Cypress-Fairbanks Independent School District

Horne Elementary School

2025-2026

Mission Statement

Horne Elementary

At Horne Elementary all students and staff will demonstrate strong character and grow as life-long learners

in reading, writing, math, and science!

Learners Today, Leaders Tomorrow

Vision

CFISD

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Horne Elementary is a campus in Houston, Texas. Horne is projected to serve 902 students in grades PK - 5th during the 2025-26 school year, which is a decrease from the previous year of 921 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Horne 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 22, 2025 , and again on September 18, 2025. The meetings were held in the Horne Elementary library . We plan to meet again on November 13, February 19 and May 21 to review and revise the CNA as needed.

At the first meeting on May 22, 2025 , we met to discuss the academic and behavioral goals of the school. Dr. Tracey Bennett, the principal, asked the staff to determine what strengths and areas of growth were to be highlighted for the upcoming 2025-2026 school year.

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

- the 24-25 Employee Perception Survey
- the EOY MAP assessment data

At the second meeting on September 18, 2025, the CPOC met to discuss any of the summer activities that we completed toward the campus goals. We also discussed the results of the STAAR assessment. We looked at the campus comparison data and the demographic results. Finally, we discussed settin the campus targets for the 2025-2026 STAAR assessment.

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, specifically 5th grade reading. Our 5th grade students did not perform as we anticipated. As 4th graders, the 5th grade students made significant gains on the 4th grade STAAR reading test. However, as 5th graders, the students had a 19% decrease at the Approaches level. Through the root cause analysis process, we identified that our 5th grade students may not have been prepared for the higher level of rigor of the 5th grade reading STAAR assessment. As a result, our 5th grade reading teachers are increasing their higher level questioning strategies and are providing more differentiated strategies to account for student readiness and achievement.

Our second identified priority problem in the area of **student achievement** specifically 5th grade math. Our 5th grade students did not perform as we anticipated. As 4th graders, the 5th grade students made double digit gains on the 4th grade STAAR math test. However, as 5th graders, the students had a 23% decrease at the Approaches level. Through the root cause analysis process, we identified that our 5th grade students may not have been prepared for the advanced level of computation and problem solving skillset for the 5th grade math STAAR assessment. As a result, our 5th grade math teachers are increasing their number sense strategies and are providing more differentiated strategies to account for student readiness and achievement.

Our third identified priority problem is in the area of attendance. While staff attendance impacts the instructional arrangement of students on a daily basis, student attendance is equally important for students to learn. Through the root cause analysis process, we identified that students and staff need incentives and motivation to be present on a daily basis. As a result, we plan to implement strategies that will increase daily attendance.

Goals

Revised/Approved: November 13, 2025

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			
Strategy 1: Instructional Focus: Teaching staff will improve student performance in RLA by strengthening Tier 1 instruction through differentiated small-group instruction and explicit literacy routines. Teachers will use vertically aligned lessons and scaffolded instruction that emphasize decoding, comprehension, vocabulary development, and written response to reading. Strategy: The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the Reading/Writing goals through We Climb, SIBME video coaching, and CF-TESS. The formats teachers will use include, long-range data-driven planning; ECR Tracking Binders; Monitoring Notebooks; differentiated small-group instruction during Closing the Gap; IXL Reading/Writing; and data-driven reteach cycles informed by DPM results.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			
Strategy's Expected Result/Impact: Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists				

Strategy 2 Details		Reviews			
Strategy 2: Math Instructional Focus: Teaching staff will improve student performance by strengthening student-centered instruction through differentiated small groups and concurrent small group instruction. We will use vertical alignment, scaffolded instruction, real-world connections, differentiation, kinesthetic experiences and supports to increase student engagement and academic achievement during first instruction. Strategy: The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the math goals through We Climb, SIBME video coaching, and CF-TESS.. The formats teachers will use include but are not limited to, critical writing, Quantum Learning strategies, Get Your Teach On, ST Math, IXL, Think Tanks. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Instructional Focus: Science: Our teaching staff will focus on improving overall student scientific understanding and critical thinking by strengthening the implementation of best teaching practices to build relevant cross-curricular, real-word connections and Teachers will use purposeful, hands-on experiences, authentic literature, HMH resources, and visuals to bridge and extend the 3D experiences to 2D to foster higher academic discourse, critical writing, problem-solving, knowledge of academic vocabulary and student engagement. Teachers will also create purposeful first instruction lessons utilizing the science lab and the garden. Second and third grade classes will participate in garden lessons .The teachers will use Edu SMART, Science Camps, After School Tutoring, STEAM Activities, Science Bowls, and Science Fairs to support student learning. Strategy:The instructional leadership team will complete classroom observations and specific feedback and instructional coaching on implementing the science goals.The formats for feedback will include but are not limited to, critical writing, We Climb Walks, video coaching through SIBME, Quantum Learning strategies, and CF-TESS. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist will be responsible for monitoring these expectations.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Moderate Progress			

