Cypress-Fairbanks Independent School District

Andre' Elementary School

2025-2026

Mission Statement

The mission of the Andre' Leopards is to achieve excellence and success. We believe in collaboration, compassion, and opportunity.

Vision

Andre' will invest in every student, everyday, **empowering** them to **achieve** at high levels through relevant **learning** experiences that inspire students' **dreams.**

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Andre' is a campus in Cypress, TX. Andre' is projected to serve 919 students in grades PK-5 during the 2025-26 school year, which is a decrease from the previous year of 1031.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Andre'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 1, 2025, and again on September 22, 2025 CPOC. The meetings were held in the library. We plan to meet again on November 18, 2025, February 24, 2026, and May 12, 2026 to review and revise the CNA as needed.

At the first meeting on May 1, 2025:
The meeting began with a welcome and an ice breaker, where staff shared good things happening in their personal and professional lives. Following that, projections for the 2025–2026 school year were reviewed, including student projections, staffing allocations, and the continued growth of the Marvida area, which has also contributed to an increase in learning gaps. Open vacancies and the campus map were also discussed. School-wide data was reviewed, particularly discipline data through PBIS by grade level, teacher, and student. The Title I budget was also examined, with current data supporting the continued need for a behavior coach, one counselor, and a testing coordinator. Staff agreed that PBIS remains useful for data tracking and rewarding students, while teachers expressed the need for more high-quality professional development, including consultants. Hands-on experiences for students, such as the Ready to Grow Garden, were also emphasized.

The end-of-year CIP was reviewed, including yearlong campus goals and the summative evaluation, which noted persistent learning gaps associated with the growing student population in the area. A needs assessment for 2025–2026 highlighted key priorities: strengthening foundational skills in math and reading, providing small group instruction, developing academic vocabulary, and offering more hands-on learning experiences. A draft of the 2025–2026 CIP was shared, and long-range planning was conducted. Teachers and staff provided plus/delta feedback across multiple areas—including math, reading, science, the master schedule, parent engagement

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

Data Reviewed

- **Student Projections**

  - 2025–2026 enrollment projections

  - Staffing allocations

  - Continued growth in Marvida community

  - Increase in learning gaps

  - Open vacancies and campus map

- **School-Wide Data**

  - Discipline data through PBIS

    - By grade level

    - By teacher

    - By student

- **Title I Budget**

  - Funding needs for continued behavior coach

  - Staffing: one counselor, testing coordinator

  - Professional development for teachers (consultants, high-quality training)

  - PBIS effectiveness for tracking data and rewarding students

  - Hands-on student learning (e.g., Ready to Grow Garden)

- **EOY CIP (End-of-Year Campus Improvement Plan)**

  - Review of yearlong campus goals

  - Summative evaluation of progress

  - Identification of large learning gaps with increased student population

At the second meeting on September 23 2025 CPOC, the CPOC:

he meeting opened with a welcome, followed by staff sharing personal and professional good things and celebrations. Projections for the 2025–2026 school year were then reviewed,

including student enrollment, staffing allocations, and an anticipated decrease in enrollment. Staffing updates noted open vacancies, particularly in the LIFE Skills program. Budget proposals were discussed next. The Title I budget proposal included funds for a behavior specialist, testing coordinator, temporary workers, tutoring payments, instructional supplies, and consultants such as Ready to Grow Gardens and PBIS Rewards.

The team reviewed school-wide data, beginning with STAAR results from the 2024–2025 school year to identify areas of strength and growth. PBIS data was also examined, including discipline trends by grade level, teacher, and student, along with an end-of-year summary highlighting areas for behavioral growth. Current data supports the continued need for a behavior specialist, one counselor, and a testing coordinator. Staff emphasized that PBIS remains a valuable tool for data tracking and rewarding students, and they reiterated the need for high-quality professional development, access to consultants, and more hands-on learning opportunities such as the Ready to Grow Garden.

The meeting concluded with a review of the end-of-year CIP. Persistent learning gaps were identified, and a needs assessment for 2025–2026 emphasized the importance of strengthening foundational skills in math and reading, providing effective small group instruction, building academic vocabulary, and expanding hands-on experiences. A draft of the upcoming CIP was shared, and long-range planning included plus/delta feedback from staff on areas such as math, reading, science, the master schedule, parent engagement, and discipline. No additional questions or concerns were raised at this time.

