

Cypress-Fairbanks Independent School District

Pope Elementary School

2025-2026

Mission Statement

Our mission at Pope Elementary is to provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator
- Competent Problem-solver
 - Self-directed Learner
 - Responsible Citizen
 - Quality Producer

Vision

As a community of learners, we believe in inspiring a passion for learning within each individual. This will empower us to achieve our fullest potential as productive and compassionate citizens.

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: Strengthening first-time instruction in reading, math and science through specific targeted interventions and targeted planning with general ed and special ed teachers.</p> <p>Strategy: We will strengthen student achievement by vertically aligning lesson planning between General Education and Special Education teachers, and strategically structuring the curriculum to meet the specific needs of students.</p> <p>Strategy's Expected Result/Impact: The number of students scoring meets and masters on DPM assessments will increase by 3%.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Strengthening first-time instruction in reading, math and science through specific targeted interventions and targeted planning.</p> <p>Strategy: Teachers will implement targeted small group instruction during closing the gap time and we will utilize interventionists to strategically work with students that are underperforming or need additional supports in specific content areas.</p> <p>Strategy's Expected Result/Impact: The number of students scoring meets and masters on DPM assessments will increase by 3%.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: We will strengthen science instruction by implementing hands-on labs, interactive experiments, and real-world applications</p> <p>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 and Science Resource Center demos.</p> <p>Strategy's Expected Result/Impact: The number of students scoring meets and masters on DPM assessments will increase by 3%.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
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, PE teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 5 Details	Reviews			
<p>Strategy 5: Improving Student Engagement: We will increase the number of student activities offered after hours by encouraging and rewarding staff members that agree to sponsor these after school groups.</p> <p>Strategy's Expected Result/Impact: Students will have the opportunities to participate in Choir, Instrumental Group, Pom Squad, Sunshine Committee, and Student Council.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers, Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 6 Details	Reviews			
<p>Strategy 6: Improving Student Engagement: Students will participate in Kid Zones once a month to provide opportunities for students to participate in activities such as: chess, crafting, calligraphy, yoga.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Counselors, Teachers</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 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: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialist	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 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, Assistant Principals, and Instructional Specialist</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<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, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<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, Assistant Principals, and Instructional Specialists</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 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: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, 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: Principal, Assistant Principals</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>Students with 2 or less absences each 9 weeks will be rewarded with incentives to redeem from their teachers.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Some 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
	 Some 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 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 to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, social skills lessons, lessons from the Counseling team, and PBIS matrices to reduce discipline referrals to promote a safe learning environment. We will partner with Cypress Ranch High School to include the PALS program which will provide high school student mentors for some of our at-risk students.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
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. All staff members will effectively teach and reward students according to our PBIS matrix and PRIDE using PBIS Rewards.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Some 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
	 Some Progress			

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
	 <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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at 95% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: Pope admin team will celebrate staff with 2 or less absences each 9 weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will be at 95% or higher.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: High-Quality Professional Development: Targeted professional development will be offered at the district level through CFPGS. Learning opportunities throughout the year are provided by the Instructional Specialists during planning time.</p> <p>Strategy's Expected Result/Impact: Teachers will add multiple strategies to their robust toolkits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p>	Formative			Summative
	Nov	Feb	May	June
	 Some 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 5%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: Pope Elementary will generate at least 2 posts per month on our school Facebook account celebrating student learning.</p> <p>Strategy's Expected Result/Impact: Media posts will increase community awareness</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: Pope Elementary will generate at least 2 posts per month on our school Facebook account celebrating staff and school achievements.</p> <p>Strategy's Expected Result/Impact: Media posts will increase community awareness</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: We will hold events at Pope Elementary at different times of the day to allow for working parents to attend.</p> <p>Strategy's Expected Result/Impact: time adjustments will increase community involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: Each grade level will send out weekly newsletters to parents that include the curriculum that is being taught along with special events coming up.</p> <p>Strategy's Expected Result/Impact: Newsletters will increase community awareness</p> <p>Staff Responsible for Monitoring: Principal, classroom teachers</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	Katie Herrera	Principal
Teacher #1	Katie Boyd	PreK
Teacher #2	Katy Wolford	Kindergarten
Teacher #3	Lindsay Poff	1st grade
Teacher #4	Ngoc Tran	2nd grade
Teacher #5	Colleen Salinas Cynthia Reyes	3rd grade
Teacher #6	Raegan Spell	4th grade
Teacher #7	Dana Guterrez	5th grade
Teacher #8	Kelli Schlosser	PE
Other School Leader (Nonteaching Professional #1	Amy Aguilar	Instructional Specialist
Other School Leader (Nonteaching Professional #2	Ashleigh Sharpe	Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Misty White	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Shenna Aucoin	Assistant Principal
Administrator (LEA) #1	Devin Patel	District Curriculum Coach
Parent #1	Lisa Milazzo	Parent #1
Parent #2	Marisol Medina	Parent #2
Community Member #1	Celine Hernandez	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Karla Nino	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2