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

Strategy 5 Details	Reviews			
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: * Salaries: 1 Counselor, 2 paraprofessionals, and 6 teachers (4 English, 2 Math) will assist with helping students and reducing class size in our highest areas of need. * Student Scholarships: We will use this to cover the cost of all Dual Credit classes and the registration fees for all AP tests. * Substitute pay: When the class size reduction teacher is absent, Title I will cover the cost of the sub. We also use Title I subs to support instructional coaching by allowing teachers to observe other teachers to grow in their practice. * Instructional Supplies: Classroom supplies such as paper, Chromebook chargers, and other office supplies will help provide students with the supplies they need to be successful in class. * Extra Duty Pay: Staff members will be paid for having 5 or more students in tutorials after school past contract time. This allows students to get additional one-on-one support. * Subscriptions: We will increase our student attendance by tracking restroom passes for all students using Securly. * Extended Day pay: Staff member will be paid for training and additional planning outside of school that support our instructional goals listed in the CIP. * Parental Involvement: We will increase parent involvement throughout the year with events like Ram Express, Meet the Rams, Open House, Horizons Showcase, Spring Showcase, Counselor Talks, etc. Staff members will communicate (using various methods) information about these events and other opportunities to support our goal of increased parent involvement. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov**	**Feb**	**May**	**June**
	Considerable			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Building more relevance into the lessons by connecting learning to real-world concepts. We will connect lessons to be more relevant to our students' lives, interests or future goals. **Strategy's Expected Result/Impact:** Increased learning using real world concepts. **Staff Responsible for Monitoring:** All teachers in grades 3-5, Assistant Principals, Instructional Specialists **Targeted Support Strategy**	Formative			Summative
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: Creating a competitive and supportive environment using the "Game On" competition with the two Assistant Principals leading the charge as coaches for each team. Teams will consist of teachers and students competing to earn points for daily, weekly and monthly activities and showing improvement with actions. **Strategy's Expected Result/Impact:** The "Game On" competition will create an environment that will engage all students and staff with rewards for their teams. **Staff Responsible for Monitoring:** The Principal and select members from the leadership team **Targeted Support Strategy**	Formative			Summative
	Nov	**Feb**	**May**	**June**
	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing Structured Literacy Lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal	Considerable			

◯ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue	

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

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

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			

Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.
    Strategy's Expected Result/Impact: Increased reading proficiency
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Moderate Progress			
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

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

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

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			
○ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue	

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

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

    Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Increased math proficiency **Staff Responsible for Monitoring:** Principal	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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Reviews			
Strategy 1: Campus Safety: The campus will implement PBIS and Red Ribbon Week	**Formative**			**Summative**
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, Counselors, Custodians, and Campus Safety Committee.	**Nov**	**Feb**	**May**	**June**
	Considerable			

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

Strategy 1 Details		Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal		**Nov**	**Feb**	**May**	**June**
		Considerable			
Strategy 2 Details		**Reviews**			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)		**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal		**Nov**	**Feb**	**May**	**June**
		Moderate Progress			

    ⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. 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			
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 implement a variety of behavior intervention strategies to prevent violence including PBIS, Project Safety, social skills lessons, mentoring, and teacher training provided by our Behavior Interventionist and DMC paraprofessional. **Strategy's Expected Result/Impact:** Violent incidents will continue to be under 1% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Interventionists	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
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.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Considerable			