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 achievemen**t is : Mathematics achievement at Andre' Elementary is well below expectations, with only 54% of students performing at Approaches Grade Level, 34% at Meets, and 12% at Masters, reflecting significant gaps in student proficiency.. Through the root cause analysis process, we identified teachers are not consistently providing rigorous, differentiated math instruction with a strong emphasis on academic vocabulary and problem-solving strategies, which limits students' ability to move beyond Approaches to Meets and Masters.

Our second identified priority problem in the area of **student achievement** is student outcomes in science remain below expectations, with only 54-63% of students meeting standards; African American and at-risk students perform significantly lower than their peers Through the root cause analysis process, we identified Staff sometimes rely heavily on textbook or worksheet-based instruction rather than hands-on labs, real-world applications, and cross-curricular writing in science, which limits student engagement and conceptual understanding.

Our third identified priority problem is in the area of Student attendance at Andre' Elementary is currently **93.9%**, which is below the district goal of 95%. Through the root cause analysis process, we identified Teachers and staff need additional support in using attendance data as an intervention trigger, ensuring timely outreach and accountability..

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. (Campus-level targets to help the district meet this goal are attached.)

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			
Strategy 1: Instructional Focus: Strengthen Tier 1 and Tier 2 math instruction in grades 3-5 by addressing foundational skills and academic vocabulary through targeted small-group interventions.				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy: Implement targeted small-group math interventions in grades 3-5 to address foundational skill gaps and build academic vocabulary. Instructional Specialists and interventionists will provide coaching, modeling, and structured support to teachers for planning and delivering rigorous Tier 1 and Tier 2 instruction. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** APs, Principal, IS, Interventionist				Some Progress			

Strategy 2 Details				Reviews			
Strategy 2: Instructional Focus: Implement systematic small-group reading instruction in grades K-5 with an emphasis on phonics, fluency, and comprehension, especially for African American, Asian, and Special Education students who showed lower performance				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy: Teachers will deliver targeted small-group instruction focused on phonics, fluency, vocabulary, and comprehension. **Strategy's Expected Result/Impact:** Students will develop stronger decoding, fluency, and comprehension skills, resulting in increased percentages at Approaches, Meets, and Masters on DPMs and STAAR. **Staff Responsible for Monitoring:** APs, Principal, IS, Interventionist				Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: Andre' Elementary will strengthen science instruction by implementing hands-on labs, interactive experiments, and real-world applications	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**

Strategy: Teachers will provide regular hands-on labs and interactive experiments aligned with TEKS. Real-world applications will be emphasized through the Ready to Grow Garden, STEM challenges, and Science Resource Center demos.
 	
    Strategy's Expected Result/Impact: Students will build stronger conceptual understanding and apply science vocabulary in meaningful ways, resulting in higher performance
    Staff Responsible for Monitoring: APs, Principal, IS, Interventionist
	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 5 Details	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: Dierker's Champs, Ocean club, running club, Leopard Ambassadors, Student Council, Principal Leadership Committee, Choir, Book Club, field trips etc.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. **Staff Responsible for Monitoring:** Principal	Moderate Progress			

