Cypress-Fairbanks Independent School District

Lee Elementary School

2025-2026

Mission Statement

The staff at Lee Elementary believes that all students can learn regardless of level of ability, environment or ethnicity. We strive to collaborate with staff, students, families and community members to provide a safe and nurturing environment, set high academic and behavioral standards, respect diversity, and promote life-long learning. It is the goal of this campus to shape the educational foundation of every student to ensure that Lee Labs will be effective communicators, competent problem solvers, responsible citizens, and quality producers.

Vision

LABS - Learn. Achieve. Believe. Succeed.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Lee Elementary is a campus in Houston, Texas. Lee is projected to serve 735 students in grades Pk-5 during the 2025-26 school year, which is a decrease from the previous year of 775.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Lee's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team, Campus Performance Objectives Council [CPOC], met on May 12, 2025 and again on September 29, 2025. The meetings were held in the library. We plan to meet again on November 17, 2025, February 23, 2026, and May 11, 2026 to review and revise the CNA as needed.

At the first meeting on May 19, 2025 :

A year end review was presented in the following areas with a summary from the year - enrollment, state testing, Title 1 spending, PEAM events, intervention, district testing data, professional development, PBIS, workroom, staff absences, clinic report, library information, special education/504/dyslexia data. Using local assessment data and copies of the CIP, the committee completed a review of all goals and strategies to determine whether the campus had exceeded, met, or made significant, some, or no progress toward its goals. The committee discussed and completed the 2025-26 Title I Preliminary Planning Budget to include class size reduction teachers in 4th and 5th grades, temporary workers for math and reading intervention, extra duty pay for afternoon tutorials, professional development that will be offered by the campus, PFE translations, materials, and childcare transportation for tutorials and field trips, and instructional supplies for students and staff.

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

i. Goal 1: Met Goal

ii. Goal 4: Significant Progress Made

1. K-2 monitoring notebooks need to be done with fidelity and

accountability

iii. Goal 5: Significant Progress Made

1. 1st-3rd monitoring notebooks need to be done with fidelity and

accountability

iv. Goal 6: Met Goal

v. Goal 7: Significant Progress Made

1. K-2 teachers will prioritize small group, problem solving process,

manipulatives, and monitoring notebooks in math

vi. Guardrail 1: Significant Progress Made

1. Perf. Obj 2 - attendance committee will be a priority next year

vii. Guardrail 2: Met Goal

viii. Guardrail 3: Met Goal

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievemen**t is African American students performed lower than all other sub groups in math in 3rd-5th grade. Through the root cause analysis process, we identified that there is a need for teachers in grades 3-5 to implement consistent, pre-planned, differentiated small-group math instruction based on individual TEKS that target specific learning gaps.

Our second identified priority problem in the area of student achievement is all 5th grade student subgroups failed to meet campus and district performance targets in reading, scoring below both district and cluster. Through the root cause analysis process, we identified that students hat there is a need for teachers in grade 5 to implement consistent, pre-planned, differentiated small-group reading instruction based on individual TEKS that target specific learning gaps.

Our third identified priority problem is in the area of student achievement is campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. Through the root cause analysis process, we identified that the campus Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: after school tutoring and class size reduction.

