement Strengths

In 24-25, Bane made growth in all areas. Our ELAR scores were at double digits in 3rd and 5th. 4th grade remained the same at 68%, yet most of the students made growth from the previous year. In 5th grade science we improved 23%, making the most growth of any campus in the district.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our student performance in AMIRA and MAP and MClass in K-5 did not meet growth goals.

Root Cause: Instructional Focus Root Cause #1: Student burnout, teachers not trained on how to utilize the reports to drive instruction, students not being held accountable for completing the program

Problem Statement 2: Instructional Focus Problem #2: Our student performance in Math is below state, district, and cluster averages.

Root Cause: Instructional Focus Root Cause #2: The implementation of the lesson planning, (disconnect), lack of preparation, and modeling during planning.

Problem Statement 3: Instructional Focus Problem #3: Our student performance in Science is below state, district, and cluster averages.

Root Cause: Instructional Focus Root Cause #3: More hands on lessons are needed for our students. having the teacher demo, does not help our student retain what is being taught. Vocabulary is not included in the lessons plans, it is just a discussion.

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:

School Culture and Climate

School Culture and Climate Summary

The following is reported as areas of needed growth according to the Employee Perception Survey:

Opportunities for me to think for myself-54%

The work I am asked to do directly related to my job responsibilities- 75%

Opportunities are available to provide input-59%

School Culture and Climate Strengths

The following is reported as positives according to the Employee Perception Survey:

Staff appreciation is built into the school culture- 85%

Information related to my job is accessible- 84%

Various forms of feedback are given: 83%

Opportunities are given to discuss my concerns- 83%

Collaboration is encouraged-83%

Quality work is expected of me- 91%

Quality of work is expected from the students-83%

Decisions are data driven 84%

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff seem to lack the ability to add input regarding school wide decisions.

Root Cause: Lack of clear communication by campus administration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our location makes it difficult to find staff willing to drive from the Cypress area. When looking for candidates, I will look for zip codes close to Bane. Since location is an issue, I currently have 9 long term subs, who are working on completing their activities for their alternative teaching program. Special education is an area in which finding applicants is difficult.

The teachers years of experience is as follows in The TAPR 23-24

0-5= 40%

6-10= 18%

11+= 42%

Staff Quality, Recruitment, and Retention Strengths

It has been a difficult year hiring staff, yet the staff I have found have been doing a wonderful job. I hired a few staff off the transfer list and they are helping to transform Bane. I think hiring for Bane is going to become easier as our accountability ratings continue to improve. We will become the premier destination for staff wanting to come to Bane.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: It is very difficult to staff Bane.

Root Cause: 1. Our location is a problem when looking to staff. 2. Our low accountability rating in past years was keeping staff from wanting to apply for positions at Bane.

Family and Community Engagement

Family and Community Engagement Summary

As we reviewed the parent survey, it appears parents want more hands on workshops from Bane. They are requesting the following: Parent workshops, Lunch and Learns, and requesting a parent involvement liaison. One of the comments was why no Kinder graduation. I always respond with I want our kids to graduate high school and look forward to the graduation. Moving on from Kinder to first grade is a passage on, not a graduation.

Family and Community Engagement Strengths

This past year we provided a couple of opportunities for parents to come up to for the following: Father/Daughter dance, Sneaker Ball, mom and son dance, Multicultural night, book fair, open house.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents are not actively involved with school.

Root Cause: 1. Language barrier 2. Bane does not provide enough parent opportunities 3. Parent mindset about schools 4. Lack of advertisement on social media

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, and Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Focus: To conduct purposeful content planning at all grade levels.</p> <p>Strategy: We will conduct data digs on all content using the STAAR accountability system, with a focus on 90, 60, and 30.</p> <p>Strategy's Expected Result/Impact: All students will improve by 20-30% on assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant principals Instructional Specialists Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: To improve students' reading level</p> <p>Strategy: Teachers are going to provide guided small group reading lessons each week.</p> <p>Strategy's Expected Result/Impact: Students will be reading at grade level and beyond</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: Focus on building students' academic vocabulary and increasing science proficiency in Science</p> <p>Strategy: Science: Utilize collaborative planning opportunities to increase teacher capacity and to plan for hands-on learning experiences that will allow students to think critically. Teachers will focus on building students' academic vocabulary and increasing science proficiency. Instructional teams will design instructional plans that include highly rigorous and relevant learning opportunities with a focus on hands-on learning and vocabulary development.</p> <p>Strategy's Expected Result/Impact: Students will improve on all science assessments. by 20-30%</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 5 Details	Reviews			
<p>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:</p> <p>Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 No Progress			