Strategy 6 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1.Salaries- Behavior Specialist and Testing Coordinator 2. Professional Development- The leadership team, teaching staff, and para-professional will attend professional development both locally and out of state to develop stronger understanding of how to strengthen the behavioral and instructional practice throughout the building an in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. 3. Substitute pay- When a teacher is long-range planning, Title I funds will cover the cost of the substitutes. 4. PBIS Supplies- Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. 5. Extended Day pay- Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP. 6. Parent Involvement- We will increase parent involvement throughout the year with events like Open House, Curriculum Night, Stem Night, STAAR night etc. Staff members will communicate through various methods information regarding these events and other opportunities to support our goal of increase parent involvement. 7. PBIS Rewards Subscription- We will increase student incentives and track student discipline as specified in the CIP. 8. Supplies-Classroom supplies such as wireless keyboards for promethean boards, sticky note chart paper for anchor charts etc. to support instructional goals as specified in the CIP. 9: Consultants-Such as ready to grow gardens to provide hands on learning experiences to students 10: Field Trips-Admissions and buses to provide real-world experiences to student beyond the classroom as specified in the CIP. 11. Extra Duty Pay-Staff members will be paid for having 5 or more students in tutorials after school/ and or Saturday camp that supports our instructional goals as specified in the CIP. **Staff Responsible for Monitoring:** Principal	Moderate Progress			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Expand Extracurricular & Enrichment Opportunities	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Offer a wider range of after-school and lunchtime clubs such as STEM, math club, book club, art, and service-based groups to increase student participation beyond the classroom. **Strategy's Expected Result/Impact:** Students will have increased opportunities to explore their interests, build skills, and connect with peers beyond the classroom. This will lead to higher student engagement, stronger sense of belonging, improved attendance, and positive effects on academic performance. **Staff Responsible for Monitoring:** Principal, APS, Counselor, Teachers, Behavior Specialist,	Moderate Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: Increase Student Voice & Leadership Opportunities	**Formative**			**Summative**
Create leadership groups such as Student Council, Principal's Leadership Team, and Peer Mentors to give students ownership in campus decision-making. **Strategy's Expected Result/Impact:** Students will feel empowered to contribute to school culture and decision-making. This will increase student ownership of learning, build leadership skills, improve campus climate, and foster a stronger connection between students and the school community. **Staff Responsible for Monitoring:** Principal, APS, Counselor, Teachers, Behavior Specialist,	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　❌ Discontinue

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: Provide structured, differentiated small-group instruction focused on foundational skills (phonics, fluency, comprehension in reading; number sense, problem solving, and vocabulary in math). **Strategy's Expected Result/Impact:** By implementing targeted interventions, more students each year will meet their RIT score or show observed growth on the MAP or MClass composite score, with notable improvements among at-risk and special population subgroups. **Staff Responsible for Monitoring:** APs, Principal, IS,	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			
No Progress	Accomplished		Continue/Modify	Discontinue

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			
Strategy 1: Use AMIRA data regularly to monitor student progress in phonemic awareness, fluency, and comprehension to implement daily small-group guided reading focused on skills identified by AMIRA.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will demonstrate measurable gains in phonemic awareness, fluency, and comprehension **Staff Responsible for Monitoring:** Principal, APS, Teachers, IS, Interventionist	Some Progress			
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

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			

Strategy 1: Teachers will implement daily small-group guided reading focused on skills identified by AMIRA and adjust instruction based on student performance reports.
   Strategy's Expected Result/Impact: Increased reading proficiency
   Staff Responsible for Monitoring: Principal, APS, Teachers, IS, Interventionist
	Formative			Summative

	Nov	Feb	May	June
	Some Progress			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

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			
Strategy 1: Use MAP assessment data to guide instruction by identifying specific student skill gaps in reading and math. Teachers will implement targeted small-group interventions **Strategy's Expected Result/Impact:** The percentage of students meeting their RIT score or showing observed growth on MAP will increase, with focused improvement for at-risk, emergent bilingual, and special education students. **Staff Responsible for Monitoring:** Principal, APS, Teachers, IS, Interventionist	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			
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

Strategy 1 Details			Reviews			
Strategy 1: Campus Safety: All Andre' staff will work on developing strong relationships with each other and our community through the implementation of PBIS, project safety, BOTB, restorative circles and Sanford Harmony lessons daily during community time.			**Formative**			**Summative**
			Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased positive relationships between students and staff **Staff Responsible for Monitoring:** Principal			Moderate Progress			
Strategy 2 Details			Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.			**Formative**			**Summative**
			Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal			Moderate Progress			

⭕ 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

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

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. Disciplinry action shall draw on the professional judgement of teachers and administrators and on a range of behavior management techniques, inlcuuding restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed at teaching rules, procedures, and expectations that create a positive school climate.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**

We are implementing a full-time behavior specialist on campus this year.
- The behavior specialist will be responsible for doing daily check-ins with those students who are having consistent problems in the classroom.
- The behavior specialist will be the Lead in our PBIS Leadership Team, organizing and presenting to staff once a month.
- The behavior specialist will work with teachers on establishing different classroom management procedures to help those students who need some assistance.
 	
We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students.
Counselors will have a counselor's corner in the morning to do check-ins with students and provide support to students in need/crisis.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers
	Some Progress			

Strategy 2 Details	Reviews			

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 campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS, Character Education, Well-Managed Schools, and Project Safety. Use of Restorative Coach.
 	
