

Cypress-Fairbanks Independent School District

Lieder Elementary School

2025-2026



Mission Statement

At Lieder we **LEAD!**

We are **L**oving
We are **E**ncouraging
We are **A**ccountable
We are **D**etermined

Vision

Lieder Leopards are Better Together!

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Lieder Elementary is a campus in Houston, TX. Lieder is projected to serve 736 students in grades EE - 5 during the 2025-26 school year, which is a decrease from the previous year of 759 enrolled in 2024-2025.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Lieder Elementary'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 15, 2025, and again on September 25, 2025. The meetings were held in the library. We plan to meet again on November 6, 2025, February 26, 2026, and May 29, 2026 to review and revise the CNA as needed.

At the first meeting on May 29, 2025 :

The CPOC reflected on our student achievement and growth data from the 2024-2025 school year. The committee noticed the data reflected a great amount of growth in the areas of reading, math, and science as shown on district and STAAR assessments. Grades K-2 had strong assessment and growth data based on mClass, MAP and District Progress Monitoring data. Based on our teacher observations through WeClimb data, teachers grew in their instructional and content capacity throughout the year. Based on our Measurable Results Assessment survey that includes feedback from staff, students, and parents, strengths included improvement in parent involvement, teacher collective efficacy, and leadership across the campus. The committee reviewed preliminary Title 1 Budget recommendations based on the discussion during our Data review and Needs Assessment.

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

- mClass Scores
- MAP Growth Scores
- Benchmark & Preliminary STAAR Assessment Data
- Title 1 Parent Survey
- PBIS Survey & TFI Assessment
- Measurable Results Assessment
- District Progress Monitoring Data

At the second meeting on September 29, 2025, the CPOC:

Mrs. McMichael opened the meeting with the purpose of CPOC. Mrs. McMichael and the instructional leadership team discussed the Comprehensive Needs Assessment. After a discussion of recent data points, staff worked together to highlight successes and challenges. Staff put their thoughts on Post-it notes on chart paper arranged around the library. Mrs. McMichael then shared Lieder's Parent & Family Engagement Policy.

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 achievement** is that our students are experiencing gaps in their foundational skills across grade levels and content areas. Through the root cause analysis process, we identified that there were gaps in instruction during Covid-19, and students are not completely mastering foundational skills despite the spiraling curriculum.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Focus: To close learning gaps in grades K-5.</p> <p>Strategy: We will administer vertical alignment assessments in grades K-5 at the beginning, middle, and end of the year to target gaps during intervention time. Data will be reviewed 3 times a year at our CPOC meetings, and interventions will be planned according to the data.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Leadership Team & Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: 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, Assistant Principal & P.E. Teacher</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:</p> <p>Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Specialist & Counselor</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: 1. Salaries - We will provide 2.5 class size reduction classes, one in third grade, one in 5th grade, .5 in 4th grade, and a testing coordinator to assist with meeting our student achievement goals in the areas of reading, writing, math and science.</p> <p>2. Substitute Pay - When the class size reduction teacher is absent, or a teacher is at a professional development training during a contract day, Title 1 funds will cover the cost of the substitute</p> <p>3. Staff Conference Registrations - We will pay for staff to continue to grow in their leadership and content capacity through professional development training and conferences.</p> <p>4. Consultants - We provide a consultant from Title 1 funds to continue our growth as a Leader in Me Lighthouse School.</p> <p>5. Supplies - Title 1 funds will supplement instructional supplies for direct classroom instruction such as paper, markers, anchor charts, and rolling desks to improve proximity in the classrooms, supporting our instructional goals as specified in the CIP.</p> <p>6. Field Trips - Title 1 funds will provide field trip admissions and bus fees for each of our students to experience learning that supports their grade level TEKS outside of their typical classroom instruction.</p> <p>7. Extra Duty Pay - We will give teachers & paraprofessionals and extra duty pay to support tutoring and parent & family engagement throughout the year in order to meet or exceed our CIP goals.</p> <p>8. Snacks - We will provide snacks for after school tutoring and parent and family engagement events.</p> <p>9. STEAM Instructional materials, such as, but not limited to a 3D printer.</p> <p>10. Parent & Family Engagement - We will increase our parent and family involvement throughout the year through events like Curriculum Night, Family Game Night, WatchDog Dads, VIPs volunteer opportunities, and extracurricular events such as baseball, football, run club, cheer and soccer. Staff members will communicate information regarding these events through our parent newsletter, Remind 101, social media and other communication efforts.</p> <p>Staff Responsible for Monitoring: Principal & Title 1/Testing Coordinator</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			