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			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Instructional Focus: Build teacher capacity to analyze and act on student data in order to strengthen Tier 1 instruction and implement targeted small group interventions. Strategy: Conduct regular, structured data digs that conclude with clear, measurable goals for individual students and groups. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Instructional Focus: Build teacher capacity to analyze and act on student data in order to strengthen instruction and implement targeted small group interventions. Strategy: Use WeClimb data in coaching conversations and team meetings to identify trends, share best practices, and plan targeted professional development. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness. **Staff Responsible for Monitoring:** Principal, Nurse, Counselors, Physical Education Teachers	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: 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: Honor Choir, Debate Club, GT Showcase, Student Council, Field Trips **Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Instructional Specialists, Teachers	 Accomplished			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 5: 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. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. 1. Substitutes for the following: extended planning, professional development, support for assessments, additional support for student events. 2. Extra Duty Pay: Staff members will provide extra duty time through after school tutorials, professional development, vertical plannings, and data analysis meetings to best drive instruction and increase student growth. 3. Temporary workers for additional support to increase student academic success and growth. 4. Instructional supplies such as paper, anchor charts, folders, binders, journals, markers, sticky notes, printer ink, etc. for staff and students to utilize for strategies and practices that increase student academic success. 5. Professional development registration, books and/or webinars to increase staff knowledge of curriculum content, student behavior, working with at-risk students, children of poverty, enrichment for a gifted student, working with special needs students, coaching and planning with SIBME, etc. 6. Consumable materials needed to support math, science, and literacy activities for all students to participate in hands-on learning to increase student achievement. 7. Books, stickers, pens/pencils, and other items to serve as reinforcers for students to increase learning, increase behavior and increase academic success. 8. Class Size Reduction teachers and additional paraprofessional positions to assist in the larger populated classrooms. 9. Snacks provided to students during tutorials and assessments. 10. Technology and resources for classroom instruction to be utilized by teachers and students. 11. Funds for bus transportation for tutorials after school. 12. Funds for bus transportation for field trips to increase real-world experiences that are specifically tied to grade level content TEKS. 13. Funds to provide books for the library. 14. Funds to provide enrichment for students through subject area consultants, as well as author visits to promote literacy. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Title 1 Coordinator	 Considerable			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 6: Improving Student Engagement: Encourage students to participate in campus wide events after school by offering incentives such as recognition during school assemblies and morning announcements, special events, or rewards points redeemable for privileges or items. **Strategy's Expected Result/Impact:** Student Engagement will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors	 Accomplished			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 7: Improving Student Engagement: Offer clubs that appeal to diverse student interests. **Strategy's Expected Result/Impact:** Student Engagement will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Instructional Specialists	 Considerable			

 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			
	Formative			Summative
	Nov	Feb	May	June
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, Instructional Specialists	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Teachers will maintain a monitoring notebook to document student progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Provide professional development to support teachers in utilizing data to identify students performing below grade level and provide focused, evidence-based interventions during Tier 2 and Tier 3 instruction. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	 Moderate 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			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Students will use AMIRA a minimum of 30 minutes a week . **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: 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 Specialists	Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Train teachers to understand how to interpret AMIRA data and use it to guide instruction. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists	Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Teachers will maintain a monitoring notebook to document student progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists	 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			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Students will use AMIRA a minimum of 30 minutes a week . **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: 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 Specialists	 Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Train teachers to understand how to interpret AMIRA data and use it to guide instruction. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Teachers will maintain a monitoring notebook to document student progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists	 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			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Teachers will plan high quality instruction that strengthens students' understanding of math TEKS using rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Train teachers on interpreting MAP reports, using data to guide instruction, and implementing research-based interventions effectively. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principals, assistant Principals, Instructional Specialists	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Use team data meetings to plan differentiated lessons, share effective strategies, and ensure alignment with MAP skill targets. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principals, assistant Principals, Instructional Specialists	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Provide Tier 2 and Tier 3 support for students not meeting growth expectations, using evidence-based programs and resources. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principals, assistant Principals, Instructional Specialists, Teachers	 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 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			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Campus Safety: The campus will implement the district policies for safety, as well as implement PBIS Rewards, Capturing Kids Hearts, HUGS buddies, Bringing Out the Best, Everyday Speech, guidance lessons, counselor groups, and student mentoring program. **Strategy's Expected Result/Impact:** Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Front Desk Personnel	Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
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. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, EOP Representative	Considerable			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 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			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate by forming an attendance committee, contacting parents of students who are absent for more than 2 consecutive days, communicating attendance percentages through campus newsletters, and providing incentives each nine weeks for students whose attendance is 95% or higher. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Committee, Registrar	Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Committee	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. 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			
	Formative			Summative
	Nov	Feb	May	June
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. The campus will continue to implement a variety of strategies and programs to create a safe learning environment for all students including, but not limited to PBIS, Capturing Kids Hearts, Bringing Out the Best, Counseling Lessons, HUGS Buddies, Quantum Learning, Everyday Speech, and specific behavior coaching. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Counselors	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
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 for all students including, but not limited to PBIS Rewards, HUGS Buddies, Bringing Out the Best, Capturing Kids Hearts, Counseling Lessons, Quantum Learning, Everyday Speech and specific behavior coaching. Students, staff and community will be aware of the Cy-Fair Tip line and understand how to use it. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Coach, Instructional Specialists, Counselors, Teachers, PBIS Team	 Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
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	 Considerable			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Teachers will participate in professional development that deepens their understanding of how to work with students with difficult behaviors and classroom management techniques. **Strategy's Expected Result/Impact:** Improved classroom management Less office referrals Better understanding of restorative discipline **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Behavior Specialist	 Considerable			