We have our PBIS Matrix in place to meet the needs of our current population.
- Leadership
-Effort
-Accountability
-Disciplined
 	
We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Assistant Principals, Restorative Coach, Teachers and PBIS Leadership Team
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 3 Details	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			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 4 Details	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			**Summative**

	Nov	**Feb**	**May**	**June**
	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 5%

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details			Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Administrative Team			**Nov**	**Feb**	**May**	**June**
			Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 85% 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	Reviews			
Strategy 1: High-Quality Professional Development:	**Formative**			**Summative**
- Staff will receive professional development from educational entities such as the ASCD, Region IV, International Center for Leadership in Education, N2 Learning, etc.	**Nov**	**Feb**	**May**	**June**
- Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal-setting process with their appraiser. - Campus-based opportunities for professional learning. - Teachers will have opportunities to observe colleagues and teachers from other campuses. - The Administrative Team will conduct classroom walks to provide coaching. **Strategy's Expected Result/Impact:** Additional certifications obtained and specific professional growth areas addressed. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers	Some Progress			
	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 10%.

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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Improve Communication: Use social media platforms to share timely updates on upcoming events, important reminders, and campus initiatives to keep families consistently informed.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: arents and community members will be more informed about campus events and initiatives, leading to increased attendance at school activities, stronger home-school connections, and higher overall parent engagement. **Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Celebrate Success: Establish regular "Student Spotlight" and "Teacher Highlights" posts to showcase achievements, recognize efforts, and strengthen the school-to-home connection.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Showcasing student and staff achievements will build campus pride, strengthen positive relationships with families, and increase parent interaction with school social media platforms. **Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor, teachers	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Strengthen Communication & Accessibility Use multiple communication platforms (Remind, SchoolMessenger, social media, flyers) to ensure parents receive timely, clear, and translated information.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Parents will receive timely, clear, and accessible information, resulting in improved attendance at school events, stronger two-way communication, and greater trust between families and the school. Increased use of translation and bilingual supports will ensure equitable access for all families, including emergent bilingual households. **Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor, teachers	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: Host family-centered events such as Family Literacy Night, Math & Science Night, Multicultural Fair, and Family Game Night.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Offering family-centered events and reducing barriers (e.g., providing childcare) will lead to higher parent participation, stronger home-school connections, and increased community involvement. Parents will feel more welcomed, valued, and empowered to support their child's learning. **Staff Responsible for Monitoring:** Principal, APs, instructional specialist, testing coordinator, counselor, teachers	Some Progress			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Carmen Lozano	Principal (there is only one principal)
Teacher #1	Madyson Buhl	PK
Teacher #2	Rayva Minor	Kindergarten
Teacher #3	Micola Ashberry	1st Grade
Teacher #4	Brandy Mace	2nd Grade
Teacher #5	Jessica Riley	3rd Grade
Teacher #6	Victora Pinnock	4th Grade
Teacher #7	Quanesha Hollins	5th Grade
Teacher #8	Katelyn Fennel	Special Education
Other School Leader (Nonteaching Professional) #1	Leah Trahan	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #2	10 10	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching professional) #3	11 11	Other School Leader (Nonteaching professional) #3
Other School Leader (Nonteaching Professional) #4	12 12	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Jessica Blevins	Paraprofessional #1
Paraprofessional #2	14 14	Paraprofessional #2
Administrator (LEA) #1	Allison Woodcock	Administrator (LEA) #1
Administrator (LEA) #2	Mallory Laplant	Administrator (LEA) #2
Parent #1	17 17	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus   Andre'

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	42%	45%	48%	51%	54%
Masters Grade Level	19%	22%	25%	28%	31%

2025-26	Target Check
80%	Met District Strategic Target
50%	Met District Strategic Target
23%	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	44%	46%			
African Am.	31%	33%			
Two or More	44%	46%			
Eco. Dis.	38%	40%			
EB	39%	41%			
SPED	15%	17%			
Highly Mobile	0%	2%			
High Focus	39%	41%			

2025-26	Target Check
50%	Met Reading Board Outcome Target
41%	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target
49%	Met Reading Board Outcome Target
42%	Met Reading Board Outcome Target
17%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
42%	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	34%	36%			
African Am.	20%	22%			
Two or More	56%	58%			
Eco. Dis.	23%	25%			
EB	37%	39%			
SPED	7%	9%			
Highly Mobile	0%	2%			
High Focus	27%	29%			