Strategy 5 Details	Reviews			
<p>Strategy 5: Improving Student Engagement: By the end of the 2025-2026 school year, we will provide extracurricular activities, such as cheer, running club, football, soccer, and our Student Lighthouse crew to engage students who typically do not actively participate in school activities by 5%.</p> <p>Strategy's Expected Result/Impact: Increase student engagement in after school activities by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Club Sponsors & Behavior Specialist</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 6 Details	Reviews			
<p>Strategy 6: Improving Student Engagement: By the end of the 2025-2026 school year, we will provide leadership opportunities for every student within the classroom and throughout the school to give them voice and choice in our school community, improving student attendance by 1%.</p> <p>Strategy's Expected Result/Impact: We will increase student attendance by 1%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Behavior Specialist & the Campus Attendance Committee</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 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: We will analyze mClass and MAP data after each assessment to create targeted small groups and instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Leadership Team & Teachers	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 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all 1-3 teachers implement the district's literacy framework and phonics program with fidelity through coaching, modeling, and collaborative planning that emphasize foundational reading skills and comprehension</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Leadership Team & Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All students who are not at mastery on their AMIRA ARM score, will spend 40-60 minutes on AMIRA each week. Data will be reviewed monthly, and instructional strategies will be adjusted accordingly for targeted small group instruction for these students.</p> <p>Strategy's Expected Result/Impact: 75% of all 4th & 5th grade students will be reading at grade level based on their AMIRA ARM score.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist & Teachers</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 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use Bloom in Math workbooks with fidelity in grades K-2, discussing it's implementation and effectiveness weekly in planning.</p> <p>Strategy's Expected Result/Impact: Increased math proficiency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Leadership Team & Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Safety: We will preteach and reteach drill expectations using daily morning meetings. Strategy's Expected Result/Impact: Students will be prepared for drill expectations. Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist & Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal & Assistant Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide a learning environment conducive to learning through research based flexible seating arrangements in common areas throughout the building. Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Principal & Librarian</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	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 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 system that celebrates our attendance weekly to celebrate incremental growth toward a 95% overall attendance rate through our schoolwide Wildly Important Goal by monitoring weekly monitoring & celebrating growth towards our goal.</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			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences), tardies and students chronically leaving early from school.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals & Attendance Committee</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 continue to proactively teach social skills, coping techniques, and self management strategies in the classroom and in small groups, as well as providing guidance lessons monthly with the counselors in each classroom.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers</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. We will explicitly teach social skill lessons through guidance with counselors, CORE essential lessons, daily social skill lessons, schoolwide Leader in Me implementation, our Action Learning Lab, use of flexible furniture and seating arrangements, and with PBIS strategies and celebrations.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Behavior Interventionist, Teachers, Paraprofessionals</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 increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: We have have a teacher appreciation event or celebration for all staff each marking period.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary</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 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 self-identified goals and administrative feedback.