Strategy 6 Details	Reviews			
<p>Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: -Salaries 1 testing coordinator, 1 Para, 2 content interventionists: Provide supplemental academic support</p> <p>-Substitute Pay: Pay for substitutes when teachers are absent or at a professional development</p> <p>-Instructional Supply: Supplement instructional supplies to assist with learning</p> <p>-Extra Duty Pay: Pay teachers for extra duty work such as tutoring or professional development</p> <p>-Parent Involvement- After school presentations for parents, Mother/Son Dance, Father/Daughter Dance with presentation about attendance and STAAR. Emergent Bilingual night. Sharing information regarding the importance of Attendance, TELPAS, tutoring and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
<p>Strategy 7: Improving Student Engagement: Teachers will include guided reading lessons on the actual reading levels of students.</p> <p>Strategy's Expected Result/Impact: The impact will be that more students will be leaving their current grade level reading on level. Improving the reading scores will improve grades in all contents.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 8 Details	Reviews			
<p>Strategy 8: Improving Student Engagement: This upcoming year we will be focusing on good first instruction, through purposeful planning and follow through.</p> <p>Strategy's Expected Result/Impact: By creating a strong foundation with first instruction, Bane will have students entering the next grade level working on grade level. Lesson plans will be geared to close the gaps of student who are lacking the skills necessary to be successful.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.</p> <p>Strategy's Expected Result/Impact: Increased math proficiency</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Safety: Campus Crisis Intervention and Safety Committee will meet once a month to review drills conducted to evaluate effectiveness and make adjustments for improvement. The committee will also address general concerns and recommendations to enhance the safety of our campus.</p> <p>Strategy's Expected Result/Impact: On-going safety analysis and support will enhance the overall safety of our campus.</p> <p>Staff Responsible for Monitoring: Campus Crisis Intervention and Safety Committee, EOP Representative and Committee Chair, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: EOP representative and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Registrar</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed at teaching rules, procedures, and expectations that create a positive school climate. We will provide opportunities for staff to learn to identify signs of violence before it occurs. Staff will be able to identify triggers or signs that could result in violent situations. Staff will continue to participate in restorative discipline professional learning opportunities provided by CFISD student services.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS committee will continue to monitor student discipline reports and provide guidance to the classroom teachers. A campus-wide behavior continuum will be used by all teachers and staff.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: PBIS Committee, Assistant Principals, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 30%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: Implement, communicate and promote attendance incentive program. Communicate staff attendance expectations and its impact to student learning.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: High-Quality Professional Development: Rigor and Relevance Framework by the Center for Model Schools, Virtual Coaching by Sibme, Quantum Learning, and Restorative Discipline, ESL and other instructional strategies that support the needs of Bilingual Emergent students and content specific professional learning opportunities provided by the CFISD Curriculum and Instruction Department.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will learn new high yield instructional strategies that will enhance their practice and promote higher levels of student academic performance.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (IS, APs, Principal)</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 10%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: We will create site for Bane on Twitter and Facebook. Strategy's Expected Result/Impact: Creating the pages will assist us in sharing the great things that are happening here at Bane with parents and the community. We hope to get 80% of parents to join. Staff Responsible for Monitoring: Principal Assistant Principals Campus secretary</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: We will send out QR sign ups for our social media sites. Strategy's Expected Result/Impact: The outcome would be to increase student engagement, promote school events and achievements, build a positive school culture online and encourage collaboration between school and home. Staff Responsible for Monitoring: Principal Assistant Principals Campus Secretary</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: Offer more opportunities for parents to volunteer on campus. Strategy's Expected Result/Impact: Parents will trust the staff at Bane and we will have more parents willing to volunteer their time. Staff Responsible for Monitoring: Principal VIPS rep CPOC parent reps</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: Keep open lines of communication by making sure there is always a translator when needed.</p> <p>Strategy's Expected Result/Impact: Parents will trust the staff at Bane and we will have more parents willing to volunteer their time.</p> <p>Staff Responsible for Monitoring: Principal VIPS rep CPOC parent reps</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

CPOC

Committee Role	Name	Position
Principal	Yvette Garcia	Principal (there is only one principal)
Teacher #1	Kathryn Wyckoff	Life Skills Teacher
Teacher #2	Judith Vega	Pre-K
Teacher #3	Samantha Yzaguirre	Kindergarten
Teacher #4	Staci Hatcher	1st grade
Teacher #5	Tonquesha Wilborn	2nd grade
Teacher #6	Janice Breeze	3rd grade
Teacher #7	Brianna Nobles	4th grade
Teacher #8	Stefani Bolt	5th grade
Other School Leader (Nonteaching Professional) #1	Jennifer Thompson	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Naheed Mujtaba	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Shelita Balderas	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Pamula Handsborough	Behavior Specialist
Paraprofessional #1	Crystal Briones	Paraprofessional
Paraprofessional #2	Itza Paramo	Paraprofessional
Administrator (LEA) #1	Lee Carrier	District Art Director
Administrator (LEA) #2	Cynthia Scalarone	District Math Coach
Parent #1	Cynthia Chavez	Parent #1
Parent #2	Lillian Quintanilla	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Andy Correa	Business Owner
Business Representative #2	Business Representative #2	Business Representative #2
No Charter Schools in LEA	No Charter Schools in LEA No Charter Schools in LEA	No Charter Schools in LEA
No Tribal Associations in LEA	No Tribal Associations in LEA No Tribal Associations in LEA	No Tribal Associations in LEA