2025-26	Target Check
50%	Met Math Board Outcome Target
53%	Met Math Board Outcome Target
64%	Met Math Board Outcome Target
27%	Met Math Board Outcome Target
42%	Met Math Board Outcome Target
13%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
29%	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 2026	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	Andre'	ES4	All	145	70%	116	80%	44%	73	50%	22%	37	26%
Reading	3	Andre'	ES4	Hispanic	49	70%	38	78%	45%	27	55%	23%	16	33%
Reading	3	Andre'	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Andre'	ES4	Asian	12	67%	10	83%	60%	7	58%	33%	4	33%
Reading	3	Andre'	ES4	African Am.	66	64%	51	77%	31%	27	41%	16%	10	15%
Reading	3	Andre'	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Andre'	ES4	White	7	100%	7	100%	88%	6	86%	*	4	57%
Reading	3	Andre'	ES4	Two or More	11	89%	10	91%	*	6	55%	*	3	27%
Reading	3	Andre'	ES4	Eco. Dis.	103	62%	75	73%	38%	50	49%	17%	20	19%
Reading	3	Andre'	ES4	EB	31	66%	23	74%	39%	13	42%	*	7	23%
Reading	3	Andre'	ES4	At-Risk	35	55%	20	57%	32%	12	34%	13%	5	14%
Reading	3	Andre'	ES4	SPED	23	33%	15	65%	*	4	17%	*	2	9%
Reading	3	Andre'	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Andre'	ES4	High Focus	116	64%	75	65%	39%	49	42%	17%	21	18%
Reading	4	Andre'	ES4	All	148	71%	116	78%	47%	74	50%	18%	34	23%
Reading	4	Andre'	ES4	Hispanic	68	77%	60	88%	52%	34	50%	16%	10	15%
Reading	4	Andre'	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Andre'	ES4	Asian	15	100%	15	100%	100%	15	100%	*	10	67%
Reading	4	Andre'	ES4	African Am.	51	51%	27	53%	26%	14	27%	13%	7	14%
Reading	4	Andre'	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Andre'	ES4	White	9	100%	9	100%	78%	7	78%	*	4	44%
Reading	4	Andre'	ES4	Two or More	5	100%	5	100%	*	4	80%	*	3	60%
Reading	4	Andre'	ES4	Eco. Dis.	100	66%	67	67%	41%	42	42%	16%	17	17%
Reading	4	Andre'	ES4	EB	53	73%	39	74%	52%	28	53%	15%	8	15%
Reading	4	Andre'	ES4	At-Risk	60	65%	40	67%	39%	24	40%	12%	8	13%
Reading	4	Andre'	ES4	SPED	37	52%	20	54%	*	10	27%	*	2	5%
Reading	5	Andre'	ES4	All	134	79%	107	80%	61%	67	50%	36%	48	36%
Reading	5	Andre'	ES4	Hispanic	58	75%	43	74%	63%	26	45%	41%	19	33%
Reading	5	Andre'	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Andre'	ES4	Asian	12	100%	12	100%	90%	8	67%	*	6	50%
Reading	5	Andre'	ES4	African Am.	51	83%	43	84%	60%	26	51%	34%	18	35%
Reading	5	Andre'	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Andre'	ES4	White	9	67%	6	67%	50%	5	56%	42%	4	44%
Reading	5	Andre'	ES4	Two or More	4	80%	3	75%	*	2	50%	*	1	25%
Reading	5	Andre'	ES4	Eco. Dis.	97	77%	76	78%	58%	57	59%	30%	30	31%
Reading	5	Andre'	ES4	EB	43	69%	30	70%	53%	23	53%	31%	14	33%
Reading	5	Andre'	ES4	At-Risk	86	72%	63	73%	49%	43	50%	20%	18	21%
Reading	5	Andre'	ES4	SPED	27	43%	12	44%	24%	7	26%	*	2	7%
Math	3	Andre'	ES4	All	145	54%	116	80%	34%	73	50%	22%	32	22%
Math	3	Andre'	ES4	Hispanic	49	58%	33	67%	35%	20	41%	23%	12	24%
Math	3	Andre'	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Andre'	ES4	Asian	12	60%	12	100%	40%	6	50%	33%	4	33%