Evaluation Data Sources: Classroom implementation of professional learning
 WeClimb classroom observations
 Sibme video reflections and reports
 Walk-throughs
 Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: High-Quality Professional Development: All staff will be trained by attending Conferences, Stephen Covey's 7 Habits, Four Disciplines of Execution and sustaining our Leader in Me Lighthouse school status.</p> <p>Strategy's Expected Result/Impact: Staff will implement Leader in Me by teaching the 7 Habits and celebrating wildly important goals with their students.</p> <p>Staff Responsible for Monitoring: Leader in Me Lighthouse Leadership Team</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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: By the end of the 2025-2026 school year, we will post at least one Reel a weekly on Instagram and Facebook to increase exposure for family and community engagement.</p> <p>Strategy's Expected Result/Impact: We will increase family and community engagement at evening events by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Counselor & Instructional Specialist</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: By the end of the 2025-2026 school year, will focus on capturing student faces and voices weekly in our social media posts, intentionally highlighting the areas of campus culture, student leadership, and academic success.</p> <p>Strategy's Expected Result/Impact: We will increase family and community engagement at evening events by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Instructional Specialist & Behavior Specialist</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: By the end of the 2025-2026 school year, we will provide monthly family engagement opportunities, such as but not limited to family game night, parent-led multicultural night, and elementary football night at Cy-Lakes, to provide multiple opportunities for families to engage in our school community.</p> <p>Strategy's Expected Result/Impact: We will increase family and community engagement at evening events by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Specialist, Counselor & Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: By the end of the 2025-2026 school year, we will engage with our community and business partners at every family event throughout the year to ensure strong engagement with the community.</p> <p>Strategy's Expected Result/Impact: We will increase our average daily attendance average by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Specialist, Counselor & Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

CPOC

Committee Role	Name	Position
Principal	Dinah McMichael	Principal (there is only one principal)
Teacher #1	Athenas Michaca	PreK
Teacher #2	Fanny Nygard	Kindergarten
Teacher #3	Francisco Toba	Kindergarten
Teacher #4	DeAnn Grimes	1st Grade
Teacher #5	Carolyn Bugg	2nd Grade
Teacher #6	Yarah Franco	Third Grade
Teacher #7	Shawna Tubbs	3rd Grade
Teacher #8	Angelica Valle	5th Grade
Teacher #9	Angie Porter	PEAM
Other School Leader (Nonteaching Professional) #1	Elise Blanchette	Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Suzanne Flores	Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Ebony Franklin	Instructional Specialist
Other School Leader (Nonteaching Professional) #5	Tamra Besch	Assistant Principal
Other School Leader (Nonteaching Professional) #6	Amy Martinez	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Amy Drosche	Testing Coordinator
Administrator (LEA) #1	Allison Duncan	MHAB
Administrator (LEA) #2	Ayesha Kayani	MHAB
Paraprofessional #1	Barbara Brown	Paraprofessional #1
Paraprofessional #2	Stephanie Vaughn	Paraprofessional #2
Parent #1	Lidia Martinez	Parent #1
Parent #2	Erika Razo	Parent #2
Community Member #1	Angelica Castillo	Community Member #1
Community Member #2	Jhnette Cunningham	Community Member #2
Business Representative #1	Grace O'Bryant	Business Representative #1
Business Representative #2	Frank Gutierrez	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA

Committee Role	Name	Position
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus

Lieder

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	40%	43%	46%	49%	52%
Masters Grade Level	16%	19%	22%	25%	28%

2025-26	Target Check
81%	Met District Strategic Target
60%	Met District Strategic Target
40%	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	55%	57%			
African Am.	60%	62%			
Hispanic	53%	55%			
Eco. Dis.	52%	54%			
EB	37%	39%			
SPED	33%	35%			
Highly Mobile	0%	2%			
High Focus	54%	56%			

2025-26	Target Check
60%	Met Reading Board Outcome Target
64%	Met Reading Board Outcome Target
59%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	30%	32%			
African Am.	20%	22%			
Hispanic	25%	27%			
Eco. Dis.	28%	30%			
EB	28%	30%			
SPED	13%	15%			
Highly Mobile	0%	2%			
High Focus	30%	32%			