Addendums

Campus

Pope

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	96%	98%	100%	100%	100%
Meets or Above	83%	86%	89%	90%	90%
Masters Grade Level	53%	56%	59%	60%	60%

2025-26	Target Check
98%	Met District Strategic Target
86%	Met District Strategic Target
61%	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	83%	85%			
African Am.	64%	66%			
Two or More	86%	88%			
Eco. Dis.	54%	56%			
EB	67%	69%			
SPED	55%	57%			
Highly Mobile	100%	100%			
High Focus	68%	70%			

2025-26	Target Check
86%	Met Reading Board Outcome Target
67%	Met Reading Board Outcome Target
89%	Met Reading Board Outcome Target
57%	Met Reading Board Outcome Target
70%	Met Reading Board Outcome Target
57%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
70%	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	83%	85%			
African Am.	64%	66%			
Two or More	86%	88%			
Eco. Dis.	54%	56%			
EB	73%	75%			
SPED	58%	60%			
Highly Mobile	0%	2%			
High Focus	72%	74%			

2025-26	Target Check
86%	Met Math Board Outcome Target
67%	Met Math Board Outcome Target
89%	Met Math Board Outcome Target
57%	Met Math Board Outcome Target
75%	Met Math Board Outcome Target
62%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
75%	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
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Reading	3	Pope	ES1	All	180	97%	178	99%	83%	154	86%	56%	102	57%
Reading	3	Pope	ES1	Hispanic	36	95%	35	97%	73%	27	75%	46%	18	50%
Reading	3	Pope	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Pope	ES1	Asian	32	100%	32	100%	92%	30	94%	74%	25	78%
Reading	3	Pope	ES1	African Am.	15	91%	14	93%	64%	10	67%	*	4	27%
Reading	3	Pope	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Pope	ES1	White	79	98%	79	100%	86%	71	90%	58%	48	61%
Reading	3	Pope	ES1	Two or More	18	100%	18	100%	86%	16	89%	*	7	39%
Reading	3	Pope	ES1	Eco. Dis.	21	96%	20	95%	54%	12	57%	33%	8	38%
Reading	3	Pope	ES1	EB	40	93%	38	95%	67%	28	70%	*	9	23%
Reading	3	Pope	ES1	At-Risk	44	91%	41	93%	66%	31	70%	34%	16	36%
Reading	3	Pope	ES1	SPED	42	89%	39	93%	55%	24	57%	21%	11	26%
Reading	3	Pope	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Pope	ES1	High Focus	88	93%	84	95%	68%	62	70%	35%	32	36%
Reading	4	Pope	ES1	All	186	96%	183	98%	85%	163	88%	66%	124	67%
Reading	4	Pope	ES1	Hispanic	47	100%	47	100%	94%	45	96%	74%	35	74%
Reading	4	Pope	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Pope	ES1	Asian	43	93%	43	100%	93%	40	93%	72%	31	72%
Reading	4	Pope	ES1	African Am.	10	92%	9	90%	67%	7	70%	58%	5	50%
Reading	4	Pope	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Pope	ES1	White	79	97%	78	99%	82%	66	84%	61%	49	62%
Reading	4	Pope	ES1	Two or More	7	88%	6	86%	75%	5	71%	63%	4	57%
Reading	4	Pope	ES1	Eco. Dis.	26	90%	24	92%	65%	18	69%	50%	13	50%
Reading	4	Pope	ES1	EB	30	82%	26	87%	73%	22	73%	*	17	57%
Reading	4	Pope	ES1	At-Risk	39	87%	36	92%	54%	22	56%	36%	15	38%
Reading	4	Pope	ES1	SPED	39	84%	34	87%	50%	20	51%	26%	11	28%
Reading	5	Pope	ES1	All	173	90%	167	97%	84%	150	87%	57%	100	58%
Reading	5	Pope	ES1	Hispanic	39	91%	37	95%	85%	35	90%	52%	22	56%
Reading	5	Pope	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Pope	ES1	Asian	30	90%	29	97%	90%	29	97%	73%	23	77%
Reading	5	Pope	ES1	African Am.	13	86%	12	92%	71%	10	77%	*	6	46%
Reading	5	Pope	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Pope	ES1	White	81	92%	80	99%	83%	70	86%	54%	45	56%
Reading	5	Pope	ES1	Two or More	10	*	9	90%	*	6	60%	*	4	40%
Reading	5	Pope	ES1	Eco. Dis.	23	60%	15	65%	47%	11	48%	*	8	35%
Reading	5	Pope	ES1	EB	22	67%	15	68%	56%	13	59%	*	9	41%
Reading	5	Pope	ES1	At-Risk	43	66%	30	70%	50%	22	51%	22%	10	23%
Reading	5	Pope	ES1	SPED	40	56%	24	60%	37%	17	43%	19%	9	23%
Math	3	Pope	ES1	All	180	94%	176	98%	83%	154	86%	57%	105	58%
Math	3	Pope	ES1	Hispanic	36	85%	35	97%	73%	27	75%	44%	17	47%
Math	3	Pope	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Pope	ES1	Asian	32	100%	32	100%	92%	30	94%	78%	26	81%
Math	3	Pope	ES1	African Am.	15	82%	14	93%	64%	10	67%	*	6	40%
Math	3	Pope	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Pope	ES1	White	79	98%	78	99%	85%	71	90%	59%	49	62%
Math	3	Pope	ES1	Two or More	18	86%	17	94%	86%	16	89%	*	7	39%
Math	3	Pope	ES1	Eco. Dis.	21	79%	17	81%	54%	12	57%	38%	9	43%