Math	3	Andre'	ES4	African Am.	66	37%	55	83%	20%	35	53%	16%	12	18%
Math	3	Andre'	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Andre'	ES4	White	7	100%	7	100%	75%	5	71%	*	2	29%
Math	3	Andre'	ES4	Two or More	11	78%	9	82%	56%	7	64%	*	2	18%
Math	3	Andre'	ES4	Eco. Dis.	103	45%	67	65%	23%	28	27%	17%	19	18%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	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 %
Math	3	Andre'	ES4	EB	31	66%	22	71%	37%	13	42%	*	6	19%
Math	3	Andre'	ES4	At-Risk	35	48%	17	49%	26%	9	26%	13%	5	14%
Math	3	Andre'	ES4	SPED	23	30%	8	35%	*	3	13%	*	1	4%
Math	3	Andre'	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Andre'	ES4	High Focus	116	49%	58	50%	27%	34	29%	6%	11	9%
Math	4	Andre'	ES4	All	148	38%	119	80%	20%	74	50%	18%	30	20%
Math	4	Andre'	ES4	Hispanic	68	42%	49	72%	21%	28	41%	16%	11	16%
Math	4	Andre'	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Andre'	ES4	Asian	15	70%	11	73%	50%	9	60%	*	6	40%
Math	4	Andre'	ES4	African Am.	51	28%	45	88%	11%	26	51%	13%	7	14%
Math	4	Andre'	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Andre'	ES4	White	9	*	9	100%	*	7	78%	*	4	44%
Math	4	Andre'	ES4	Two or More	5	*	5	100%	*	4	80%	*	2	40%
Math	4	Andre'	ES4	Eco. Dis.	100	34%	35	35%	17%	18	18%	16%	17	17%
Math	4	Andre'	ES4	EB	53	36%	20	38%	21%	12	23%	15%	8	15%
Math	4	Andre'	ES4	At-Risk	60	26%	16	27%	14%	9	15%	12%	8	13%
Math	4	Andre'	ES4	SPED	37	18%	7	19%	*	3	8%	*	1	3%
Math	5	Andre'	ES4	All	134	63%	108	81%	40%	67	50%	36%	30	22%
Math	5	Andre'	ES4	Hispanic	58	63%	43	74%	39%	23	40%	41%	11	19%
Math	5	Andre'	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Andre'	ES4	Asian	12	90%	11	92%	70%	9	75%	*	7	58%
Math	5	Andre'	ES4	African Am.	51	62%	43	84%	40%	28	55%	34%	8	16%
Math	5	Andre'	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Andre'	ES4	White	9	67%	7	78%	*	4	44%	42%	3	33%
Math	5	Andre'	ES4	Two or More	4	*	4	100%	*	3	75%	*	1	25%
Math	5	Andre'	ES4	Eco. Dis.	97	59%	58	60%	36%	36	37%	30%	30	31%
Math	5	Andre'	ES4	EB	43	56%	25	58%	38%	17	40%	31%	14	33%
Math	5	Andre'	ES4	At-Risk	86	52%	46	53%	25%	22	26%	20%	18	21%
Math	5	Andre'	ES4	SPED	27	29%	8	30%	*	2	7%	*	1	4%
Science	5	Andre'	ES4	All	134	60%	107	80%	21%	67	50%	8%	20	15%
Science	5	Andre'	ES4	Hispanic	58	63%	43	74%	21%	23	40%	11%	5	9%
Science	5	Andre'	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Andre'	ES4	Asian	12	80%	10	83%	*	8	67%	*	6	50%
Science	5	Andre'	ES4	African Am.	51	55%	43	84%	24%	27	53%	*	5	10%
Science	5	Andre'	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Andre'	ES4	White	9	75%	7	78%	*	6	67%	*	2	22%
Science	5	Andre'	ES4	Two or More	4	*	4	100%	*	3	75%	*	2	50%
Science	5	Andre'	ES4	Eco. Dis.	97	57%	56	58%	18%	18	19%	5%	8	8%
Science	5	Andre'	ES4	EB	43	50%	22	51%	*	16	37%	*	9	21%
Science	5	Andre'	ES4	At-Risk	86	51%	45	52%	10%	9	10%	*	5	6%
Science	5	Andre'	ES4	SPED	27	24%	7	26%	*	2	7%	*	1	4%

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.