2025-26	Target Check
62%	Met Math Board Outcome Target
64%	Met Math Board Outcome Target
61%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
58%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
60%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Reading	3	Lieder	ES9	All	102	75%	82	80%	55%	61	60%	20%	40	39%
Reading	3	Lieder	ES9	Hispanic	79	75%	63	80%	53%	47	59%	16%	31	39%
Reading	3	Lieder	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Lieder	ES9	Asian	3	100%	3	100%	100%	2	67%	*	1	33%
Reading	3	Lieder	ES9	African Am.	11	67%	9	82%	60%	7	64%	*	5	45%
Reading	3	Lieder	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Lieder	ES9	White	6	100%	6	100%	*	4	67%	*	2	33%
Reading	3	Lieder	ES9	Two or More	3	*	1	33%	*	1	33%	*	1	33%
Reading	3	Lieder	ES9	Eco. Dis.	88	72%	70	80%	52%	53	60%	19%	35	40%
Reading	3	Lieder	ES9	EB	53	60%	42	79%	37%	32	60%	16%	21	40%
Reading	3	Lieder	ES9	At-Risk	61	65%	49	80%	44%	36	59%	19%	24	39%
Reading	3	Lieder	ES9	SPED	24	60%	20	83%	33%	14	58%	*	10	42%
Reading	3	Lieder	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Lieder	ES9	High Focus	98	73%	76	78%	54%	59	60%	20%	39	40%
Reading	4	Lieder	ES9	All	112	81%	93	83%	51%	67	60%	26%	45	40%
Reading	4	Lieder	ES9	Hispanic	82	82%	72	88%	48%	50	61%	25%	33	40%
Reading	4	Lieder	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Lieder	ES9	Asian	7	*	0	0%	*	0	0%	*	3	43%
Reading	4	Lieder	ES9	African Am.	17	79%	15	88%	64%	12	71%	*	7	41%
Reading	4	Lieder	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Lieder	ES9	White	5	*	5	100%	*	4	80%	*	2	40%
Reading	4	Lieder	ES9	Two or More	1	*	1	100%	*	1	100%	*	0	0%
Reading	4	Lieder	ES9	Eco. Dis.	93	80%	76	82%	48%	56	60%	24%	37	40%
Reading	4	Lieder	ES9	EB	55	77%	44	80%	40%	33	60%	14%	22	40%
Reading	4	Lieder	ES9	At-Risk	58	76%	47	81%	43%	35	60%	17%	23	40%
Reading	4	Lieder	ES9	SPED	20	72%	16	80%	33%	12	60%	*	8	40%
Reading	5	Lieder	ES9	All	117	67%	94	80%	47%	70	60%	19%	47	40%
Reading	5	Lieder	ES9	Hispanic	94	65%	75	80%	47%	56	60%	17%	38	40%
Reading	5	Lieder	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Lieder	ES9	Asian	6	60%	5	83%	50%	4	67%	*	3	50%
Reading	5	Lieder	ES9	African Am.	10	67%	8	80%	33%	6	60%	*	4	40%
Reading	5	Lieder	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Lieder	ES9	White	3	*	3	100%	*	2	67%	*	1	33%
Reading	5	Lieder	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Reading	5	Lieder	ES9	Eco. Dis.	94	65%	75	80%	45%	56	60%	19%	37	39%
Reading	5	Lieder	ES9	EB	65	60%	52	80%	46%	39	60%	18%	26	40%
Reading	5	Lieder	ES9	At-Risk	89	58%	71	80%	40%	53	60%	14%	36	40%
Reading	5	Lieder	ES9	SPED	20	29%	16	80%	*	12	60%	*	8	40%
Math	3	Lieder	ES9	All	102	56%	82	80%	30%	63	62%	16%	43	42%
Math	3	Lieder	ES9	Hispanic	79	50%	63	80%	25%	48	61%	11%	32	41%
Math	3	Lieder	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Lieder	ES9	Asian	3	100%	3	100%	100%	3	100%	*	2	67%
Math	3	Lieder	ES9	African Am.	11	67%	9	82%	*	7	64%	*	5	45%
Math	3	Lieder	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Lieder	ES9	White	6	100%	6	100%	*	4	67%	*	3	50%
Math	3	Lieder	ES9	Two or More	3	*	1	33%	*	1	33%	*	1	33%
Math	3	Lieder	ES9	Eco. Dis.	88	53%	70	80%	28%	53	60%	16%	35	40%