Addendums

Campus

Bane

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	33%	36%	39%	42%	45%
Masters Grade Level	13%	16%	19%	22%	25%

2025-26	Target Check
90%	Met District Strategic Target
60%	Met District Strategic Target
30%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	43%	45%			
African Am.	46%	48%			
Two or More	50%	52%			
Eco. Dis.	43%	45%			
EB	21%	23%			
SPED	11%	13%			
Highly Mobile	50%	52%			
High Focus	42%	44%			

2025-26	Target Check
60%	Met Reading Board Outcome Target
63%	Met Reading Board Outcome Target
50%	Did not meet Reading Target
60%	Met Reading Board Outcome Target
102%	Met Reading Board Outcome Target
44%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	32%	34%			
African Am.	28%	30%			
Two or More	50%	52%			
Eco. Dis.	31%	33%			
EB	10%	12%			
SPED	8%	10%			
Highly Mobile	0%	2%			
High Focus	31%	33%			

2025-26	Target Check
60%	Met Math Board Outcome Target
58%	Met Math Board Outcome Target
100%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
57%	Met Math Board Outcome Target
63%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
60%	Met Math Board Outcome 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	2026 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
					#	%	#	%	%	#	%	%	#	%
Reading	3	Bane	ES9	All	111	70%	100	90%	43%	67	60%	14%	33	30%
Reading	3	Bane	ES9	Hispanic	89	71%	80	90%	43%	53	60%	16%	27	30%
Reading	3	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Reading	3	Bane	ES9	African Am.	19	73%	17	89%	46%	12	63%	*	6	32%
Reading	3	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Bane	ES9	White	1	*	1	100%	*	1	100%	*	0	0%
Reading	3	Bane	ES9	Two or More	2	*	2	100%	*	1	50%	*	0	0%
Reading	3	Bane	ES9	Eco. Dis.	91	70%	82	90%	43%	55	60%	13%	27	30%
Reading	3	Bane	ES9	EB	56	46%	50	89%	21%	57	102%	*	17	30%
Reading	3	Bane	ES9	At-Risk	63	61%	57	90%	34%	58	92%	9%	19	30%
Reading	3	Bane	ES9	SPED	16	30%	14	88%	*	7	44%	*	5	31%
Reading	3	Bane	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Bane	ES9	High Focus	101	69%	91	90%	42%	61	60%	13%	30	30%
Reading	4	Bane	ES9	All	145	67%	131	90%	43%	87	60%	11%	44	30%
Reading	4	Bane	ES9	Hispanic	110	67%	99	90%	45%	66	60%	10%	33	30%
Reading	4	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Reading	4	Bane	ES9	African Am.	25	65%	23	92%	35%	15	60%	*	8	32%
Reading	4	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Bane	ES9	White	5	*	5	100%	*	3	60%	*	2	40%
Reading	4	Bane	ES9	Two or More	5	*	4	80%	*	3	60%	*	1	20%
Reading	4	Bane	ES9	Eco. Dis.	123	66%	111	90%	45%	74	60%	11%	37	30%
Reading	4	Bane	ES9	EB	87	58%	78	90%	34%	52	60%	8%	26	30%
Reading	4	Bane	ES9	At-Risk	93	63%	84	90%	38%	56	60%	6%	28	30%
Reading	4	Bane	ES9	SPED	33	26%	30	91%	*	20	61%	*	10	30%
Reading	5	Bane	ES9	All	148	72%	133	90%	50%	89	60%	20%	44	30%
Reading	5	Bane	ES9	Hispanic	118	77%	106	90%	56%	71	60%	22%	35	30%
Reading	5	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Reading	5	Bane	ES9	African Am.	23	41%	21	91%	*	14	61%	*	7	30%
Reading	5	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Bane	ES9	White	3	*	3	100%	*	2	67%	*	1	33%
Reading	5	Bane	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Reading	5	Bane	ES9	Eco. Dis.	114	73%	103	90%	51%	68	60%	20%	34	30%
Reading	5	Bane	ES9	EB	83	72%	75	90%	45%	50	60%	10%	25	30%
Reading	5	Bane	ES9	At-Risk	119	68%	107	90%	46%	71	60%	17%	36	30%
Reading	5	Bane	ES9	SPED	41	30%	37	90%	*	25	61%	*	10	24%
Math	3	Bane	ES9	All	111	63%	100	90%	32%	67	60%	7%	33	30%