Strategy 5 Details	Reviews			
Strategy 5: Mental Health Supports: Mentoring Mondays - all staff members will select a student from our at-risk list to mentor for the year. Our counselors provide activities and goal setting sheets for the staff to meet with their mentees every progress report and report card marking. We also meet with our mentees whenever we can throughout the year. The students look forward to meeting on Mentoring Monday because we have meaningful conversations with them while we complete the goal setting sheet and the activity.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will increase the attendance rate for each grading period, as well as improve report card grades each grading period.	Considerable			
Staff Responsible for Monitoring: Principal				

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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every nine weeks with treats, shout-outs, and other various and random types of acknowledgement. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal and Assistant Principals	Formative			Summative
	Nov	Feb	May	June
	Some Progress			
No Progress	Accomplished	Continue/Modify	Discontinue	

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

Performance Objective 2: Ensure that Teachers receive 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. Teachers will attend Wisdom Wednesdays each month to focus on an element of professional development. Topics will vary based on teacher need.

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

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Campus will provide all teachers with professional development based on identified needs through modeling, coaching, SIBME feedback and conferencing, Schoology training and coaching, PLCs, and virtual PD opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: All staff will strengthen their individual skill set and reduce individual areas of professional weakness. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Technology Coach.	Moderate 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			
Strategy 1: Improving Social Media Presence: Create more opportunities for student and staff activities to be posted on as many social media outlets as possible.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Highlighting the great events and activities to draw in more interest in our campus. **Staff Responsible for Monitoring:** Leadership	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Our staff will post to a social media site and tag the district at least once a week.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Posting at least once a week helps improve parent and family engagement by keeping families informed, building community, removing barriers to communication, highlighting involvement opportunities, and strengthening trust. This consistent and accessible outreach encourages more families to participate actively in their child's education and school. **Staff Responsible for Monitoring:** Leadership team	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: We will communicate more frequently and provide more advanced notice of events.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: This strategy will improve parent and family engagement by allowing families to plan to attend our events. This will also build trust, encourage collaboration and show that family involvement is encouraged. **Staff Responsible for Monitoring:** Leadership, teachers	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: The Parent Involvement liaison will assist Leadership with ways to welcome parents and the surrounding community on campus for academic engagement activities in RLA, Math, Science and technology. **Strategy's Expected Result/Impact:** Improved Parent and Community Engagement **Staff Responsible for Monitoring:** Parent Involvement liaison, Leadership	Formative			Summative
	Nov	**Feb**	**May**	**June**
	Some Progress			

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue

CPOC

Committee Role	Name	Position
Other School Leader	Myralda Cantu-Wyatt	Assistant Principal
Other School Leader	Tashemia Wallace	Assistant Principal
Principal	Dr. Tracey Bennett	Principal (there is only one principal)
Teacher #1	Melissa Vargas	PreK
Teacher #2	Jacquelyn Rosette	Kinder
Teacher #3	Isabel Fincher Alvarado	1st Grade
Teacher #4	Jessica Thibodeaux	2nd Grade
Teacher #5	Maria Alvarado	3rd Grade
Teacher #6	Patrice Secrease	4th Grade
Teacher #7	Deborah Bart	5th Grade
Teacher #8	Madison Laird	PEAM
Support	Brenda Hebert	SPED
Other Leader (Nonteaching Professional)	Tessie Montgomery	Parent Liaison
Paraprofessional #1	Aryanna Rodriguez	Paraprofessional #1
Administrator (LEA) #1	Dr. Tonya Goree	Cheif Academic Officer
Administrator (LEA) #2	Katherine Piepternella	Secondary LOTE Coach
Parent #1	Deunique Wilson	Parent #1
Parent #2	Parent 2	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative	Cheryl Johnson	Toshiba
Business Representative	Joe Johnson	Office Depot
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 **Horne**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	42%	45%	48%	51%	54%
Masters Grade Level	17%	20%	23%	26%	29%

2025-26	Target Check
91%	Met District Strategic Target
62%	Met District Strategic Target
31%	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	47%	49%			
African Am.	46%	48%			
Two or More	75%	77%			
Eco. Dis.	41%	43%			
EB	30%	32%			
SPED	6%	8%			
Highly Mobile	33%	35%			
High Focus	41%	43%			