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every marking period with various types of acknowledgement. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Principal Secretary	 Considerable			

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: High-Quality Professional Development: The campus will provide a variety of professional development opportunities that are targeted and specific to the needs of the staff through PLCs. These include, but are not limited to: Curriculum Websites (ie. Schoology, Google Drive, Performance Matters), Technology Training (ie. lightspeed, student devices, promethean panels), MAP Growth, Math Manipulative Use, Behavior Intervention Strategies, Small Group, Book Studies, and others as the need is identified. **Strategy's Expected Result/Impact:** The expectation is that all staff will have opportunities to strengthen their individual skill set and reduce individual areas of professional weakness. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, 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 5%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Improving Social Media Presence: Post weekly highlights from classrooms across grade levels (student learning, collaboration, and innovation) to showcase everyday teaching and learning--not just special events. **Strategy's Expected Result/Impact:** Social Media Presence will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Improving Social Media Presence: Encourage staff and families to post on social media about the campus by sharing campus posts. **Strategy's Expected Result/Impact:** Social Media Presence will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors and Staff	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Improving Parent and Community Engagement: Host STAAR-focused information nights for parents of students in grades 3-5 to provide strategies for supporting test preparation at home, including vocabulary development, reading comprehension, and math problem-solving skills. **Strategy's Expected Result/Impact:** Parent and Community Engagement will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialist	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Improving Parent and Community Engagement: Provide Spanish interpreters (and/or translators for other languages as needed) at all parent events, including curriculum nights, STAAR nights, and school-wide meetings. **Strategy's Expected Result/Impact:** Parent and Community Engagement will improve. **Staff Responsible for Monitoring:** Principals, assistant Principals, Instructional Specialists	 Some Progress			

 No Progress Accomplished Continue/Modify Discontinue

CPOC

Committee Role	Name	Position
Principal	Lauree Johnson	Principal (there is only one principal)
Teacher #1	Nancy Leal	PK Teacher
Teacher #2	Gerardo Almaguer	Kinder Teacher
Teacher #3	Martha Baldwin	1st Grade Teacher
Teacher #4	Beatriz Gonzalez	2nd Grade Teacher
Teacher #5	Guadalupe Moreno	3rd Grade Teacher
Teacher #6	Victoria Diaz	4th Grade Teacher
Teacher #7	James Smith	5th Grade Teacher
Teacher #8	Sarah Shannon	SPED Teacher
Non Teaching Professional	Emilie Manner	Assistant Principal
Non Teaching Professional	David Braun	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Geraldine Tohill	Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Kimberley Jahn	Instructional Specialist
Paraprofessional #1	Amy McSwain	Campus Secretary
Paraprofessional #2	Blanca Sepulveda	Admin Asst
Administrator (LEA) #1	Amber Kindle	District Coach
Administrator (LEA) #2	Kendall McKinney	District Coach
Parent #1	Bruce Lujan	Parent #1
Parent #2	Stephanie Garcia	Parent #2
Community Member #1	Phillip Benavides	Community Member #1
Community Member #2	Lori Hawkins	Community Member #2
Business Representative #1	Alex Solar	Business Representative #1
Business Representative #2	Ross Weidner	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 **Lee**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	78%	80%	82%	84%	86%
Meets or Above	50%	53%	56%	59%	62%
Masters Grade Level	24%	27%	30%	33%	36%

2025-26	**Target Check**
81%	Met District Strategic Target
53%	Met District Strategic Target
27%	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	49%	51%			
African Am.	42%	44%			
Hispanic	38%	40%			
Eco. Dis.	41%	43%			
EB	31%	33%			
SPED	36%	38%			
Highly Mobile	0%	2%			
High Focus	44%	46%			