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
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Math	3	Pope	ES1	EB	40	87%	37	93%	73%	30	75%	*	15	38%
Math	3	Pope	ES1	At-Risk	44	84%	38	86%	68%	31	70%	41%	19	43%
Math	3	Pope	ES1	SPED	42	82%	36	86%	58%	26	62%	29%	14	33%
Math	3	Pope	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Pope	ES1	High Focus	88	88%	80	91%	72%	66	75%	46%	42	48%
Math	4	Pope	ES1	All	186	95%	182	98%	87%	165	89%	68%	128	69%
Math	4	Pope	ES1	Hispanic	47	97%	46	98%	88%	42	89%	64%	30	64%
Math	4	Pope	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Pope	ES1	Asian	43	94%	42	98%	90%	39	91%	84%	36	84%
Math	4	Pope	ES1	African Am.	10	80%	9	90%	70%	7	70%	*	3	30%
Math	4	Pope	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Pope	ES1	White	79	97%	79	100%	87%	71	90%	67%	54	68%
Math	4	Pope	ES1	Two or More	7	88%	6	86%	88%	6	86%	75%	5	71%
Math	4	Pope	ES1	Eco. Dis.	26	75%	20	77%	70%	19	73%	40%	11	42%
Math	4	Pope	ES1	EB	30	82%	26	87%	82%	25	83%	64%	20	67%
Math	4	Pope	ES1	At-Risk	39	82%	33	85%	64%	26	67%	36%	15	38%
Math	4	Pope	ES1	SPED	39	82%	33	85%	61%	25	64%	37%	15	38%
Math	5	Pope	ES1	All	173	96%	171	99%	87%	156	90%	66%	116	67%
Math	5	Pope	ES1	Hispanic	39	97%	39	100%	88%	35	90%	62%	25	64%
Math	5	Pope	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Pope	ES1	Asian	30	100%	30	100%	93%	29	97%	77%	23	77%
Math	5	Pope	ES1	African Am.	13	88%	12	92%	75%	10	77%	75%	10	77%
Math	5	Pope	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Pope	ES1	White	81	97%	80	99%	88%	76	94%	63%	53	65%
Math	5	Pope	ES1	Two or More	10	*	10	100%	*	6	60%	*	5	50%
Math	5	Pope	ES1	Eco. Dis.	23	67%	16	70%	53%	13	57%	33%	8	35%
Math	5	Pope	ES1	EB	22	89%	20	91%	78%	17	77%	*	8	36%
Math	5	Pope	ES1	At-Risk	43	81%	36	84%	53%	24	56%	28%	13	30%
Math	5	Pope	ES1	SPED	40	78%	32	80%	59%	24	60%	30%	13	33%
Science	5	Pope	ES1	All	173	93%	169	98%	75%	135	78%	52%	91	53%
Science	5	Pope	ES1	Hispanic	39	97%	38	97%	79%	32	82%	52%	21	54%
Science	5	Pope	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Pope	ES1	Asian	30	97%	30	100%	83%	25	83%	60%	19	63%
Science	5	Pope	ES1	African Am.	13	86%	12	92%	71%	10	77%	*	7	54%
Science	5	Pope	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Pope	ES1	White	81	92%	80	99%	72%	60	74%	49%	40	49%
Science	5	Pope	ES1	Two or More	10	*	9	90%	*	8	80%	*	4	40%
Science	5	Pope	ES1	Eco. Dis.	23	67%	16	70%	40%	10	43%	*	9	39%
Science	5	Pope	ES1	EB	22	89%	20	91%	56%	13	59%	*	10	45%
Science	5	Pope	ES1	At-Risk	43	75%	33	77%	34%	15	35%	16%	9	21%
Science	5	Pope	ES1	SPED	40	70%	29	73%	37%	15	38%	22%	10	25%

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.