2025-26	Target Check
61%	Met Reading Board Outcome Target
64%	Met Reading Board Outcome Target
67%	Did not meet Reading Target
60%	Met Reading Board Outcome Target
61%	Met Reading Board Outcome Target
63%	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	36%	38%			
African Am.	21%	23%			
Two or More	67%	69%			
Eco. Dis.	33%	35%			
EB	28%	30%			
SPED	0%	2%			
Highly Mobile	0%	2%			
High Focus	33%	35%			

2025-26	Target Check
60%	Met Math Board Outcome Target
59%	Met Math Board Outcome Target
67%	Did not meet Math Target
60%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
56%	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 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	Horne	ES7	All	124	72%	113	91%	47%	76	61%	19%	39	31%
Reading	3	Horne	ES7	Hispanic	87	71%	78	90%	44%	52	60%	17%	26	30%
Reading	3	Horne	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Horne	ES7	Asian	4	88%	4	100%	75%	3	75%	*	2	50%
Reading	3	Horne	ES7	African Am.	22	68%	20	91%	46%	14	64%	25%	7	32%
Reading	3	Horne	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Horne	ES7	White	5	*	5	100%	*	3	60%	*	2	40%
Reading	3	Horne	ES7	Two or More	6	*	6	100%	*	4	67%	*	2	33%
Reading	3	Horne	ES7	Eco. Dis.	83	69%	75	90%	41%	50	60%	15%	25	30%
Reading	3	Horne	ES7	EB	57	63%	52	91%	30%	35	61%	*	17	30%
Reading	3	Horne	ES7	At-Risk	61	61%	55	90%	33%	37	61%	12%	19	31%
Reading	3	Horne	ES7	SPED	16	44%	14	88%	*	10	63%	*	5	31%
Reading	3	Horne	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Horne	ES7	High Focus	110	68%	99	90%	41%	66	60%	14%	33	30%
Reading	4	Horne	ES7	All	129	74%	119	92%	48%	79	61%	15%	41	32%
Reading	4	Horne	ES7	Hispanic	83	76%	75	90%	48%	50	60%	17%	25	30%
Reading	4	Horne	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Horne	ES7	Asian	9	90%	9	100%	90%	6	67%	*	3	33%
Reading	4	Horne	ES7	African Am.	28	50%	26	93%	*	17	61%	*	9	32%
Reading	4	Horne	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Horne	ES7	White	4	100%	4	100%	83%	3	75%	*	2	50%
Reading	4	Horne	ES7	Two or More	5	*	5	100%	*	3	60%	*	2	40%
Reading	4	Horne	ES7	Eco. Dis.	88	73%	79	90%	44%	53	60%	12%	26	30%
Reading	4	Horne	ES7	EB	61	68%	55	90%	45%	37	61%	*	18	30%
Reading	4	Horne	ES7	At-Risk	64	68%	58	91%	38%	39	61%	8%	19	30%
Reading	4	Horne	ES7	SPED	19	33%	17	89%	*	12	63%	*	6	32%
Reading	5	Horne	ES7	All	116	59%	106	91%	44%	74	64%	21%	36	31%
Reading	5	Horne	ES7	Hispanic	80	61%	72	90%	44%	48	60%	23%	24	30%
Reading	5	Horne	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Horne	ES7	Asian	9	78%	9	100%	78%	9	100%	*	3	33%
Reading	5	Horne	ES7	African Am.	18	45%	16	89%	32%	11	61%	*	5	28%
Reading	5	Horne	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Horne	ES7	White	6	*	6	100%	*	4	67%	*	2	33%
Reading	5	Horne	ES7	Two or More	2	*	2	100%	*	1	50%	*	1	50%
Reading	5	Horne	ES7	Eco. Dis.	75	58%	68	91%	42%	45	60%	18%	23	31%
Reading	5	Horne	ES7	EB	56	50%	50	89%	31%	34	61%	10%	17	30%
Reading	5	Horne	ES7	At-Risk	85	54%	77	91%	38%	51	60%	17%	26	31%
Reading	5	Horne	ES7	SPED	19	24%	17	89%	*	11	58%	*	6	32%
Math	3	Horne	ES7	All	124	62%	113	91%	36%	75	60%	10%	38	31%
Math	3	Horne	ES7	Hispanic	87	63%	78	90%	38%	52	60%	7%	26	30%
Math	3	Horne	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Horne	ES7	Asian	4	75%	4	100%	63%	3	75%	*	1	25%
Math	3	Horne	ES7	African Am.	22	54%	20	91%	21%	13	59%	*	7	32%
Math	3	Horne	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*