2025-26	**Target Check**
51%	Met Reading Board Outcome Target
45%	Met Reading Board Outcome Target
41%	Met Reading Board Outcome Target
43%	Met Reading Board Outcome Target
34%	Met Reading Board Outcome Target
38%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
46%	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	44%	46%			
African Am.	45%	47%			
Hispanic	36%	38%			
Eco. Dis.	38%	40%			
EB	31%	33%			
SPED	18%	20%			
Highly Mobile	0%	2%			
High Focus	40%	42%			

2025-26	**Target Check**
56%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
44%	Met Math Board Outcome Target
41%	Met Math Board Outcome Target
34%	Met Math Board Outcome Target
31%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
43%	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	Lee	ES5	All	117	79%	95	81%	49%	60	51%	26%	33	28%
Reading	3	Lee	ES5	Hispanic	73	75%	56	77%	38%	30	41%	17%	17	23%
Reading	3	Lee	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Lee	ES5	Asian	11	100%	11	100%	100%	11	100%	71%	8	73%
Reading	3	Lee	ES5	African Am.	20	67%	15	75%	42%	9	45%	*	5	25%
Reading	3	Lee	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Lee	ES5	White	10	100%	10	100%	89%	9	90%	*	2	20%
Reading	3	Lee	ES5	Two or More	3	*	3	100%	*	1	33%	*	1	33%
Reading	3	Lee	ES5	Eco. Dis.	81	77%	68	84%	41%	35	43%	18%	17	21%
Reading	3	Lee	ES5	EB	59	69%	42	71%	31%	20	34%	*	8	14%
Reading	3	Lee	ES5	At-Risk	61	73%	45	74%	38%	25	41%	18%	12	20%
Reading	3	Lee	ES5	SPED	26	68%	19	73%	36%	10	38%	*	0	0%
Reading	3	Lee	ES5	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Lee	ES5	High Focus	104	77%	82	79%	44%	48	46%	21%	24	23%
Reading	4	Lee	ES5	All	103	85%	95	92%	69%	82	80%	28%	35	34%
Reading	4	Lee	ES5	Hispanic	70	83%	63	90%	63%	53	76%	18%	19	27%
Reading	4	Lee	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Lee	ES5	Asian	7	100%	7	100%	91%	7	100%	55%	5	71%
Reading	4	Lee	ES5	African Am.	13	76%	12	92%	59%	9	69%	35%	7	54%
Reading	4	Lee	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Lee	ES5	White	10	100%	10	100%	100%	10	100%	*	3	3%
Reading	4	Lee	ES5	Two or More	3	*	3	100%	*	3	100%	*	1	33%
Reading	4	Lee	ES5	Eco. Dis.	74	83%	63	85%	67%	51	69%	26%	22	30%
Reading	4	Lee	ES5	EB	53	79%	43	81%	58%	32	60%	*	5	9%
Reading	4	Lee	ES5	At-Risk	55	81%	46	84%	61%	35	64%	24%	15	27%
Reading	4	Lee	ES5	SPED	25	50%	13	52%	42%	11	44%	*	0	0%
Reading	5	Lee	ES5	All	109	65%	80	73%	48%	60	55%	24%	35	32%
Reading	5	Lee	ES5	Hispanic	71	65%	53	75%	43%	40	56%	18%	19	27%
Reading	5	Lee	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Lee	ES5	Asian	10	94%	10	100%	81%	9	90%	56%	9	90%
Reading	5	Lee	ES5	African Am.	18	31%	8	44%	*	3	17%	*	2	11%
Reading	5	Lee	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Lee	ES5	White	9	73%	8	89%	73%	7	78%	*	4	44%
Reading	5	Lee	ES5	Two or More	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Lee	ES5	Eco. Dis.	82	59%	51	62%	39%	35	43%	16%	15	18%
Reading	5	Lee	ES5	EB	55	51%	29	53%	23%	13	24%	*	3	5%
Reading	5	Lee	ES5	At-Risk	69	58%	42	61%	37%	28	41%	14%	11	16%
Reading	5	Lee	ES5	SPED	14	26%	4	29%	*	3	21%	*	0	0%
Math	3	Lee	ES5	All	117	77%	100	85%	44%	65	56%	17%	22	19%
Math	3	Lee	ES5	Hispanic	73	75%	60	82%	36%	32	44%	7%	9	12%
Math	3	Lee	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Lee	ES5	Asian	11	100%	11	100%	100%	11	100%	71%	9	82%
Math	3	Lee	ES5	African Am.	20	64%	16	80%	45%	12	60%	*	2	10%
Math	3	Lee	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Lee	ES5	White	10	78%	10	100%	56%	7	70%	*	1	10%
Math	3	Lee	ES5	Two or More	3	*	3	100%	*	3	100%	*	1	33%
Math	3	Lee	ES5	Eco. Dis.	81	74%	63	78%	38%	33	41%	13%	12	15%