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	Lieder	ES9	EB	53	49%	43	81%	28%	32	60%	12%	21	40%
Math	3	Lieder	ES9	At-Risk	61	50%	49	80%	29%	37	61%	15%	24	39%
Math	3	Lieder	ES9	SPED	24	*	0	0%	*	14	58%	*	10	42%
Math	3	Lieder	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Lieder	ES9	High Focus	98	54%	79	81%	30%	59	60%	17%	39	40%
Math	4	Lieder	ES9	All	112	59%	90	80%	32%	67	60%	13%	45	40%
Math	4	Lieder	ES9	Hispanic	82	57%	66	80%	34%	49	60%	12%	33	40%
Math	4	Lieder	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Lieder	ES9	Asian	7	*	5	71%	*	4	57%	*	3	43%
Math	4	Lieder	ES9	African Am.	17	57%	14	82%	*	10	59%	*	7	41%
Math	4	Lieder	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Lieder	ES9	White	5	*	4	80%	*	3	60%	*	2	40%
Math	4	Lieder	ES9	Two or More	1	*	1	100%	*	1	100%	*	0	0%
Math	4	Lieder	ES9	Eco. Dis.	93	57%	75	81%	33%	56	60%	11%	38	41%
Math	4	Lieder	ES9	EB	55	62%	44	80%	33%	33	60%	14%	22	40%
Math	4	Lieder	ES9	At-Risk	58	56%	47	81%	28%	35	60%	11%	23	40%
Math	4	Lieder	ES9	SPED	20	61%	16	80%	*	12	60%	*	8	40%
Math	5	Lieder	ES9	All	117	69%	94	80%	43%	70	60%	13%	47	40%
Math	5	Lieder	ES9	Hispanic	94	68%	75	80%	46%	56	60%	14%	38	40%
Math	5	Lieder	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Lieder	ES9	Asian	6	100%	6	100%	60%	4	67%	*	3	50%
Math	5	Lieder	ES9	African Am.	10	50%	8	80%	*	6	60%	*	4	40%
Math	5	Lieder	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Lieder	ES9	White	3	*	2	67%	*	2	67%	*	1	33%
Math	5	Lieder	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Math	5	Lieder	ES9	Eco. Dis.	94	66%	75	80%	44%	56	60%	14%	38	40%
Math	5	Lieder	ES9	EB	65	70%	52	80%	42%	39	60%	12%	26	40%
Math	5	Lieder	ES9	At-Risk	89	61%	71	80%	38%	53	60%	10%	36	40%
Math	5	Lieder	ES9	SPED	20	31%	16	80%	*	12	60%	*	8	40%
Science	5	Lieder	ES9	All	117	65%	94	80%	29%	70	60%	8%	47	40%
Science	5	Lieder	ES9	Hispanic	94	69%	75	80%	29%	56	60%	7%	38	40%
Science	5	Lieder	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Lieder	ES9	Asian	6	90%	6	100%	*	4	67%	*	3	50%
Science	5	Lieder	ES9	African Am.	10	28%	8	80%	*	6	60%	*	4	40%
Science	5	Lieder	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Lieder	ES9	White	3	*	2	67%	*	2	67%	*	1	33%
Science	5	Lieder	ES9	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Science	5	Lieder	ES9	Eco. Dis.	94	62%	75	80%	30%	56	60%	9%	38	40%
Science	5	Lieder	ES9	EB	65	70%	52	80%	32%	39	60%	*	26	40%
Science	5	Lieder	ES9	At-Risk	89	60%	71	80%	27%	53	60%	*	36	40%
Science	5	Lieder	ES9	SPED	20	*	16	80%	*	12	60%	*	8	40%

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.