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	Horne	ES7	White	5	*	5	100%	*	3	60%	*	2	40%
Math	3	Horne	ES7	Two or More	6	83%	6	100%	*	4	67%	*	2	33%
Math	3	Horne	ES7	Eco. Dis.	83	60%	75	90%	33%	50	60%	8%	25	30%
Math	3	Horne	ES7	EB	57	54%	51	89%	28%	34	60%	*	17	30%
Math	3	Horne	ES7	At-Risk	61	52%	55	90%	30%	37	61%	8%	18	30%
Math	3	Horne	ES7	SPED	16	*	14	88%	*	9	56%	*	5	31%
Math	3	Horne	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Horne	ES7	High Focus	110	58%	99	90%	33%	66	60%	8%	33	30%
Math	4	Horne	ES7	All	129	53%	118	91%	30%	79	61%	11%	40	31%
Math	4	Horne	ES7	Hispanic	83	55%	75	90%	31%	50	60%	12%	25	30%
Math	4	Horne	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Horne	ES7	Asian	9	70%	9	100%	60%	6	67%	*	3	33%
Math	4	Horne	ES7	African Am.	28	*	25	89%	*	17	61%	*	8	29%
Math	4	Horne	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Horne	ES7	White	4	100%	4	100%	*	3	75%	*	2	50%
Math	4	Horne	ES7	Two or More	5	*	5	100%	*	3	60%	*	2	40%
Math	4	Horne	ES7	Eco. Dis.	88	52%	79	90%	26%	53	60%	12%	26	30%
Math	4	Horne	ES7	EB	61	55%	55	90%	32%	37	61%	9%	18	30%
Math	4	Horne	ES7	At-Risk	64	43%	58	91%	24%	38	59%	7%	19	30%
Math	4	Horne	ES7	SPED	19	*	17	89%	*	11	58%	*	6	32%
Math	5	Horne	ES7	All	116	51%	105	91%	30%	72	62%	12%	36	31%
Math	5	Horne	ES7	Hispanic	80	52%	72	90%	32%	48	60%	11%	24	30%
Math	5	Horne	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Horne	ES7	Asian	9	67%	8	89%	67%	6	67%	*	3	33%
Math	5	Horne	ES7	African Am.	18	41%	16	89%	*	11	61%	*	5	28%
Math	5	Horne	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Horne	ES7	White	6	*	6	100%	*	4	67%	*	2	33%
Math	5	Horne	ES7	Two or More	2	*	2	100%	*	2	100%	*	1	50%
Math	5	Horne	ES7	Eco. Dis.	75	50%	68	91%	27%	45	60%	10%	23	31%
Math	5	Horne	ES7	EB	56	50%	50	89%	36%	34	61%	*	17	30%
Math	5	Horne	ES7	At-Risk	85	45%	77	91%	25%	51	60%	7%	26	31%
Math	5	Horne	ES7	SPED	19	29%	17	89%	*	11	58%	*	6	32%
Science	5	Horne	ES7	All	116	52%	105	91%	23%	72	62%	10%	36	31%
Science	5	Horne	ES7	Hispanic	80	55%	72	90%	23%	48	60%	10%	24	30%
Science	5	Horne	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Horne	ES7	Asian	9	78%	8	89%	56%	6	67%	*	3	33%
Science	5	Horne	ES7	African Am.	18	32%	16	89%	*	11	61%	*	5	28%
Science	5	Horne	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Horne	ES7	White	6	*	6	100%	*	4	67%	*	2	33%
Science	5	Horne	ES7	Two or More	2	*	2	100%	*	2	100%	*	1	50%
Science	5	Horne	ES7	Eco. Dis.	75	52%	68	91%	20%	45	60%	8%	23	31%
Science	5	Horne	ES7	EB	56	45%	51	91%	17%	34	61%	*	17	30%
Science	5	Horne	ES7	At-Risk	85	46%	77	91%	18%	51	60%	9%	26	31%
Science	5	Horne	ES7	SPED	19	24%	17	89%	*	11	58%	*	5	26%

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.