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	Lee	ES5	EB	59	74%	45	76%	31%	20	34%	*	2	3%
Math	3	Lee	ES5	At-Risk	61	72%	45	74%	38%	22	36%	13%	10	16%
Math	3	Lee	ES5	SPED	26	55%	6	23%	*	8	31%	*	0	0%
Math	3	Lee	ES5	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Lee	ES5	High Focus	104	75%	80	77%	40%	45	43%	17%	21	20%
Math	4	Lee	ES5	All	103	81%	95	92%	50%	52	51%	27%	32	31%
Math	4	Lee	ES5	Hispanic	70	80%	62	89%	42%	30	43%	21%	21	30%
Math	4	Lee	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Lee	ES5	Asian	7	91%	7	100%	91%	7	100%	55%	6	86%
Math	4	Lee	ES5	African Am.	13	65%	13	100%	35%	5	38%	*	2	15%
Math	4	Lee	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Lee	ES5	White	10	100%	10	100%	89%	7	70%	*	2	20%
Math	4	Lee	ES5	Two or More	3	*	3	100%	*	3	100%	*	1	33%
Math	4	Lee	ES5	Eco. Dis.	74	81%	63	85%	47%	36	49%	25%	21	28%
Math	4	Lee	ES5	EB	53	76%	42	79%	45%	25	47%	21%	12	23%
Math	4	Lee	ES5	At-Risk	55	76%	43	78%	46%	26	47%	23%	14	25%
Math	4	Lee	ES5	SPED	25	58%	15	60%	*	3	12%	*	0	0%
Math	5	Lee	ES5	All	109	64%	78	72%	40%	50	46%	20%	28	26%
Math	5	Lee	ES5	Hispanic	71	61%	50	70%	34%	30	42%	13%	13	18%
Math	5	Lee	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Lee	ES5	Asian	10	100%	10	100%	81%	9	90%	63%	8	80%
Math	5	Lee	ES5	African Am.	18	38%	9	50%	*	5	28%	*	3	17%
Math	5	Lee	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Lee	ES5	White	9	82%	8	89%	55%	5	56%	*	3	33%
Math	5	Lee	ES5	Two or More	1	*	1	100%	*	1	`1	*	1	100%
Math	5	Lee	ES5	Eco. Dis.	82	54%	46	56%	30%	27	33%	13%	12	15%
Math	5	Lee	ES5	EB	55	56%	32	58%	28%	16	29%	*	3	5%
Math	5	Lee	ES5	At-Risk	69	54%	39	57%	30%	22	32%	16%	12	17%
Math	5	Lee	ES5	SPED	14	31%	5	36%	*	3	21%	*	0	0%
Science	5	Lee	ES5	All	109	59%	75	69%	28%	40	37%	15%	25	20%
Science	5	Lee	ES5	Hispanic	71	52%	44	62%	23%	21	30%	12%	11	15%
Science	5	Lee	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Lee	ES5	Asian	10	88%	9	90%	56%	6	60%	50%	7	70%
Science	5	Lee	ES5	African Am.	18	38%	12	67%	*	6	33%	*	3	17%
Science	5	Lee	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Lee	ES5	White	9	91%	9	100%	45%	6	67%	*	4	44%
Science	5	Lee	ES5	Two or More	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Lee	ES5	Eco. Dis.	82	51%	44	54%	22%	20	24%	10%	10	12%
Science	5	Lee	ES5	EB	55	33%	20	36%	*	5	9%	*	3	5%
Science	5	Lee	ES5	At-Risk	69	46%	33	48%	19%	35	51%	9%	8	12%
Science	5	Lee	ES5	SPED	14	24%	4	29%	*	3	21%	*	0	0%

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 (2^{nd}-5^{th})
        - 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-5^{th} grade and Interactive Math Notebooks in 2^{nd}-5^{th} 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.