Math	3	Bane	ES9	Hispanic	89	63%	80	90%	31%	53	60%	9%	27	30%
Math	3	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Math	3	Bane	ES9	African Am.	19	64%	17	89%	28%	11	58%	*	6	32%
Math	3	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Bane	ES9	White	1	*	1	100%	*	1	100%	*	0	0%
Math	3	Bane	ES9	Two or More	2	*	2	100%	*	2	100%	*	0	0%
Math	3	Bane	ES9	Eco. Dis.	91	63%	82	90%	31%	55	60%	6%	27	30%
Math	3	Bane	ES9	EB	56	50%	50	89%	10%	32	57%	*	17	30%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated	2025	2026	2026	2025	2026	2026 Meets	2025	2026	2026 Masters
					Student Count	Approches	Approches	Approches	Meets	Meets	Meets	Masters	Masters	Masters
					2026	or Above	or Above	Target	or Above	or Above	Target	Grade Level	Grade Level	Target
#	%	#	%	%	#	%	%	%	#	%				
Math	3	Bane	ES9	At-Risk	63	59%	57	90%	25%	38	60%	6%	19	30%
Math	3	Bane	ES9	SPED	16	27%	14	88%	*	10	63%	*	5	31%
Math	3	Bane	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Bane	ES9	High Focus	101	62%	91	90%	31%	61	60%	6%	30	30%
Math	4	Bane	ES9	All	145	48%	131	90%	26%	87	60%	11%	44	30%
Math	4	Bane	ES9	Hispanic	110	50%	99	90%	25%	66	60%	9%	33	30%
Math	4	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Math	4	Bane	ES9	African Am.	25	35%	23	92%	*	15	60%	*	9	36%
Math	4	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Bane	ES9	White	5	*	5	100%	*	3	60%	*	2	40%
Math	4	Bane	ES9	Two or More	5	*	4	80%	*	3	60%	*	2	40%
Math	4	Bane	ES9	Eco. Dis.	123	47%	111	90%	23%	74	60%	11%	37	30%
Math	4	Bane	ES9	EB	87	45%	78	90%	17%	52	60%	*	26	30%
Math	4	Bane	ES9	At-Risk	93	45%	84	90%	20%	56	60%	7%	28	30%
Math	4	Bane	ES9	SPED	33	*	28	85%	*	14	42%	*	5	15%
Math	5	Bane	ES9	All	148	56%	133	90%	34%	89	60%	14%	44	30%
Math	5	Bane	ES9	Hispanic	118	62%	106	90%	36%	71	60%	15%	35	30%
Math	5	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Math	5	Bane	ES9	African Am.	23	*	21	91%	*	14	61%	*	7	30%
Math	5	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Bane	ES9	White	3	*	3	100%	*	2	67%	*	1	33%
Math	5	Bane	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Math	5	Bane	ES9	Eco. Dis.	114	58%	103	90%	34%	68	60%	13%	34	30%
Math	5	Bane	ES9	EB	83	52%	75	90%	23%	50	60%	*	34	41%
Math	5	Bane	ES9	At-Risk	119	52%	107	90%	29%	71	60%	10%	36	30%
Math	5	Bane	ES9	SPED	41	19%	37	90%	*	25	61%	*	12	29%
Science	5	Bane	ES9	All	148	60%	133	90%	28%	89	60%	13%	44	30%
Science	5	Bane	ES9	Hispanic	118	63%	106	90%	32%	71	60%	15%	35	30%
Science	5	Bane	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Bane	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Science	5	Bane	ES9	African Am.	23	29%	21	91%	*	14	61%	*	7	30%
Science	5	Bane	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Bane	ES9	White	3	*	3	100%	*	2	67%	*	1	33%
Science	5	Bane	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Science	5	Bane	ES9	Eco. Dis.	114	61%	103	90%	28%	68	60%	13%	34	30%
Science	5	Bane	ES9	EB	83	53%	75	90%	20%	50	60%	*	25	30%
Science	5	Bane	ES9	At-Risk	119	58%	107	90%	23%	71	60%	8%	36	30%
Science	5	Bane	ES9	SPED	41	27%	37	90%	*	25	61%	*	13	32%

2025-2026 Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools
 - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - Communicate and share conclusions using digital tools

Elementary Physical Education/Health (K–5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K–5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking, which means prompting curiosity and asking questions to develop ideas.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.